

Wellbeing Award for Schools (WAS)

Reassessment Report

School name:	Rockmount Primary School
School address and postcode:	Chevening Road, Upper Norwood, London SE19 3ST
School telephone:	020 8653 2619
School website:	www.rockmountprimaryschool.co.uk/
Head teacher:	Helen Carvall
Award coordinator:	Donna Rankine
Award verifier:	Mark Jennett
Date of reassessment:	25 November 2022

Commentary on the mini-portfolio of evidence:

The portfolio was extremely well organised and included all the information requested. Both the material it contained and the coordinator's presentation demonstrated that that EWMH is integral to Rockmount's ethos and threaded through everything the school does.

Commentary on the tour of the school:

Classrooms and corridors are attractive and the school feels welcoming. There are numerous displays relating to wellbeing. Each classroom has calm corners with a range of resources including books, fidget toys and other materials to support children with self-regulation. Zones of regulation boards are displayed in all classrooms and include information that help children to both identify and manage feelings and emotions. There is an attractive wellbeing room available to both children and staff which is used for a range of interventions.

Outdoor space is especially impressive – there is a pond, fire pit, an edible garden, rabbits and (soon to be returning post-bird flu) chickens as well as outdoor learning spaces. Staff can describe how children who struggle with self-esteem, forming friendships, managing feelings and other issues have been helped by spending time outside or working with the school gardener or outdoor learning lead.

Commentary on discussions with stakeholders:

Children speak eloquently about the opportunities they have to talk about EWMH in PSHE and circle time. They can describe a number of strategies they use to support their own or others' wellbeing and where they can go for help or advice. Peer mediators and wellbeing champions (see below) are, rightly, proud of the work they do.

Staff speak highly of colleagues and SLT and how they support each other. They appreciate 'the little things' (such as staff breakfasts) and being able to contribute their views and discuss concerns via surveys, staff meetings, forums etc. Senior staff recognise and acknowledge when colleagues go above and beyond. They appreciate that there is an 'open door' and that 'you can ask anyone for support'. Staff say that colleagues are good at spotting when others need help. They commented on the warm atmosphere and several were grateful for the particular support they received at times of challenge. They feel confident to identify and support children who are struggling with their mental health and welcome and enjoy the training they receive around EWMH. One telling observation was that children at Rockmount are kind to staff.

Parents are very positive about how the school supports both them and their children – "they make the children feel important". They appreciate coffee mornings, wellbeing workshops and newsletters and welcome the advice they receive both from staff and outside agencies that helps them support their children's wellbeing. They are well informed about the range of provision available in the school.

Strengths identified during reassessment:

School leaders and governors clearly understand the needs of the children and families that they serve. The wellbeing lead is passionate and dedicated and enjoys strong support from other leaders. She is also supported by an advisory team which includes representation from pupils, parents and external providers. EWMH is a key element of the SDP and there are clear aims and objectives which are effectively monitored. A key strength is a thoughtful approach - apparent in governors, leaders and staff - that ensures that provision is responsive and support individualised.

Rockmount has a variety of approaches to obtaining stakeholder views (including an active pupil council and parent forum, surveys etc) and is effective at using these to develop provision. The school communicates with stakeholders in a number of ways including wellbeing newsletters and extensive website provision. Members of the parent forum feedback to others via WhatsApp groups.

All staff have received ACEs training and key staff have trained in MHFA. The wellbeing lead is a qualified SMHL. TAs have a key role in developing calm spaces and other provision, several are trained as ELSAs and many have wellbeing related targets as part of their performance management. The school has developed a staff wellbeing policy and used staff feedback to address concerns about workload etc. Wellbeing is an element of all appraisals.

EWMH is embedded across the curriculum. In addition, as well as the zones of regulation, there are worry monsters and boxes, teachers do emotional check ins and certain children have emotion cards to help them tell staff how they are feeling. Provision is tailored to individual children's needs. Staff model how to talk about feelings and share strategies with parents. One way that the school

promotes self-esteem is by encouraging staff and children to send messages of thanks or encouragement to each other. For example, different KS1 children are selected as 'VIP's' each week and every child in their class will write something nice about them.

Pupils are directly involved in promoting and supporting wellbeing – for example, as peer mediators or wellbeing champions. Both groups have received training. Wellbeing champions learn about ways to support themselves and others and have their own action plan. They discuss wellbeing with other children in circle time and the school is currently exploring how they can be involved in raising awareness with parents.

Rockmount has worked with a number of external providers to enhance its provision, including the local MH Support team cluster and EY coordinator (helping her to develop materials to support work around the 5 ways to wellbeing across the Borough). The school is also working with an author on developing books related to wellbeing and has employed the Maudsley Trust CUES-ED programme to support emotional wellbeing and resilience.

Areas for development:

Use the effective monitoring procedures the school already has in place to continue to review your EWMH strategy and provision in line with stakeholder views and changing needs.

Continue to raise awareness amongst parents about provision and how to report concerns.

Further develop the excellent wellbeing section on the school website – for example, by highlighting the work of the wellbeing champions and involving them and other children in developing materials.

Verifier recommendation:

I am delighted to recommend that Rockmount Primary continue to hold the Wellbeing in Schools Award for an additional three years.

Head teacher comments:

Rockmount has a well embedded whole school focus on health and well being which is the product of several years of development. We are delighted that the wide-ranging impact of the work of the whole school community in supporting our positive wellbeing and mental health has been recognised once again.

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