

ROCKMOUNT PRIMARY SCHOOL

Wellbeing Policy

October 2024 Review: July 2026

Mission Statement

Children's social and emotional wellbeing is important in its own right but also because it affects their physical health (both as a child and as an adult) and can determine how well they do at school.

The mental health of children, staff and the wider whole school community impacts on all areas of development and learning. At Rockmount School we recognise our responsibility to promote and support positive mental health and wellbeing.

Our Wellbeing Policy has been agreed by staff, governors and pupils in order to support the ethos and values of our school. It underpins our school mission statement and describes the structures and strategies within the school which will enable us to support the mental health and wellbeing of our whole school community.

At Rockmount we aim to provide a whole school approach to promoting positive mental health by:

- Creating an ethos and policies to support mental health and wellbeing
- Providing an emotionally secure and safe environment that prevents any form of bullying or violence
- Helping children to develop social relationships, support each other and seek help when needed
- The early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services
- Providing specific help for those children most at risk or already showing signs of social, emotional and behavioural problems
- Raising awareness within the wider community to de-stigmatise mental health
- Working effectively with parents and carers
- Supporting staff to develop their own resilience and offering training in how to develop children's social, emotional and psychological wellbeing.

Through this whole school approach, we aim to ensure we have:

- Happy and motivated pupils and staff
- Pupils who are highly engaged in the learning process
- Effective teaching resulting in improved attainment
- Parents and carers more involved in school life and learning
- Pupils and staff with high self-esteem, confidence and resilience
- Improved attendance
- Strong staff morale and low staff absenteeism
- Positive and effective relationships within the whole school community

Key Roles and Responsibilities

Whilst all staff have a responsibility to promote positive mental health of pupils, we have a designated team supporting the wellbeing and mental health of pupils:

Designated Safeguarding Leads: Helen Carvall, Viv Bull, Amber Pearless, Donna Rankine, Annette Schembri, Clare Garside, Ana De Miguel and Erika Cianfarani

Senior Mental Health Leader: Donna Rankine

Wellbeing Leads: Waseela Umar and Ana- Maria Chedburn

SENCOs: Amber Pearless and Hayley Gorman

Mental Health First Aiders (Children & Young People): Donna Rankine and Amy Carvall

Mental Health Support Team (MHST): Nora Karacs and Louisa Edwards

Learning Mentor: Annette Schembri

Emotional Literacy Support Assistants (ELSA): Clare Byrnes and Katie Wrigley

Any staff member concerned about the mental health or wellbeing of a pupil should speak to a member of their Learning & Teaching Leader or the Senior Mental Health Lead in the first instance. If there are concerns that a pupil is at high risk or in danger of immediate harm, then the normal child protection procedures should be followed with an immediate referral to one of the Designated Safeguarding Leads and recorded on CPOMS.. If a child presents with a high-risk medical emergency, then the normal procedure for medical emergencies should be followed, including alerting the school first aider and contacting the emergency services if necessary. Where external referrals are necessary, this will be led by the designated support team.

How we support children's positive wellbeing and mental health.

Through a specific PSHE curriculum:

The skills, knowledge and understanding needed by children to keep themselves mentally healthy and safe are included as part of our PSHE curriculum. The content of lessons is determined by the specific needs of each cohort to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner. Children are encouraged and supported by staff to learn and talk about their emotions.

Through the Zones of Regulation Curriculum:

The **Zones of Regulation** is a complete social-emotional learning curriculum, created to teach children self-regulation and emotional control. It supports the development of self-regulation in children. The curriculum helps children better understand their emotions, sensory needs and thinking patterns.

Using the Zones of Regulation as a framework, we aim to help children to:

- Recognise when they are in the different Zones and learn how to change or manage being in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

The school promotes an Anti-Bullying Culture:

Strong school ethos of tolerance, respect for difference and diversity

- Active listening
- High profile anti-bullying procedures and policy
- Regular discussion during Circle times, Assemblies, National Anti-bullying Week, workshops etc.

School facilitates a context for learning and personal development:

- Providing a stimulating and attractive environment which is well-resourced and maintained
- Ensuring all classrooms contain a Wellbeing Area equipped with calming resources to help children relax. This is a positive safe place for children to take time out in order to regulate their emotions
- Wellbeing Room which provides a safe, calm and friendly area for group interventions, one-to-one support, collaborative with outside agencies and drop-in sessions at lunchtimes
- Establishing clear expectations regarding behaviour for learning and social cohesion
- Encouraging a positive and caring ethos where every individual is valued
- Providing a balanced, interesting and creative curriculum
- An exciting range of extracurricular provision
- Appropriate levels of support and challenge according to pupil need
- Providing a Learning Mentor to support vulnerable pupils in order to engage them in learning
- ELSA trained staff to support children with a wide range of social and emotional needs
- Requesting support from external agencies where needed
- Providing opportunities for reflection and spiritual development through art, literature and the Religious Education Curriculum
- Providing workshops and information on sex and relationships, drugs, alcohol, peer pressure and gangs

Pupil Voice

- A democratically elected School Council
- Peer Mediators trained to deal successfully with conflict situations at school, at home and in later life.
- Health and Wellbeing Ambassadors
- Circle Times providing opportunities for staff and children to communicate with each other about issues which concern them or others within the school community

Involvement of parent/carers in the life and learning of the school

- Regular questionnaires
- Parent/Carer Forum Meetings
- Rockmount Friends and Community (RFC)
- Regular school and GB Newsletters
- Governors Annual Review for parents/carers
- Involvement in school trips and events
- Website
- Curriculum meetings and tours
- Consultation evenings

- Information workshops throughout the year
- Regular involvement in pupil progress and wellbeing issues

Early identification and targeted support

- Staff receive training on the protective and risk factors (see Appendix 1), types of mental health needs and signs which might indicate that a child is experiencing mental health difficulty (See Appendix 2)
- Staff work in close partnership with parents and carers to discuss their child's needs and wellbeing in order to provide cohesive support
- 'Worry Boxes' / 'Praise Boxes' are provided to enable children to express concerns / share positive comments
- Termly pupil progress meetings which includes an update on the wellbeing of all children
- Regular pupil wellbeing questionnaires
- Efficient reporting system for staff to report concerns
- A wide range of targeted provision is offered within school and support is obtained from external agencies when necessary (see Rockmount SEND Report)
- Therapeutic activities such as Play therapy and Lego

Pupil Transition / Induction

- Effective transition and Induction arrangements ensure all children have a positive start to their time at Rockmount. Buddies and key staff are allocated to support emotional wellbeing and feedback is given to parents and carers.
- Transition Programme which supports year 6 children as they move to secondary schools

Peer Support

Every year we have 10 trained Wellbeing Ambassadors from across the school who lead on whole school campaigns about health and wellbeing. They seek the views of their peers about our approach to wellbeing, the curriculum and in promoting whole school mental health activities. With the support of the Senior Mental Health Lead and Mental Health Support Team (MHST), they support their peers by talking to them about their feelings and show their peers simple strategies to help them to understand and manage their emotions.

Supporting Parents

Families play a key role in supporting children's emotional health and wellbeing. At Rockmount, we work in partnership with parents and carers to promote emotional health and wellbeing by:

- Highlighting sources of information and support about common mental health problems on the school website and newsletter.
- Ensure that all parents/ carers are aware of who to talk to if they are concerned about a child's mental health
- Offer regular parent/ carer workshops supporting families with common mental health problems
- Provide regular coffee mornings so parent/ carers are able to develop a peer support network within the school community
- Keep parent/ carers informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home
- MHST support available for parents/carers during parents evening

- Dedicated termly safeguarding and Wellbeing newsletters

Staff Wellbeing

- An effective Induction Policy and pack ensures that new staff members are well-supported, including a mentor/ buddy system
- Good communication through weekly staff briefings, regular emails and daily bulletins
- Staff Appraisals systems are robust and effective and provide clear opportunities for open dialogue with senior leaders
- Staff are encouraged to contribute to development of policies and to the School Development Plan
- Training is provided in relation to whole school developments and to specific individual needs
- Monitoring feedback is constructive and supportive
- A relaxing staff room is provided along with a separate room for staff to use for planning purposes
- Staff are encouraged to discuss workload and to maintain a good work/life balance
- Planned social events and termly wellbeing breakfasts
- Regular information updates on mental health and wellbeing on staff notice board
- Annual wellbeing survey and suggestions box
- Working collaboratively within year groups to reduce workload
- Introducing activities and initiatives half termly to promote and strengthen our wellbeing

Procedures for handling staff wellbeing

The Senior Leadership Team will encourage the creation and maintenance of an atmosphere where all staff members feel comfortable asking for help or raising concerns.

The Senior Leadership Team will be sensitive to any problems which may impact on staff mental health and wellbeing and will act in a professional, fair, consistent and timely manner when a concern arises.

Where additional professional advice is required, the school can contact Occupational Health Professionals and Human Resource services. Where appropriate, staff will be encouraged to use the confidential counselling service listed in The Staff Handbook for advice and support.

This policy should be read in conjunction with the following policies:

Early Help and Safeguarding

Behaviour

Anti-Bullying

Inclusion/SEND

Staff Induction

Staff Wellbeing

First Aid

Mental Health Support

[Anna Freud National Centre for Children and Families](#) A child mental health research, training and treatment centre located in London

[Mentally Healthy Schools](#) Quality-assured information, advice and resources to help primary schools understand and promote children's mental health and wellbeing

[Young Minds](#) The UK's leading charity committed to improving the wellbeing and mental health of children and young people. Information for children, young people and parents including a parent helpline

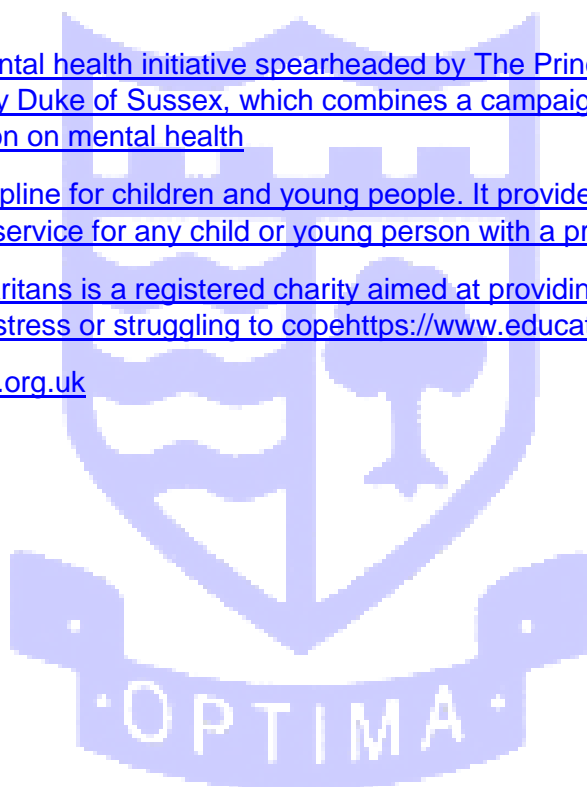
[Charlie Waller Memorial Trust](#) A trust set up in memory of Charlie Waller, who took his own life whilst suffering from depression. Information about depression, maintaining wellbeing and getting help

[MindEd](#) Resources on children and young people's mental health for parent/carers and professionals

[Heads Together](#) A mental health initiative spearheaded by The Prince and Princess of Wales and Prince Harry Duke of Sussex, which combines a campaign to tackle stigma and change the conversation on mental health

[Childline](#) UK's free helpline for children and young people. It provides a confidential telephone counselling service for any child or young person with a problem

[Samaritans](#) The Samaritans is a registered charity aimed at providing emotional support to anyone in emotional distress or struggling to cope <https://www.educationsupport.org.uk/>
www.educationsupport.org.uk



Appendix 1 Protective and Risk Factors (adapted from Mental Health and Behaviour DfE November 2018)

	Risk factors	Protective factors
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<p>In the child</p>	<ul style="list-style-type: none"> • Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem 	<ul style="list-style-type: none"> • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
<p>In the family</p>	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord
<p>In the school</p>	<ul style="list-style-type: none"> • Bullying including online (cyber) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Peer on peer abuse • Poor pupil to teacher/school staff relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • Staff behaviour policy (also known as code of conduct) • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Good pupil to teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships • Effective safeguarding and Child Protection policies. • An effective early help process • Understand their role in and be part of effective multi-agency working • Appropriate procedures to ensure staff are confident to can

		raise concerns about policies and processes, and know they will be dealt with fairly and effectively
In the community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

Appendix 2 – Possible signs of mental health problems in children

These signs might include:

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Wearing long sleeves in hot weather.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.
- Anxiety around the impact of social media, such as online bullying