



The
Rise
Partnership
Trust
Love • Learn • Laugh

RPT Well-being Policy

March 2026

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**With Reference to Keeping Children Safe in Education – September
2025**

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1. Policy Statement and Vision

At RPT Schools we value and respect every member of our community. We aim to create a culture where pupils, families and staff feel safe, supported and able to thrive.

We are committed to promoting positive mental health and emotional wellbeing across RPT's community so that pupils can learn effectively, staff feel supported in their professional roles, and families feel valued and included.

Our schools aim to be positive environments where children and adults can love, learn and laugh together.

2. Safeguarding and Mental Health

RPT Schools recognise that mental health concerns may sometimes be an indicator that a child has experienced or is at risk of harm.

All staff must be aware that:

- Mental health difficulties may indicate safeguarding concerns.
- Staff should not attempt to diagnose mental health conditions.
- Any concerns about a pupil's mental health must be shared with the Designated Safeguarding Lead (DSL).

All safeguarding concerns must be reported in accordance with the school's Safeguarding and Child Protection Policy and statutory guidance in Keeping Children Safe in Education.

Where appropriate, RPT schools will work with external agencies including health services, social care and specialist support services.

3. Purpose of the Policy

This policy aims to:

- Promote positive mental health and wellbeing for pupils, staff and families.
- Provide a framework for early identification of mental health concerns.
- Ensure appropriate support and referral pathways are in place.
- Promote a culture of openness, respect and support across the school community.
- Ensure staff wellbeing is recognised as a key part of school effectiveness.

4. Roles and Responsibilities

Trustees

Trustees are responsible for:

- Ensuring RPT has effective systems to support mental health and wellbeing.
- Monitoring the impact of wellbeing strategies.

- Ensuring compliance with statutory guidance including safeguarding responsibilities.

Head teachers and LAB Governors

The Head teachers will:

- Ensure this policy is implemented effectively.
- Promote a culture where mental health and wellbeing are prioritised.
- Ensure staff receive appropriate training.
- Ensure appropriate support systems are in place for pupils and staff.

Designated Safeguarding Lead (DSL)

The DSL will:

- Oversee safeguarding concerns related to mental health.
- Liaise with external agencies where necessary.
- Provide advice and support to staff regarding mental health concerns.
- Ensure appropriate safeguarding procedures are followed.

Senior Leadership Team

The Senior Leadership Team will:

- Monitor staff wellbeing and workload.
- Ensure appropriate support systems are in place.
- Promote a positive school culture.
- Provide training and professional development related to wellbeing.

All Staff

All staff are responsible for:

- Promoting positive mental health.
- Being alert to signs of emotional distress.
- Reporting safeguarding concerns.
- Supporting pupils in developing emotional resilience.

5. Promoting Mental Wellbeing

Mental wellbeing includes both:

- Feeling good (positive emotions and life satisfaction)
- Functioning well (relationships, purpose and resilience)

Positive mental wellbeing supports:

- learning
- social development
- emotional resilience
- healthy relationships.

Research suggests that approximately 1 in 5 children and young people experience a mental health difficulty at some point during childhood.

Children with learning difficulties are more likely to experience mental health challenges, which makes early identification and support essential.

6. The Five Ways to Wellbeing

RPT Schools promote wellbeing using the recognised Five Ways to Wellbeing approach:

Connect

Develop positive relationships with others.

Keep Learning

Engage in learning opportunities and develop new skills.

Be Active

Participate in physical activity and movement.

Give

Support others and contribute to the community.

Take Notice

Develop mindfulness and awareness of the present moment.

These principles underpin our provision for pupils, families and staff.

7. Supporting Pupils' Wellbeing

RPT Schools support pupil wellbeing through a range of approaches including:

Safe and Supportive Environment

- Small class sizes
- High staff ratios
- Predictable routines

- Safe and stimulating environments
- Positive Behaviour Support plans

Curriculum Provision

- PSHE and social emotional learning
- Personalised learning programmes
- Life skills education
- Character development opportunities

These approaches align with expectations within the Ofsted Education Inspection Framework that schools promote pupils' wider personal development.

Therapeutic and Specialist Support

Support may include:

- Speech and Language Therapy
- Occupational Therapy
- Thrive provision
- Behaviour support
- Emotional regulation programmes
- Zones of Regulation
- Attention Autism

Enrichment Opportunities

RPT schools provide opportunities that support wellbeing including:

- sports activities
- swimming
- music and performance
- school council
- educational visits
- residential experiences
- gardening and allotment activities.

8. The Thrive Approach

RPT Schools may use the Thrive Approach to support emotional development.

Thrive enables schools to:

- identify emotional development needs
- provide targeted support
- build emotional resilience
- support pupils who may struggle with relationships or behaviour.

Thrive interventions may be delivered through classroom practice or through individual or small group support.

9. Attachment Aware Practice

All RPT schools are Attachment Aware.

Attachment refers to the relationship formed between a child and their primary caregiver in early childhood. Secure attachments support the development of:

- trust
- emotional regulation
- resilience
- social relationships
- self-esteem.

Understanding attachment helps staff respond appropriately to pupils' emotional needs.

10. Supporting Families

RPT Schools recognise that strong partnerships with families supports pupil wellbeing.

Support for families may include:

- Family Link Worker support
- structured conversations
- parent workshops and groups
- access to interpreters
- support with accessing services
- support with benefits and applications
- regular communication with school staff.

RPT schools will work collaboratively with families and external agencies to ensure pupils receive appropriate support.

11. Staff Wellbeing

RPT Schools recognise that staff wellbeing is essential to providing high quality education.

There is a strong relationship between staff wellbeing, pupil outcomes and school effectiveness.

RPT Schools are committed to supporting staff through:

- supportive leadership
- manageable workload expectations
- professional development opportunities
- access to wellbeing support services.

Staff Support Includes:

- Mental Health First Aiders
- Employee Assistance Programme
- coaching and mentoring
- professional development opportunities
- wellbeing weeks
- social activities.

Leaders will engage with mental health first aiders and wider staff to understand workload pressures and respond constructively, in line with expectations within the Ofsted Education Inspection Framework. Themes and trends will be reported to LABs and Executive Director for Schools in order to consider actions to support positive workplace culture. .

12. Managing Stress

Stress may affect individuals emotionally, mentally and physically.

Staff experiencing stress are encouraged to speak with:

- their line manager
- a member of the Senior Leadership Team
- a Mental Health First Aider.

Support may include:

- coaching and guidance
- workload adjustments
- referral to Occupational Health
- signposting to external support services.

14. Implementation and Monitoring

The Senior Leadership Team, LABs and Trustees will ensure that:

- the school culture promotes respect and inclusion
- staff are supported professionally and personally
- staff workload is monitored
- wellbeing initiatives are evaluated.

Impact will be monitored through:

- staff wellbeing surveys
- feedback from staff and families
- feedback from pupils
- attendance at events
- professional development processes
- school improvement monitoring.

15. Equality and Inclusion

RPT Schools are committed to ensuring that this policy is applied fairly and consistently. We have an EDI staff working party that's meet termly to discuss this as part of their work; they produce action plans and review provision/implementation/impact.

The policy supports the principles of the Equality Act 2010 and ensures that no individual is discriminated against on the basis of protected characteristics.

16. Related Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Staff Code of Conduct
- SEND Policy
- PSHE Policy
- Dignity @ Work Policy
- EDI Policy

17. Further Support

External support services may include:

- **Samaritans** – 116 123
- **Mind** information line
- **Talk to Frank**
- **Employee Assistance Programme** - 08000 856 148
- **Education Support Network** – 08000 562 561

Local services may also be accessed through GP referral or community organisations.

18. Appendices

- What are the Five Ways to Wellbeing?
- What support for well-being is available in our local community?
- Signs of stress
- Mindful emailing

What are the Five ways to wellbeing?

Connect	Keep Learning	Be Active	Give	Take Notice
<p>Connect with the people around you (family, friends and colleagues) at home, work, school or in your local community.</p> <p>Think of these relationships as the cornerstones of your life and invest time in developing them.</p>	<p>Try something new or rediscover an old interest.</p> <p>Sign up for that course or take on a new responsibility at work.</p> <p>Learn to play an instrument or how to cook your favourite food.</p> <p>Set a challenge you'll enjoy achieving.</p> <p>Learning new things boosts confidence as well as being fun.</p>	<p>Regular physical activity is associated with lower rates of depression and anxiety across all age groups.</p> <p>Exercise is essential for slowing age related cognitive decline and for promoting feelings of wellbeing.</p> <p>Build positive habits such as using the stairs or walking more regularly.</p>	<p>Smile.</p> <p>Do something nice for a friend or colleague.</p> <p>Thank someone.</p> <p>Look out as well as in.</p> <p>Seeing yourself, and your happiness linked to the wider community can be very rewarding and creates connections with the people around you.</p>	<p>Be curious.</p> <p>Savour the moment.</p> <p>Be aware of the world around you and how you are feeling.</p> <p>Reflecting on experiences can help you appreciate the things that matter to you.</p>

What support for well-being is available in our local community?

To Connect

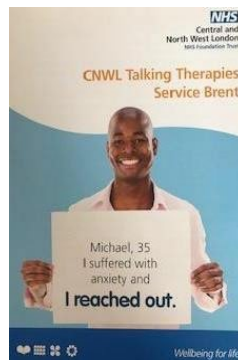
Free Service for those experiencing low mood and or stress and who are registered with a GP in Brent. Can help with:

- Feelings of sadness
- Low motivation or energy
- Sleep difficulties
- Worry and stress
- Feelings of panic

Tel: 0208 206 3924

Email: cnw-tr.brent.iapt@nhs.net

- Programmes of events at Brent Libraries
- Ealing Road, Harlesden Library Plus, Kilburn Library, Kingsbury Library, The Library at Willesden Green, Wembley Library
- <https://www.facebook.com/lovebrentlibraries> - for more information



To Keep Learning

Brent Start offers a range of adult courses to support you to learn new skills.

Course fees depend on your personal circumstances and on the course itself and how it is funded.

You can walk in and speak directly with the team. Opening hours: Monday to Thursday 9am to 5pm, Fridays 9am to 4pm.

Brent Start
Hillside Adult and Community Learning Centre
Twybridge Way
NW10 0ST

Phone: [0208 937 3950](tel:02089373950)

Email: brent.start@brent.gov.uk

Online: [Brent Start Courses](#)

To Be Active

There are lots of physical activities going on in Brent. Free Activities include:

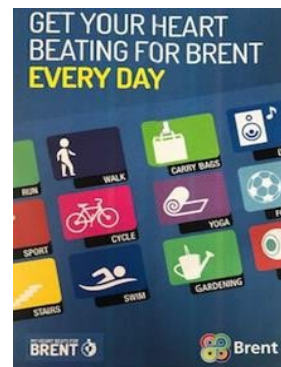
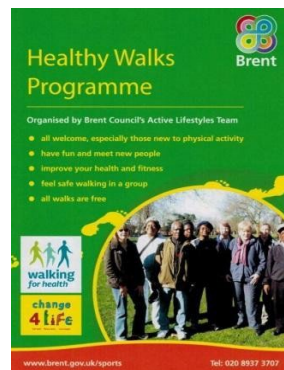
- 13 Outdoor gyms
- Our Parks sessions at parks across Brent www.ourparks.org.uk
- Sign up to the Brent Healthy Walks programme
Email: Sportsservice@brent.gov.uk 020 8937 3707
- Or get active with Ramblers Wellbeing Walks <https://beta.ramblers.org.uk/go-walking/wellbeing-walks>

There are also many activities going on at Brent's 3 sport centres. Contact for programmes and prices

Willesden- www.1life.co.uk/Willesden-Sports-Centre

Bridge Park-Tel: 0208 937 3730

Vale Farm- www.everyoneactive.com/centre/vale-farm-sports-centre



To Give

Organisations all over Brent are looking for Volunteers. Do you have time to help whilst also meeting new people and having fun?

Join Do IT Brent is a volunteering platform that helps to match up people who have a passion for helping and time to give, with groups and organisations who have opportunities for them to get involved.

For more information: <https://doit.life/brent>

To Take Notice

Opportunities to take in the world around you, explore your faith, be 'in the moment' and thankful for the little things.



Signs of stress

Stress can be felt in a variety of ways which can have an effect upon behaviour:

Emotionally	Mentally	Physically	How people may behave
Feeling overwhelmed	Having racing thoughts	Feeling tired all the time	Snapping at people
Feeling irritable	Constantly worrying	Experiencing muscle or tension pain	Drinking or smoking more
Feeling anxious or fearful	Having difficulty concentrating	Feeling dizzy	Avoiding things/people you may have problems with
Lacking in self-esteem	Experiencing difficulty making decisions	Having sleep problems	
		Having headaches	
		Eating too much or too little	

Mindful Emailing - How can email exchanges become challenging?

- Using email feels like a conversation but lacks any of the emotional signs or social cues of other forms of conversation so it's easy to write something that can offend or be misunderstood and equally, it's easy to read a criticism or attack into an email that doesn't really exist. It's easy to send an email that is received more harshly than was intended.
- Emails are lightening quick to send and as a result some people receive so many it's hard to keep up with them, and some people will receive so few that they don't check them regularly. Be aware that just because an email has been sent does not mean it has necessarily been received. If an 'urgent' response is required, please make an effort to catch up with the person.
- When people are checking their emails in the evening or at weekends or in holidays it's easy for people to feel under pressure to respond. If emails are sent outside of normal working hours it is not to be expected that there will be an immediate response as we all balance our working lives differently. It is however expected that on returning to normal working hours professional communications will be attended to promptly.
- Emails can cause concern if too many people are copied into a concern that should really be addressed by one or 2 people. If you are copied into an email that would not necessarily require your input, a simple thank you to acknowledge receipt will usually suffice.

Tips that will help:

Compose an email carefully. By pressing enter more you create shorter paragraphs that are easier to read on screen and therefore are easier to process and respond to.

Think about the person you're sending the email to. How will they react? How do you want them to react? Should you simplify it? Could they misunderstand you and become offended?

If there's a power dynamic, you need to be aware of it as a suggestion coming from a line manager or school leader may easily sound like an order.

Look the email over before you send. If the message is too sensitive or complex to handle by email you may need to speak to the person face to face rather than via email.

Fewer words usually leads to more clarity and greater impact.

Only send once you are happy with the information, and the way it's conveyed for the audience it's intended for.

When reading emails, realise that you don't have the benefit of non-verbal cues and that you may be reading criticism or attack when there isn't one. Try to re-read the email more objectively and do not feel compelled to reply if you feel offended. It would be best to check the intended meaning with the sender face to face.

