



Rivendell Flying High Academy

Mental Health and Wellbeing 2026-27

Next Review – September 2027

Introduction & Rationale

Vision

The vision for our children at Rivendell is to become kind and courageous citizens. Our children will flourish in an ever-changing world, choosing their pathways and unlocking opportunities for their future.

Mission

All children know that they are part of a family that is the hub of the community. Every child knows that they are special and unique and provided with care and respect. We believe in a relational approach built on mutual respect, warmth and togetherness. We are the heart of our community, working with our families and local partners. We provide high quality education and experiences with a focus on continued improvement. We deliver a commitment to excellence and high standards, always reaching and smashing through glass ceilings.

Policy Statement

At Rivendell Flying High Academy, we are committed to nurturing well-rounded future citizens of the world who excel academically and embody strong character and values. Our Mental Health and Wellbeing Policy is an integral part of promoting these values and our educational philosophy, aiming to instil in our children the core virtues of Kindness, Courage, Citizenship, Community, Respect, and Perseverance.

Our school is committed to promoting positive mental health and wellbeing for all pupils, staff, and the wider community. This policy aligns with DfE Mental Health and Wellbeing Guidance and Nottinghamshire LA frameworks.

Policy Aims

The aims of our Mental Health and Wellbeing Policy are to:

- Foster a culture where mental health is valued and supported.
- Equip pupils with emotional literacy and resilience skills.
- Provide clear systems for early identification and intervention.
- Support staff wellbeing and professional development.
- Work collaboratively with families and external agencies.

Whole-School Approach (DfE 8 Principles)

Ethos and Environment

A positive ethos is the foundation of wellbeing. At Rivendell, we create a safe, inclusive, and nurturing environment where every child feels valued. This includes:

- Clear behaviour expectations rooted in respect and kindness.
- A restorative approach to behaviour.
- Creation of environment where all children feel part of the school family, demonstrating they are being a Rivendellian.
- Visual cues (e.g., wellbeing displays, break out spaces, high quality texts) promoting emotional literacy.
- Whole-school approach of protected characteristics.
- Staff modelling positive relationships and emotional regulation, including sentence stems that all staff use to enable consistency in approach.

We also believe that trusted relationships are fundamental to positive mental health. Every child is supported to identify trusted adults within school and is regularly reminded how to seek help if they are worried about themselves or another person.

Leadership and Management

Strong leadership drives a culture of wellbeing. At Rivendell, we ensure:

- A Senior Mental Health Lead with clear responsibility for strategy.
- Wellbeing embedded in the School Development Plan and monitored by governors.
- Regular review of mental health provision using audits and data.
- Regular monitoring of Mental Health and Wellbeing provision across school.
- Leaders prioritising staff wellbeing through workload management and open communication.

Staff Development

Staff need confidence and skills to support children's mental health. At Rivendell we ensure:

- Annual training on mental health awareness and trauma-informed practice.
- Access to CPD on interventions like ELSA, Zones of Regulation, and resilience-building.
- Supervision for staff delivering emotional support.

Curriculum

At Rivendell, we believe that children cannot successfully regulate what they do not first recognise. Therefore, developing children's awareness of their emotions, bodily signals, thoughts and behaviours forms a central part of our mental health and wellbeing curriculum.

Interoception and Self-Regulation

Rivendell Flying High Academy recognises the importance of interoception, the ability to notice, interpret and respond to signals from within the body, as a foundation for emotional wellbeing, self-regulation and learning. Through a progressive interoception curriculum, children develop an age-appropriate understanding of bodily sensations, emotions and regulation strategies. This supports pupils to recognise changes in their emotional state, understand how feelings are experienced physically and select appropriate tools and strategies to regulate effectively. Interoception is taught through the Learning to be a Rivendellian curriculum and supports the development of emotional vocabulary, self-awareness, resilience and executive functioning skills across all year groups.

Learning to be a Rivendellian

Learning to be a Rivendellian is the school's personal development programme and forms the foundation of our approach to mental health and wellbeing education. Through this programme, children explicitly learn about:

- Emotions and emotional regulation.
- Mental health and wellbeing.
- Healthy relationships.
- Self-awareness and reflection.
- Belonging and community.
- Resilience and coping strategies.

- Digital wellbeing.
- Help-seeking behaviours.
- Personal responsibility and citizenship.

The curriculum is carefully sequenced from EYFS to Year 6 to ensure children develop the knowledge, vocabulary and strategies needed to thrive.

Through the Learning to be a Rivendellian programme and interoception curriculum, children progressively develop a rich emotional vocabulary, enabling them to accurately recognise, describe and communicate their feelings and needs.

Digital Wellbeing

The school recognises the growing influence of technology on children's wellbeing. Through the Online Safety and Digital Literacy curriculum, children learn to:

- Develop healthy relationships with technology.
- Critically evaluate online content.
- Recognise misinformation and harmful online influences.
- Manage screen time appropriately.
- Seek support when encountering upsetting online content.

This supports both online safety and positive mental wellbeing.

Wellbeing is also woven into the curriculum. At Rivendell:

- PSHE/RSHE teaching emotional literacy, coping strategies, and resilience (inc. DART).
- Bespoke approach to Personal Development – Learning to be a Rivendellian Programme. This supports children to build an understanding of emotion recognition, building resilience, active listening and engagement, belonging and responsibility.
- Transition approach – language acquisition which builds year on year to support all children to talk about the way they are feeling.
- Communication and Language Screener as an early intervention for all EYFS children and any child demonstrating this is a barrier.
- Use of evidence-based programmes (e.g., SCARF).
- Opportunities for reflection and mindfulness integrated into daily routines.
- OPAL play at lunchtime to support positive play and regulation at unstructured times in schools.
- Use assemblies and curriculum enquiry to reinforce messages.

Pupil Voice

Children's views, experiences and perceptions of wellbeing are regularly gathered through pupil voice activities, school council discussions, surveys and pastoral conversations. This information is used to shape provision, identify emerging needs and evaluate the effectiveness of the school's wellbeing strategy.

Children feel heard and involved. At Rivendell:

- School council roles focus on mental health and wellbeing.
- Regular pupil voice is collected through student council and monitoring.

- Co-creation of classroom charters and calm spaces.
- Involving pupils in planning events – an example but not limited to Anti-Bullying Week.

Protective Factors at Rivendell

The school seeks to strengthen factors known to support positive mental health:

- Trusted adult relationships.
- Positive peer relationships.
- Emotional literacy.
- Strong attendance.
- School belonging.
- Participation in enrichment.
- Family engagement.
- Physical activity and play.
- Self-regulation skills.
- Digital resilience.

Leaders recognise that strengthening protective factors is as important as responding to need.

Identification and Monitoring

Early identification prevents escalation. At Rivendell we:

- Use of screening tools (e.g., Boxall Profile) and teacher observations.
- Clear referral pathways for concerns (to SENCO or Mental Health Lead).
- Track interventions and outcomes on systems (CPOMS).
- Regular review meetings for children receiving support.

Graduated Mental Health Support

Rivendell adopts a graduated model of wellbeing support:

Universal Support

- Available to all children through:
- Learning to be a Rivendellian
- PSHE and RSHE
- Interoception curriculum
- OPAL play
- Relational practice
- Trusted adults

Targeted Support

- ELSA interventions
- Social skills support
- Nurture provision
- Pastoral support

Support provided is time-limited, goal-focused sessions with clear exit strategies.

Specialist Support

- MHST involvement
- CAMHS referrals
- Specialist external agencies
- Multi-agency support plans

For a small number of children with more complex needs, bespoke support may be provided through Kings College, where provision is carefully planned by school leaders working alongside families and external agencies to meet individual needs.

Working with Parents

Partnership with families strengthens impact. At Rivendell:

- Transparent communication through the school website is provided about wellbeing provision. This includes support and guidance that families can access at home.
- Parent workshops on emotional regulation and resilience.
- Signposting to local services and resources.
- Collaborative planning for pupils with ongoing needs.

Roles & Responsibilities

- **Holly Dunford** - Senior Mental Health Lead: Oversees strategy and liaison with external agencies.
- **Heidi Ackroyd** - SENCO: Coordinates targeted support and referrals.
- **Class Teachers**: Monitor pupil wellbeing and implement classroom strategies.
- **All Staff**: Promote positive mental health and follow safeguarding protocols.

Staff Wellbeing

Leaders recognise that staff wellbeing directly impacts the wellbeing, safety and learning of pupils. The school is committed to fostering a culture of openness, support, professional respect and psychological safety for all members of staff.

Staff at Rivendell are able to:

- Access to wellbeing resources and Employee Assistance Programme.
- Regular staff voice and wellbeing check-ins.
- Staff offer of birthday clubs, social and other events.
- Workload management and flexible support where possible.

Identification & Support Pathways

Particular consideration is given to children who may be more vulnerable to mental health difficulties, including children with SEND, children with a social worker, disadvantaged pupils, young carers, children with English as an Additional Language (EAL), looked after and previously looked after children, and those experiencing significant life events or trauma.

At Rivendell:

- Early identification through teacher observations and support from the SENCO/Senior Mental Health Lead.
- Referral process for targeted interventions (e.g., ELSA, counselling).
- Clear escalation to CAMHS or Mental Health Support Teams when required.

Partnerships with Parents & Agencies

- Regular communication with families about wellbeing initiatives, including information provided via the school website and parent workshops.
- Collaboration with Nottinghamshire MHST, CAMHS, and local health services.

Safeguarding

- Mental health concerns are treated as safeguarding issues where appropriate.
- All staff follow the school's safeguarding policy and report concerns to the DSL.
- All concerns are recorded and followed up on CPOMs.

Monitoring & Evaluation

Leaders monitor and evaluate wellbeing provision through:

- Attendance data.
- Behaviour and regulation data.
- Pupil voice.
- Parent feedback.
- Staff wellbeing surveys.
- Intervention outcomes.
- Safeguarding trends.
- Vulnerable group monitoring.
- Governor monitoring visits.
- Mental Health Lead audits.

Outcomes from monitoring and evaluation activities are used to inform school improvement priorities, staff training, curriculum development and the ongoing refinement of wellbeing provision.