



Dear Parents and Carers,

We are so happy and excited to share with you that we now have implemented ROAR, a Response to Mental Health in Primary schools from Nursery to Year 6 and this is very much a whole school and wider community response.

At Childwall Valley we believe the whole-school approach to mental health is paramount and so a new behaviour policy has been implemented this year which compliments the ROAR Response.

We have completed whole staff training to ensure ROAR practices are delivered by ALL staff in and around our school throughout the day.

"Mental health is all about how we think and feel about ourselves, others, and the world around us. We ALL have it."

RAOR Handbook

What is ROAR?

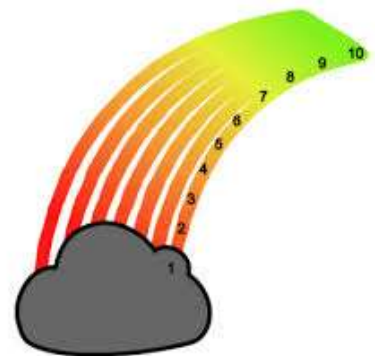
The ROAR response to Mental Health in Primary Schools allows teachers and all staff to recognise and address the signs of mental health in children. It is a first line response aimed at equipping front line professionals with the tools to provide early intervention, and support to children experiencing mental distress.

ROAR also recognises the importance of building resilience in children. The ROAR response offers education in building resilience in relation to specific mental health needs. It also helps to spot the signs and symptoms of a child experiencing concerns with their mental health.

ROAR Rainbow:

At CVP our ROAR Rainbows are seen around our whole school, staff wear them on their lanyards and each class has implemented a ROAR rainbow where children can move themselves up and down the rainbow during the day. This way we can see if anyone has gone down or up the rainbow at all and we can address it.

This is used at various intervals: if a child arrives late by the office staff, before and after using the calm down boxes, when dealing with behaviour situations, when a child comes back from their counselling sessions, if they seem lonely, or when dealing with SEMHWP around the school, this is always dealt with sensitively and discreetly.





We have implemented a number system across the school and we would expect the children to be answering the register using the number system on the ROAR Rainbow. The children give a number or if they don't want to, they just answer their name as usual. If the children are a 7 or below an adult will take the time to have a conversation with this child.

We recognise it is important that adults in the classroom share their numbers too and to be honest with the children. If you're a 6 because you're a little tired, or have had a chaotic morning, that's ok! Children need for us to model the scale **accurately** and know that being a low number **is not** a 'bad' thing. The more we model all kinds of mental health to children, the better.

Most of all at CVP we do not disregard children's feelings when discussing numbers- e.g. if children are giggling and making jokes and saying they're a 1, it is easy to disregard their number. Bear in mind some are good at hiding their true emotions. It may be that they don't understand the scale yet or they are hiding true feelings. We take the approach that low numbers are not just 'attention seeking'. Children may really be struggling and they're giving us a clear sign that they need our help.





What are we as a School doing differently?

- As well as our new ROAR Project our School has taken part in the Trailblazer Project through Liverpool Learning Partnership. We have an external Education Mental Health Practitioner who works with referred children who are living with with Social, Emotional, Mental Health and Well Being issues.
- We have 2 Social Emotional Mental Health and Well Being Leads in school, Mrs Merrison and Mrs Rawstone who work with our growing number of practitioners to support children and parents SEMHWP.
- We have previously and still do offer Seedlings sessions, these sessions are in school half a day a week to work with children living with SEMHWP needs.
- We have a new partnership with Brighter Horizon's and have a councillor come into school once a week for half a day to support children living with SEMHWP.
- We have a new partnership with the ADHD Foundation to work with groups of children to support their learning for children who have ADHD or ASC.
- We have implemented Sensory breaks throughout the day for children with sensory needs.
- Play leaders will be leading games at break and lunchtime to provide happy experiences



What can you do at home to help?

