

January 2020

We are so happy and excited to share with you our whole school response to Social, Emotional, Mental Health and Well Being (SEMIHWD) needs across Childwall Valley.

Please bear in mind, this newsletter is coming to you from a different learning environment than we anticipated. This newsletter was written with the expectations of school being open and running as normal.



An update on our response to children's Social, Emotional & Mental Well Being

# ROAR at

*'Mental Health is all about how we think and feel about ourselves, others and the world around us. We ALL have Mental Health'.*

ROAR Handbook

We are very proud to say that the ROAR approach has been implemented within the school and is proving to be a great success already. ROAR is used to respond to the mental health needs of children and the school community, from Nursery all the way to Year 6.

At Childwall Valley, we believe that the whole-school approach to mental health is paramount and so a new Behaviour Policy has been implemented, complimenting the ROAR Response. Staff have completed training to ensure ROAR practices are delivered daily by all staff in and around our school at all times.



*Please find enclosed an update on how ROAR is being implemented in our school, the theory behind it, how the children find it and how it benefits them and what we hoped to achieve this/next half term.*

## What is ROAR?

ROAR was created in response to a citywide review of whole school approaches to mental health, back in March 2017. It was highlighted that staff should focus on recognizing the signs

It is very important that children see that WE ALL have mental health. Using ROAR in school has helped staff to recognise signs and symptoms of difficult mental health as early

of mental health problems. The ROAR response aims to do just this. The ROAR response to Mental Health in Primary Schools allows all school staff to recognize and address the signs of difficult mental health in children. It is a first line

*'We all have mental health, and there are things that happen to us every day that have either a positive or negative effect on how we are feeling'.*

ROAR Handbook

as possible. This allows us to start having open and honest conversations with children, asking open questions. Staff then have the opportunity to provide children and their families access to support services or ideas for further self-

response aimed at equipping school staff with the tools to provide early intervention and support to children experiencing mental distress. ROAR also encourages and helps children build resilience in relation to their mental health needs.

care. This all in turn, helps build resilience in the children.

This is a massive priority of ours over the next half term, as we will introduce some new characters around the school to help develop the levels of resilience in children in CVP.

# What are we doing differently?

*As well as our new ROAR Project, we have 2 Social, Emotional, Mental Health and Well Being Leads in school. Mrs Merrison and Mrs Rawstorne work with our growing number of practitioners to support children and parents SEMHWB.*



We have taken part in the Trailblazer Project through Liverpool Learning Partnership. We have an external Education Mental Health Practitioner who works with some children who are living with difficult Social, Emotional, Mental Health and Well Being. We have previously, and do still offer Seedlings sessions, we have a new partnership with Brighter Horizons and with the ADHD Foundation.

These sessions are all based in school, during school time to support children in the best way we possibly can, for their mental wellbeing and to support their learning. During the pandemic these agencies are offering online or face to face sessions. We have implemented sensory breaks throughout the day for children with sensory needs and play leaders will be appointed when we can mix bubbles again.

At CVP, the **ROAR** Rainbow is a proactive approach and is an integral part of our response to mental health. Each class has their own **ROAR** Rainbow on display and all staff wear a lanyard with the rainbow on too. This encourages conversations with children regularly throughout the day with various adults. When staff begin a conversation with children, or notice if someone is a little sad or not themselves, we ask where they are on the **ROAR** Rainbow. Children are also using this to strike up conversations with staff too, which is so lovely to see. We do encourage you to make a ROAR rainbow at home and move your name up and down the Rainbow as you would in school. You can even post a number to your SeeSaw or Showbie account to let your teacher know how you are feeling.

Using the **ROAR** Rainbow gives us a clear indication into how ready or whether a child can actively engage in their activities for that day.

We have implemented a number system across the school and children answer the register using a good morning and the number they are feeling. Numbers range from 1-10. If children give a number of 7 or less, then an adult will make time to have a chat with them.

In class, children have their names stuck onto the rainbow. They are able to put themselves on the **ROAR** Rainbow when they first arrive into school and this gives adults a clear sign of how they are feeling. This is a great tool, as if children aren't feeling too good, it gives a quick indication that there may be something bothering them. The children are able to move themselves up and down the rainbow and various intervals.

# What do the children

Despite being new to CVP, the ROAR Response to Mental Health is having a hugely positive impact on the mental health and the wellbeing of children in school. Staff have been well trained and equipped with knowledge, tools and resources and as a result, are recognising needs and signs of mental distress. This is hugely important for children in school in general, even more so now. This means we are spotting signs of mental distress or difficulties sooner and are able to put interventions in place early to support children and their families. This is our utmost priority. And it's not only staff who are seeing and experiencing the benefits of having ROAR in school.

# What does the

*Soon, we will be introducing our characters, Ralph the Resilient and the Resili-ANTS to the children. These characters will help the children to develop resilience and determination skills, helping them to dig deeper and over come a range of barriers and make progress in their learning, attitudes and behavior.*

The characters play a part in the ROAR Response in building resilience in children. This doesn't have to be ground breaking, but will come from small everyday things adults can do at home or in school with the children. Children and young people experiencing high risk factors towards their mental health are likely to need more support building their resilience. The Resili-ANTS will look at:

The Basics  
Belonging  
Learning  
Coping  
And Core Self.

We will send more information out about ways in which you can help build your child's resilience at home, during this lockdown and in general.



'I really like the ROAR rainbow because if I was a 1, my friends know and can help me get back to a higher number'

Oliver Y3

When we use the rainbow in class, I can help others because I know about their number and that they might need a bit of help.

Alivia Y5

The ROAR rainbow is really useful for everyone in school. Giving our numbers can let children and staff know more about how we are doing.

Charlie Y6

'ROAR in school is really good for sharing our feelings and emotions. Sometimes if you're a low number, the teachers know to check if we're ok and that always helps me'

Hollie Y4

ROAR is a really good addition to our school. It lets me know how other people are feeling and if I should take extra care with them that day.

Jake Y5

