



# EVALUATION REPORT







## OVERVIEW

Merseyside's Violence Reduction Partnership (VRP) commissioned Merseyside Youth Association to deliver mental health first aid training to 300 members of schools staff throughout Merseyside between December 2019 and March 2020.

This evaluation report outlines the success of the initiative across the five localities, and feedback from delegates.

## SUPT MARK WIGGINS:

*"In its commitment to reducing serious violence, Merseyside's VRP is focused on finding practical and proven ways to develop young people's resilience.*

*Helping young people to access mental health support in schools is one way of doing that. By funding programmes like ROAR we will enhance teachers' understanding of mental health so they feel more confident about recognising when children need help, and how to engage them to make that happen."*

# ABOUT MERSEYSIDE YOUTH ASSOCIATION



Merseyside Youth Association (MYA) provides innovative, practical and positive support to children and young people.

Established in 1890, MYA draws on an enormous depth of experience and knowledge whilst remaining dynamic and fresh in its approach. MYA delivers a wide range of early intervention, prevention projects and workforce development across Merseyside.

The uniqueness of our projects lie in utilising the youth work ethos and methodology across diverse curriculum areas e.g. skills, employability, health, inclusion, arts and the ability to develop bespoke responses, tailor made to meet the needs of individual young people or organisations.

The uniqueness of our organisation lies in its diverse offer to young people, providing universal services and targeted interventions, enabling us to be accessible to all young people and especially those most in need.

## ABOUT THE RAISE TEAM

MYA's RAISE Team specialise in the promotion of mental health and resilience to children and young people, working in partnership with CAMHS, schools and youth groups to deliver a variety of projects and events.



Examples of some of the the work we deliver include:

**NOW** - Mental health festival which aims to engage young people in a creative discussion around mental health, through whatever 'NOW' issue is chosen by the team and young people's steering group.

**REACT** - an interactive course, underpinned by cognitive behavioural therapy allows young people who are struggling with worry or anxiety to explore how this may affect their thoughts, feelings and behaviours.

**ROAR SEN** - The ROAR programme adapted for Special Education Needs settings.

**ROCKET** - a one-day, interactive course aimed at primary aged children to enable them to become resilience champions within their schools.

**MHFA** - Mental Health First Aid Training.

**Serious** - Suicide prevention training for professionals working with children and young people.



# ABOUT ROAR

The ROAR response to mental health in primary schools is a course which aims to help teachers and staff recognise and address the signs of mental health problems 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.

The course also recognises the importance of building resilience in children. Feedback from a **citywide** review showed, 93% of respondents would benefit from more training around this.

The report highlighted the need for staff to receive training related to mental health:

*"There is a need for staff training. However, this training should not aim to train staff to become the mental health professional. Instead, it should focus on how to recognise the signs of mental health problems, where to go to get help, what to expect from outside help, and importantly, what to do when staff do not get the help they know they should."*

Member of staff, SEN school.

# WHOLE SCHOOL APPROACH

The ROAR response offers tips for staff about building resilience in relation to specific mental health needs, while enabling staff to spot the signs and symptoms of a child experiencing problems with their mental health.



The programme has been designed as a Whole School Approach to benefit many aspects of school life. ROAR provides information around the most common mental health issues and how to spot the signs, and giving cognitive behaviour therapy based tools for primary school staff to use with pupils.

## ROAR in practice

Since completing the ROAR training, learning mentors and colleagues at Blessed Sacrament Primary School in Aintree have been adopting the (ROAR) approach in many aspects of day-to-day school life - even including the ROAR rainbow on the staff lanyards.



[Click image to view film](#)

See Appendix 1 for a case study

# WHAT THE COURSE COVERS

## The course covers:

- Introduction to children's mental health and the ROAR response.
- ROAR response to Anxiety in children.
- ROAR response to Emotional Difficulties in children.
- ROAR response to Behaviour as Communication in children.
- ROAR response to Parental Mental Distress.
- How to implement ROAR in schools.



## RESOURCES

On completion of the training, delegates will receive access to a range of tools and resources to support them in implementing the ROAR approach throughout their settings, embedding as Whole School Approach.

ROAR resources include; resilience-building tools to use with children; classroom accessories such as posters; a comprehensive series of lesson plans and access to a range of films.



*"The Handbook, CPD and parent sessions power points" - SENCO Great Meols Primary*

*"Resources and Brain Information"- Learning Mentor New Brighton Primary*

*"Resources to roll out training to staff and parents and ideas of activities to use with pupils" - Deputy Headteacher St Peter and St Paul's Catholic Primary*

# R

**Recognise** the signs and symptoms

# O

Ask **Open** questions  
(try to spot the BIG thought)

# A

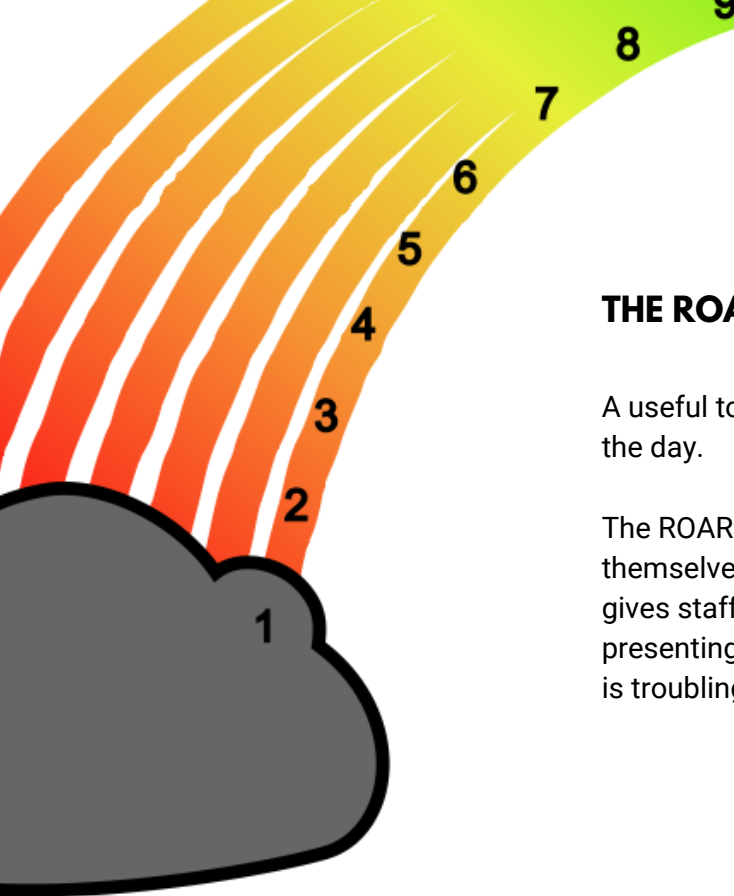
**Access** Support, Services & Self-care

# R

Build **Resilience**







## THE ROAR RAINBOW

A useful tool to gauge how children are feeling at key points in the day.

The ROAR approach encourages staff to ask children to rate themselves how they're feeling in relation to the rainbow. This gives staff an idea of how ready they are to engage, while presenting the opportunity to begin a conversation if something is troubling the pupil.

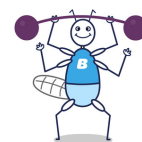
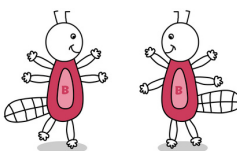
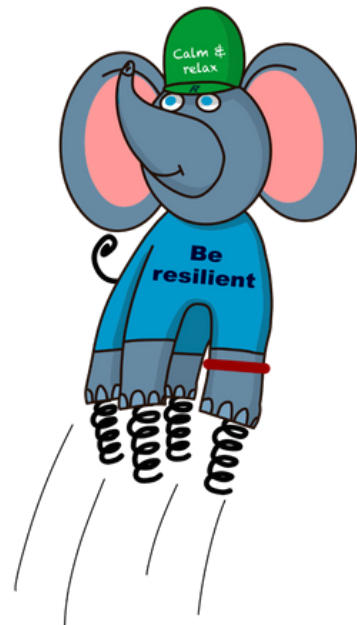
## RESILIENT RALPH

One of the foundations of ROAR is the approach of building resilience.

The course focuses on the elements of the Resilience Framework (based on research by Dr Angie Hart and Brighton University); through the character Resilient Ralph and his ResiliANTS, the five core categories of the framework are explored:

- Basics
- Belonging
- Learning
- Coping
- Core Self

Delegates are introduced to an interactive Resilience Framework tool, that can be used with children and parents/carers to enable them to work on building their own resilience.  
[www.resilienceframework.co.uk](http://www.resilienceframework.co.uk)



# STAFF DEVELOPMENT

Staff trained in the ROAR response will be able to identify the main signs and symptoms of a child experiencing mental distress and will understand things that they can do in school to support that child. They will also have access to a range of useful tools to monitor children's mental health and offer self-care strategies.

The course responds to the top five CPD priorities identified by primary schools across Liverpool; emotional difficulties, behavioural difficulties, parental mental distress, anxiety and neurodevelopmental conditions.

## On completion of ROAR, staff will be:

Equipped to respond to specific mental health needs within your school.

Given resources to deliver a 2 hour CPD session within your school setting to give the whole school staff a general understanding of child mental health and introduce them to the ROAR model.

Provided with lesson plans (KS1 and one for KS2) to build awareness around mental health and resilience that can be delivered to each class by member of staff.

Given resources to deliver a children's mental health awareness session for parents within your school setting.

## What have you found useful about coming on the course?

*"How to address and approach with children and the knowledge of mental health."*  
- **Childcare manager St Georges Primary**

*"How to communicate with children that may be going through something, to find out what could be wrong with them and how to help them resolve issues."*  
- **Playwork and lunchtime supervisor St Georges Primary**

*"Gaining broader knowledge on mental health."*  
- **Teacher Grove Street Primary**

*"Understanding what provokes behaviour."*  
- **Teacher Our Lady of Pity**

*"Practical resources for spotting the big issue"*  
- **Headteacher Black Horse Hill Juniors**

*"Information on ACE's."*  
- **Teaching Assistant Woodchurch CofE Primary**

*"A structure to support children who are currently slipping through the net. Resources to link in with our developing PSHE curriculum"*  
- **Deputy Headteacher Woodchurch Primary**



# LIVERPOOL JMU EVALUATION

The Raise Team asked Liverpool John Moores University to undertake research into the ROAR delegates' experience of attending the ROAR response course.

The evaluation covers pre and post learning, thus looking at the distance travelled and explores a number of concepts such as:

- Mental health signs and symptoms of mental distress
- Impact of parental mental distress
- Knowledge of basic concepts in the Cognitive Behavioural model
- Knowledge and application of the Resilience Framework
- The impact of ACEs

**See Appendix 2 for sample pre and post questionnaire.**

*When we first commissioned ROAR, we did so because the primary school sector needed some appropriate training in supporting pupils with mental health issues. Now ROAR is used widely across the city's schools. Many schools have ROAR embedded in their pastoral approaches and have used the resources to equip teachers and support staff to better meet the needs of the pupils. Pupils themselves have become great advocates for ROAR and speak clearly about its benefits.*

**Elaine Rees, CEO, Liverpool Learning Partnership.**

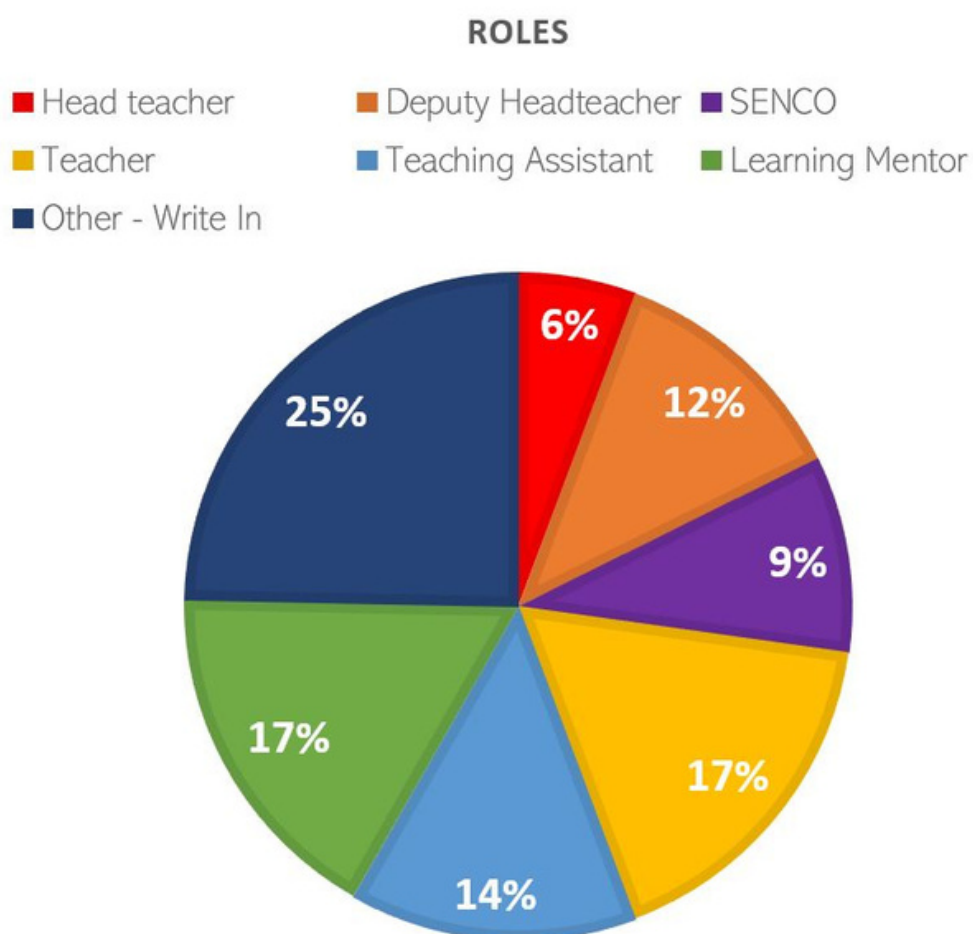
*"Childhood should be a carefree, fun time, but sometimes children and young people face emotional and even traumatic experiences that may be related to school and educational situations. Being expected to deal with problems and challenges life presents can become quite overwhelming for some, leading to anxiety, stress and even depression. We can't control life's situations, but being able to thrive despite these challenges comes from having strong skills of resilience."*

**Kath Thompson, course developer.**



# THE RESULTS

A total of 15 one-day ROAR courses were delivered between January and March 2020 to **344 delegates** - primary school staff in a total of **161 schools** across the Merseyside region.



## Other roles included:

Mindfulness teacher  
Supply teacher  
Pastoral Support  
Inclusion Manager  
Programme Lead

Learning mentor  
Mental health lead  
Sports lead  
Family lead  
Playworker/lunchtime supervisor



# SCHOOLS INVOLVED

## MERSEYSIDE REGION

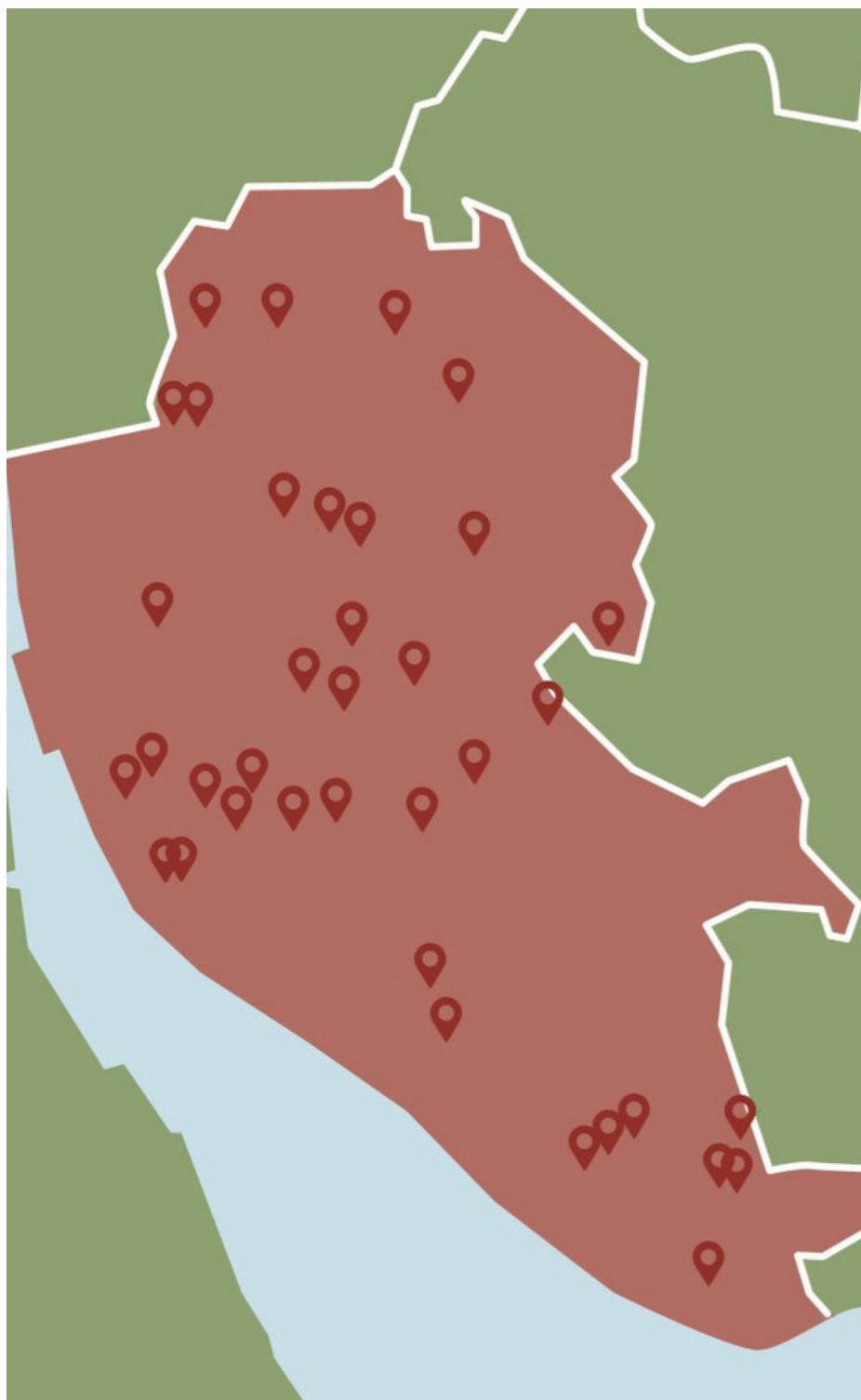


# SCHOOLS INVOLVED

**LIVERPOOL**

**Attended by staff from 36 of 138 schools in the area**

Arnot St Mary Primary School  
Bishop Martin C of E Primary School  
Booker Ave Junior School  
Broad Square Primary School  
Corinthian Community Primary School  
Emmaus CE & RC Primary School  
Fazakerley Primary School  
Gilmour Infants School  
Hey Green Primary School  
Holy Family Catholic Primary School  
Jigsaw PRU Stannyfield Drive  
Kingsley Community School  
Knotty Ash Primary School  
Lander Road Primary School  
Monksdown Primary School  
Northway Community Primary School  
Oxford Youth Base  
Phoenix Primary School  
Pinehurst Primary School  
Rice Lane Primary School  
Smithdown Primary School  
Springwood Heath Primary School  
St Aidens Catholic Primary School  
St Anne's Catholic Primary School  
St Anthony of Padua Catholic Primary  
St Austins Catholic Primary School  
St Cuthberts Catholic Primary School  
St Francis de Sales Catholic Junior School  
St Georges Primary School  
St Hugh's Primary School  
St Margaret Mary's Catholic Infant School  
St Sebastian's Catholic Primary School  
St Vincent de Paul School  
St. Patrick's Primary, Upper Hill St  
St. Paul's Junior School  
Sudley Infant School



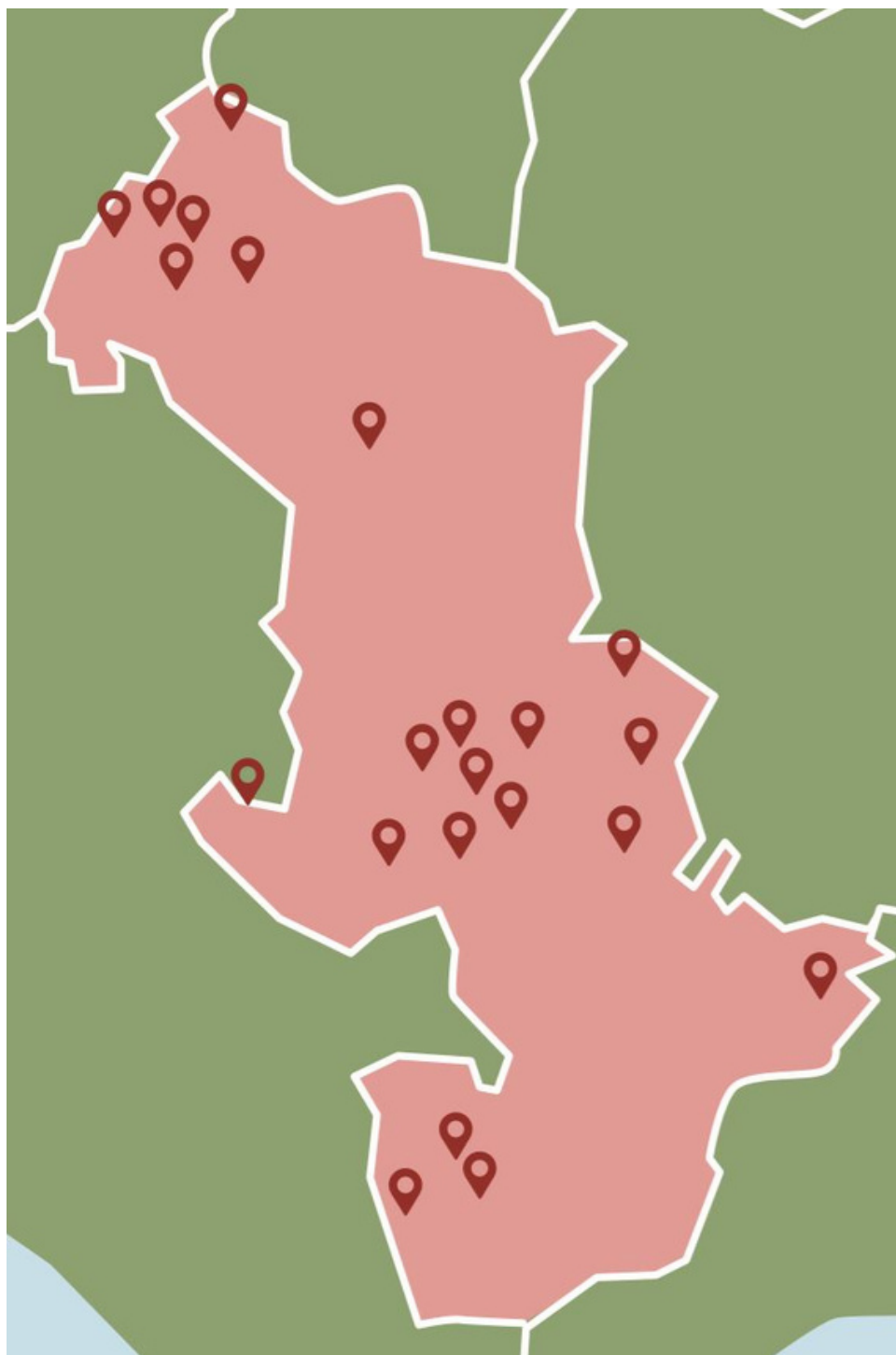


# SCHOOLS INVOLVED

**KNOWSLEY**

**Attended by staff from 23 of 53 schools in the area**

Finch Woods Academy  
Halewood CE Primary School,  
Halsnead Primary School  
Holy Family Catholic Primary  
School  
Hope Primary School  
Knowsley Central School  
Melling Primary School  
Millbrook Primary School  
Northwood Community Primary  
Our Lady's Catholic Primary  
School  
Planation Primary  
Saint Peter & Paul Catholic  
Primary School  
St Anne's Catholic Primary  
School  
St Christopher's Catholic  
Primary School  
St Gabriels CofE Primary  
St John Fisher Catholic Primary  
School  
St Joseph the Worker  
St Josephs RC Primary School  
St Michael and All Angels  
Sylvester Primary Academy  
West Vale Primary  
Whiston Willis Primary  
Academy  
Willow Tree Primary School

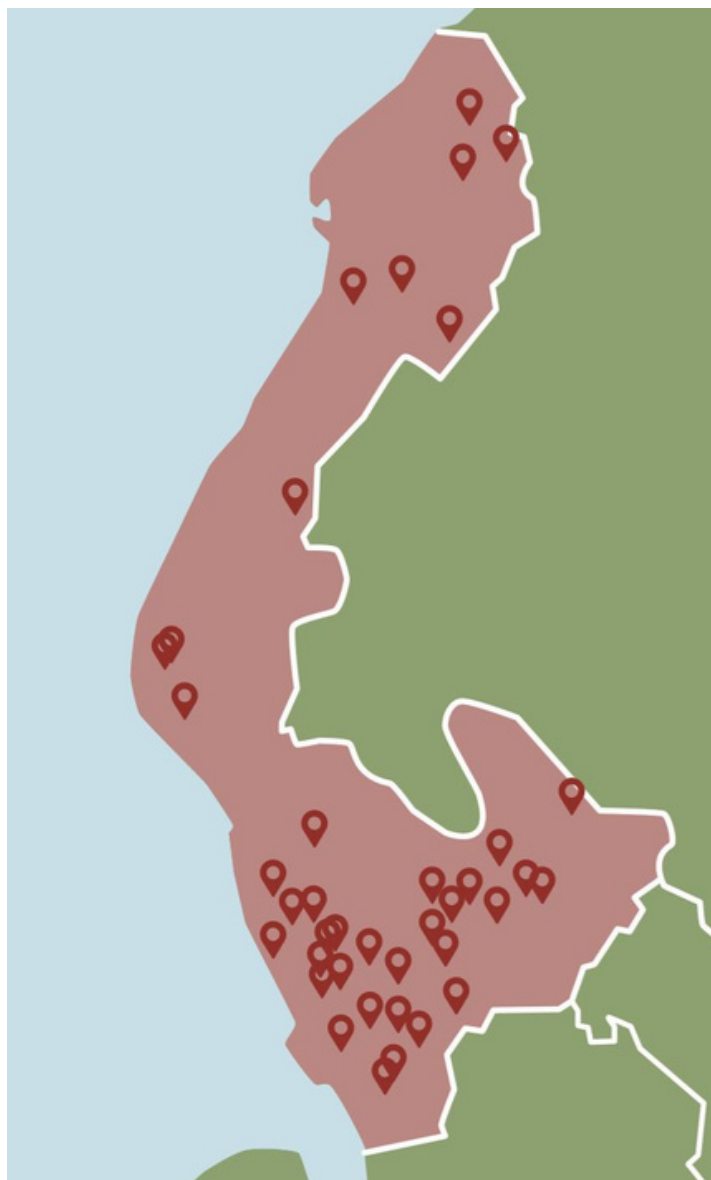


# SCHOOLS INVOLVED

## SEFTON

**Attended by 38 of 85 schools in the area**

Ainsdale St Johns C of E Primary School  
Aintree Davenhill Primary School  
English Martyrs Primary School  
Farnborough Road Junior School  
Forefield Infant School  
Freshfield Primary School  
Great Crosby Catholic Primary School  
Green Park Primary School  
Hatton Hill Primary School  
Holy Family Primary  
Hope School  
Hunts Cross Children's Centre  
Hunts Cross Primary School  
Kew Woods Primary School  
Kings Meadow Primary School  
Larkfield Primary  
Netherton Moss Primary School  
Our Lady of Lourdes Catholic Primary School  
Our Lady of Walsingham Catholic Primary School  
Rowan Park School  
Sacred Heart Catholic Primary School  
Springwell Park Community Primary School  
St Benedict's Primary  
St Bernadette's Catholic Primary  
St Francis de Sales Catholic Junior School  
St Luke's Primary School  
St Mary's Catholic Primary School  
St Oswalds C of E Primary School  
St Patrick's Primary School  
St. Anne's Catholic Primary School  
St. John's Primary School  
St. Philips (Controlled) C of E Primary School  
St.Jerome's Catholic Primary School  
Summerhill Primary School  
The Grange Primary School  
Thomas Gray Primary School  
Waterloo Primary School  
Valewood Primary School



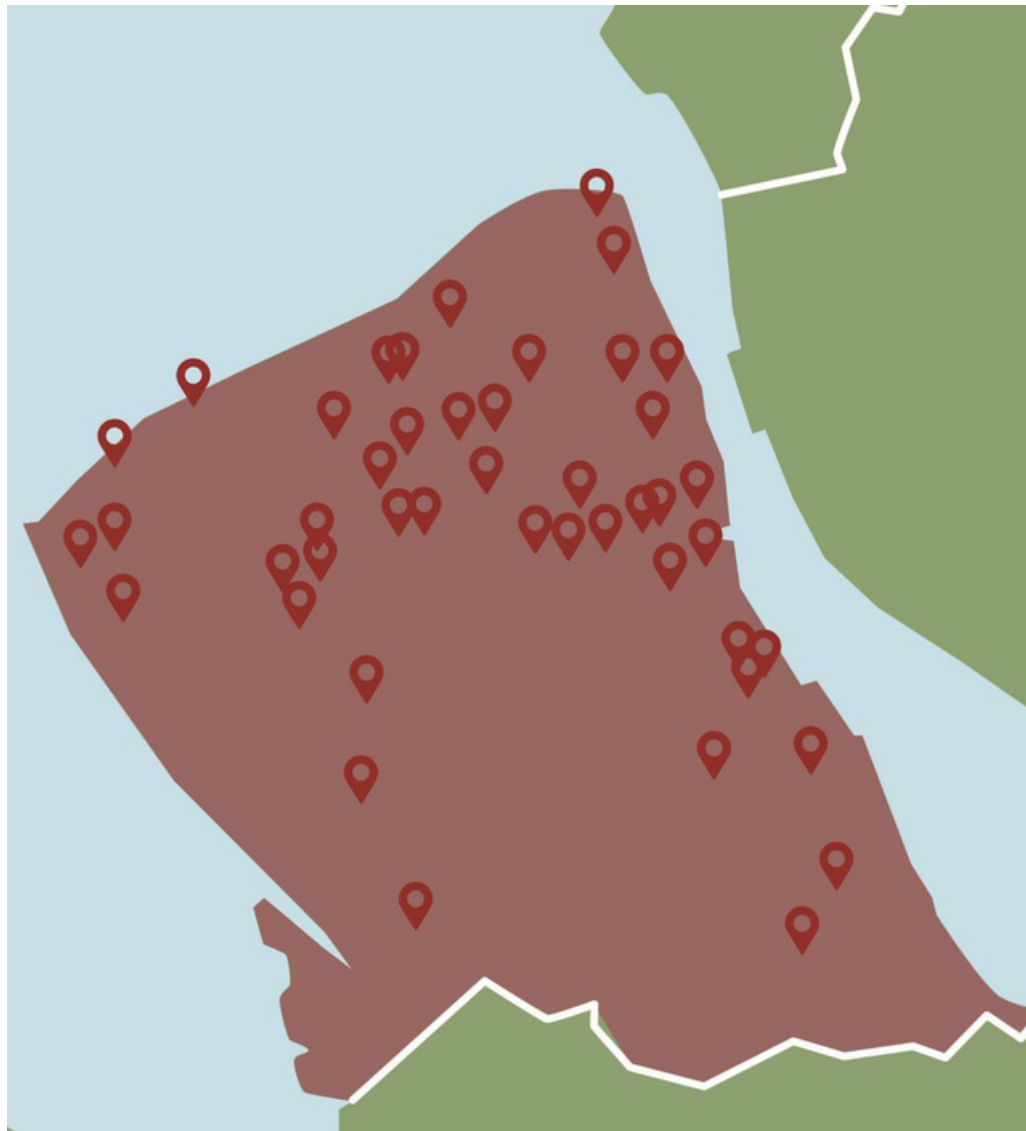


# SCHOOLS INVOLVED

**WIRRAL**

**Attended by 46 of 107 schools in the area**

Bedford Drive Primary School  
Birkenhead High  
School Academy  
Black Horse Hill Junior  
Brookdale Primary School  
Brookhurst Primary School  
Cathcart Street Primary School  
Christ Church CofE  
Church Drive Primary School  
Egremont Primary School  
Elwyn Rd Primary School  
Gayton Primary School  
Gilbrook School  
Greasby Junior School  
Grove Street Primary  
Hayfield Primary  
Heygarth Primary School  
Holy Cross Catholic Primary  
Hoylake Holy Trinity  
Primary School  
Irby Primary School  
kingsway Primary School  
Ladymount Catholic  
Primary School  
Leasowe Primary School  
Lingham Primary School  
Liscard Primary School  
Manor Primary  
Our Lady of Pity  
Overchurch Junior School  
Oxton Saviours  
Pensby Primary School  
Poulton Lancelyn Primary School  
Raeburn Primary School  
Russell Road Primary  
Sacred Heart Catholic Primary School  
St Bridget's  
St John's Infants  
St Joseph's Catholic Primary School  
St Paul's Primary School



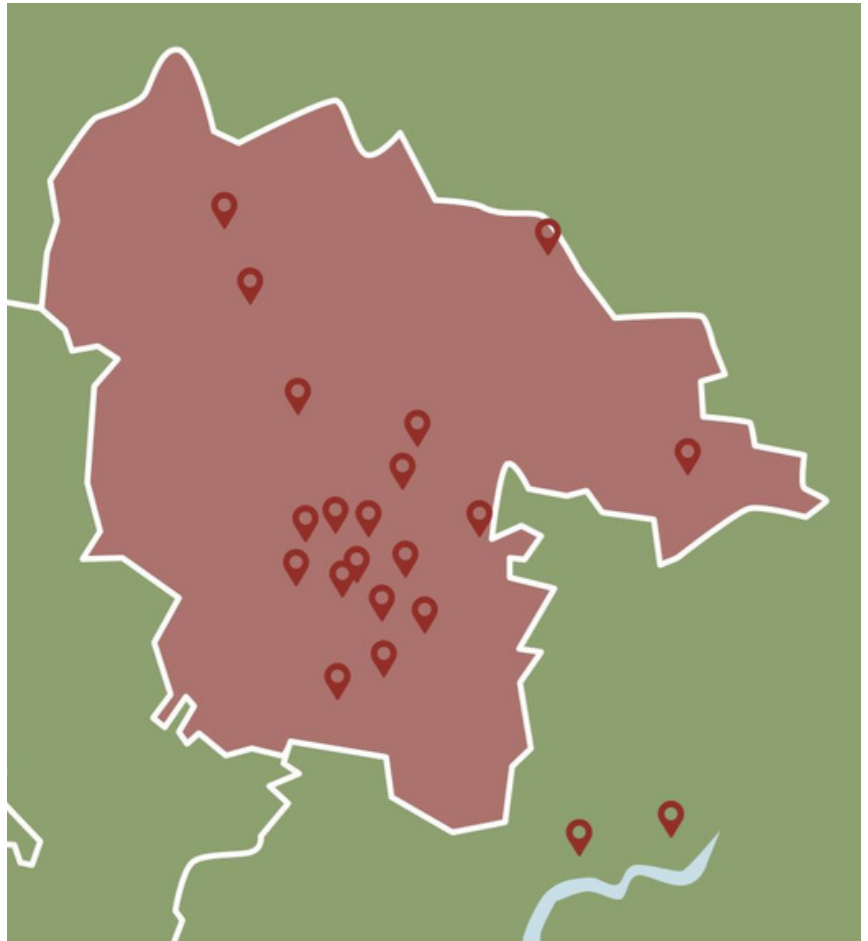
St Peter & Paul's  
St Peters  
St Werberburghs  
Stanton Road Primary School  
Townfield Lane Primary School  
West Kirby Primary School  
Woodchurch CofE Primary  
Woodlands Primary School

# SCHOOLS INVOLVED

**St HELENS**

**Attended by 21 of 61 schools in the area**

Beamont Primary School  
Bleak Hill Primary School  
Corpus Christi Catholic Primary School  
Eaves Primary School  
Garswood Primary and Nursery School  
Haydock English Martyrs Primary  
Lyme Community Primary School  
Rainford Brook Lodge  
Rectory C E Primary School  
Sherdley Primary School  
St Aidan's C of E Primary School  
St Anne's Catholic Primary School  
St Austin's R.C. Primary School  
St Bartholomew's Primary School  
St Benedict's Catholic Primary School  
St Mary's infants  
St Mary's junior school  
St Theresas Catholic Primary School  
St Thomas of Canterbury CP School  
Thatto Heath Primary School  
The Three Saints Academy



# FEEDBACK AND FUTURE INTENT...

**On completion of the course, schools implementing the ROAR approach have seen positive results; delegates set out their intentions to adopt as a Whole School Approach.**

Since completing her training in March, Jackie More, IT Teaching Assistant at St Werburghs Primary School, Birkenhead is in the process of implementing ROAR Whole School Approach.

As well as running staff CPD sessions, two, informal one-hour sessions will be delivered for parents and carers.

*"ROAR has made me more aware of some pupils in my class (yr 2) who routinely use excuses not to do their work. because of their anxiety. So, I am being more communicative with them and not dismissing them; taking the time to talk to them about how they're feeling and why they're experiencing sore tummy, sick feeling, etc. I did this anyway, but I am more conscious of taking more time with them.*

*"This approach has made a difference as these children are beginning to be more productive in class, when previously I won't usually get much from them. I have also seen one child's attendance levels increase."*

Jackie is now discussing with the school's headteacher as to how she can further support these children, using ROAR tools to build their confidence and self-belief.

*"ROAR has opened my eyes and allowed me to recognise the signs children display when anxious about parts of school life that make them feel uncomfortable.*

*All children are different, so it's about having the conversation with that child and understanding what works for them."*



# RESULTS FROM SURVEYS...

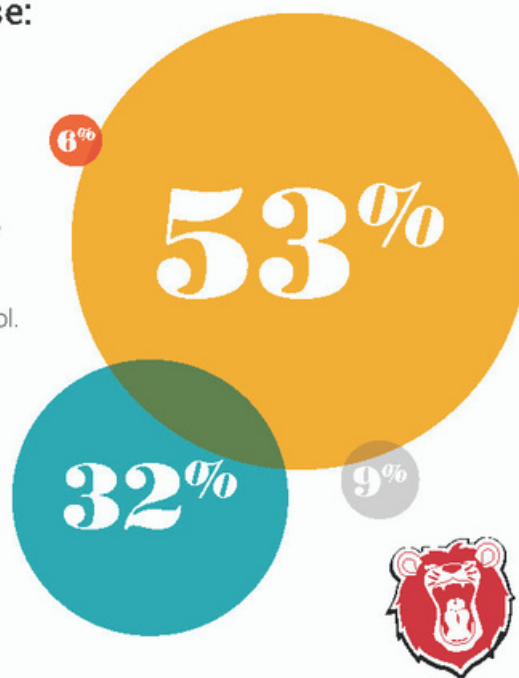
**Delegates are invited to complete a survey prior to attending the course, and a further survey on completion. The results of these surveys are displayed below:**

Please state how much you agree or disagree with the following statement before going on the ROAR course:



As a teacher, I feel equipped to support the mental health and emotional well-being of the children in my school.

- STRONGLY AGREE
- AGREE
- NEUTRAL
- DISAGREE

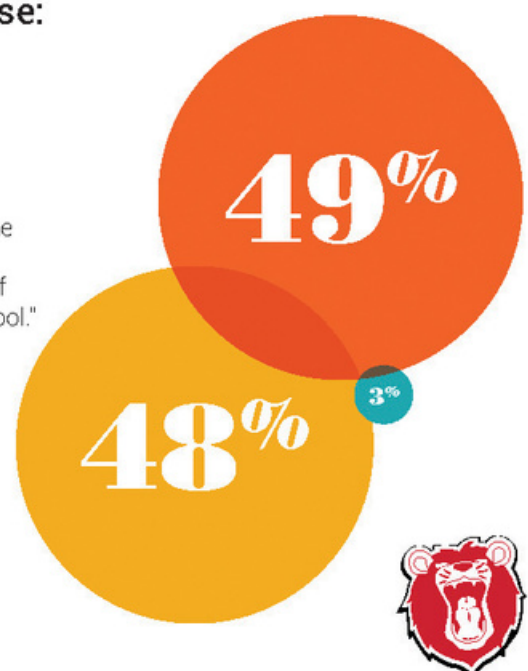


Please state how much you agree or disagree with the following statement after going on the ROAR course:



"As a teacher, I feel equipped to support the mental health and emotional well-being of the children in my school."

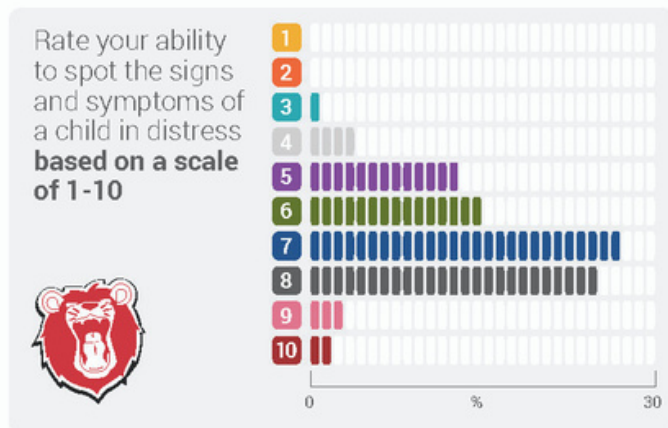
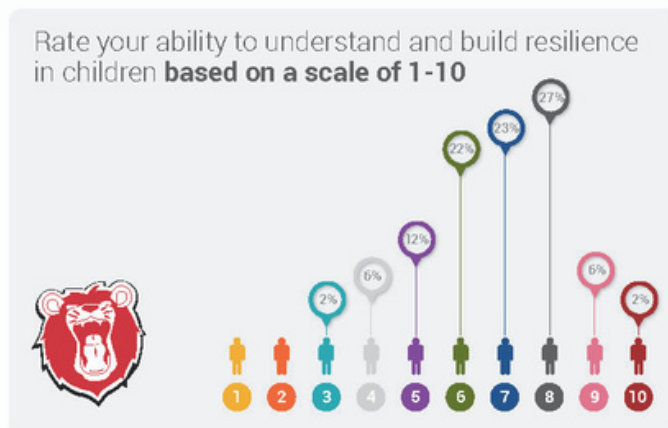
- STRONGLY AGREE
- AGREE
- NEUTRAL



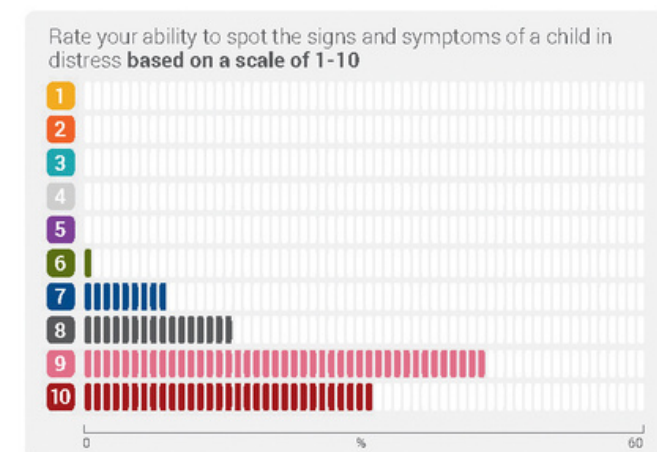
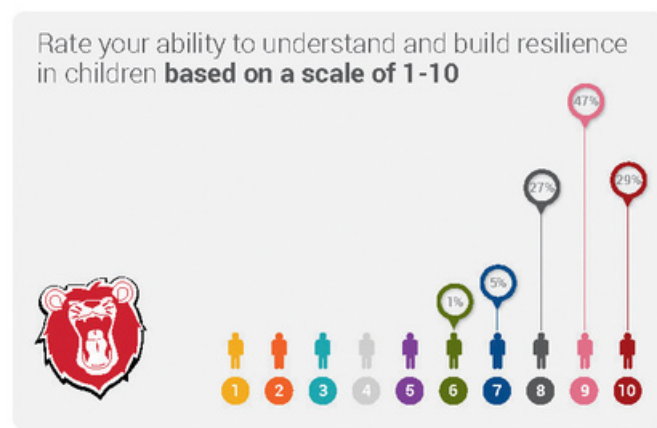
# RESULTS FROM SURVEYS...

We asked delegates how confident they were in supporting children and young people in their school?

## Pre-course



## Post-course



# RESULTS FROM SURVEYS....

**How confident are you supporting children and young people in your school?**

## Pre-course

Rate your confidence to be able to 'spot the big thought' - the thought that is distressing the child based on a scale of 1-10

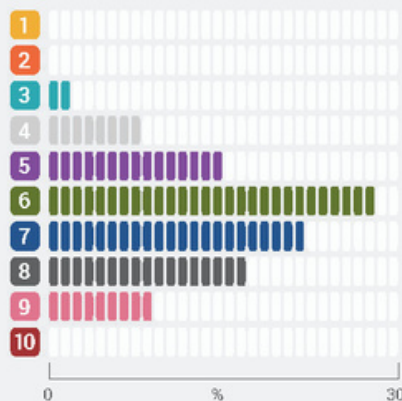


## Post-course

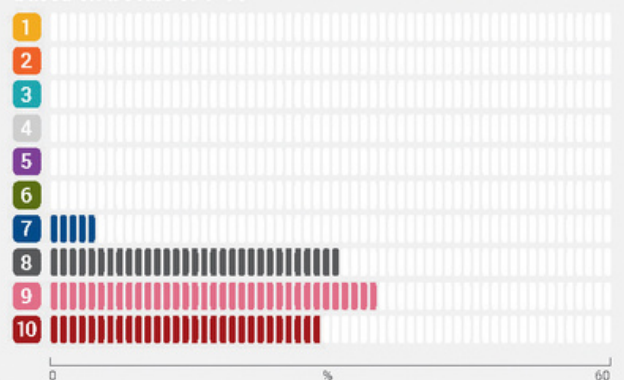
Rate your confidence to be able to 'spot the big thought' - the thought that is distressing the child based on a scale of 1-10



Rate your understanding of mental health and well-being based on a scale of 1-10



Rate your understanding of mental health and well-being based on a scale of 1-10

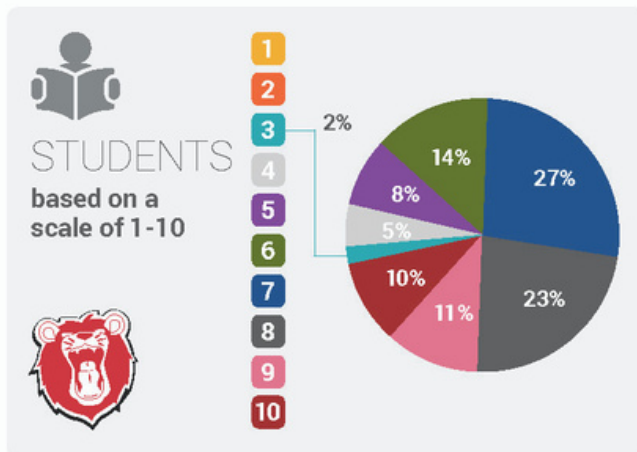




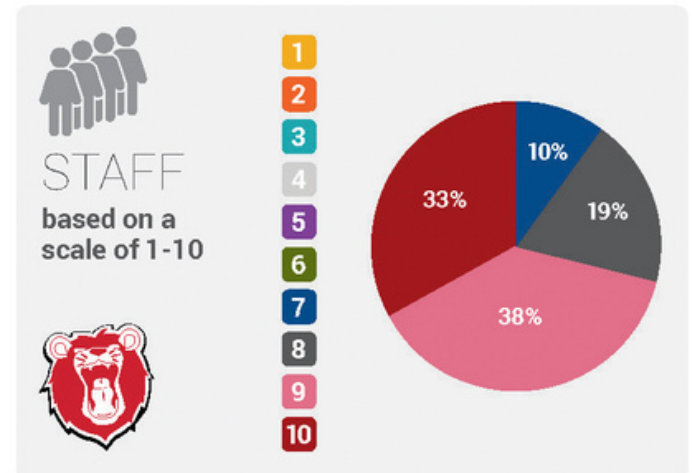
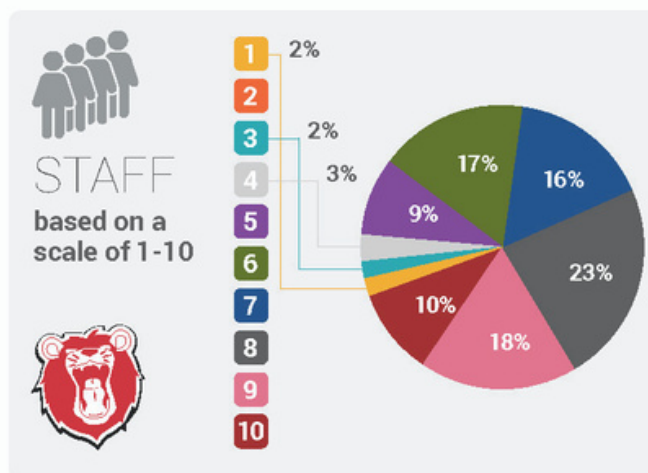
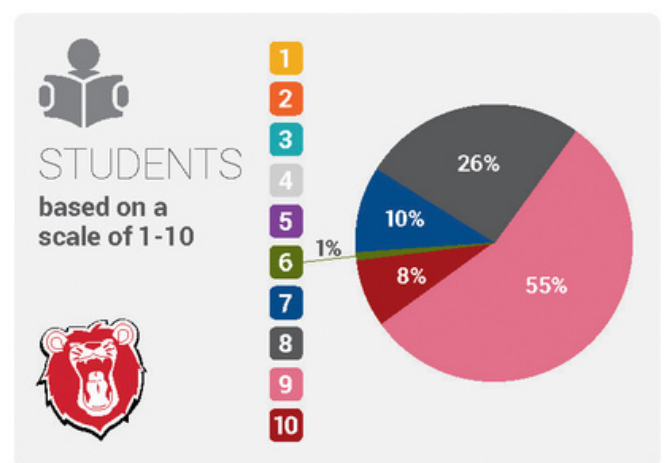
# RESULTS FROM SURVEYS....

We asked delegates how confident they were to talk about mental health with students and staff...

## Pre-course



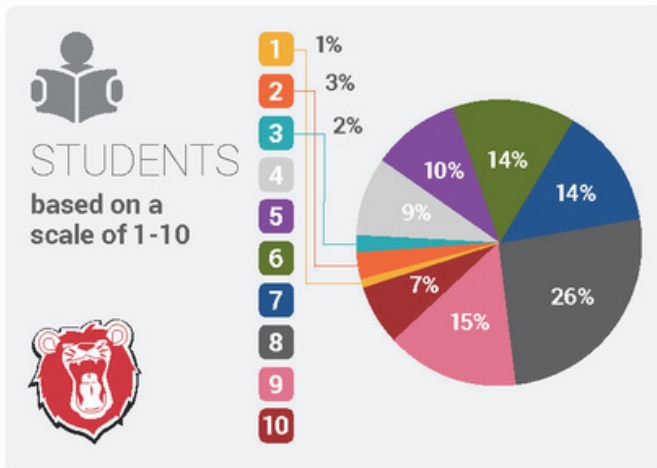
## Post-course



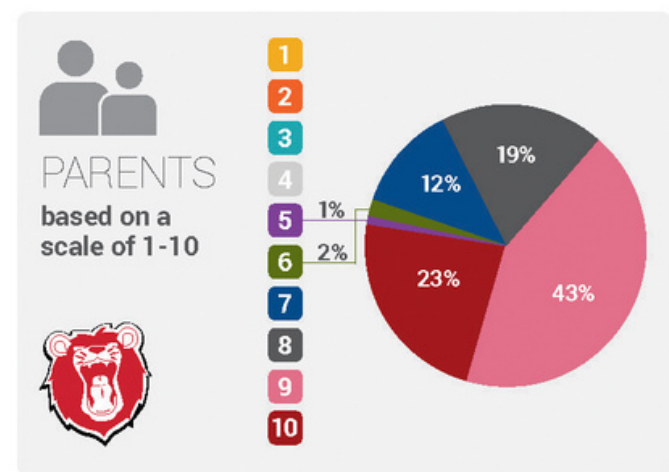
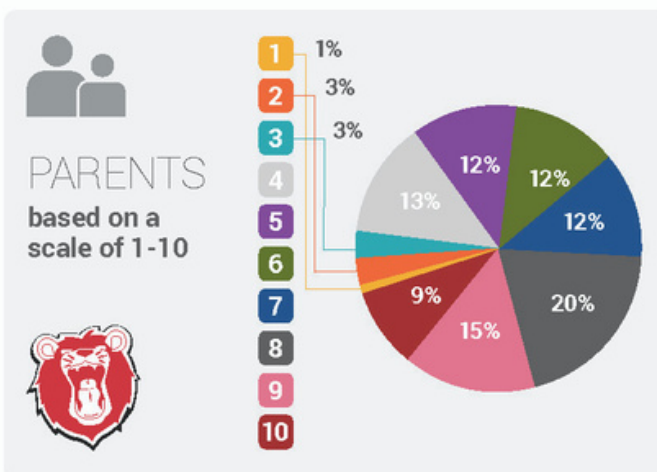
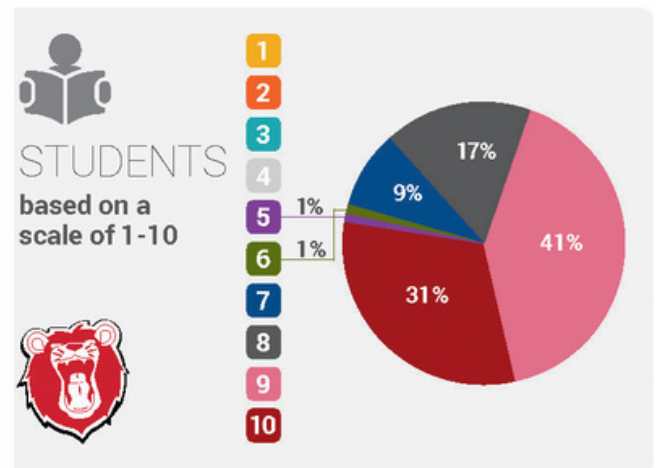
# RESULTS FROM SURVEYS....

We asked delegates how confident they were in sign-posting to services...

## Pre-course



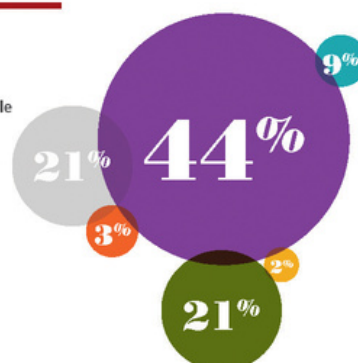
## Post-course



Rate your knowledge in applying positive strategies and actions to help families



Based on a scale of 5-10



# SUMMARY

The survey results illustrate the positive impact attending the ROAR course has had on professionals' ability to identify pupils in mental distress, as well as knowing when and how to offer support.

Confidence in all areas of the ROAR programme:

- Recognising signs
- Asking Open questions
- Accessing support, services and self-care
- Building resilience

has increased significantly following attendance.

Just **8%** of delegates identified their ability to understand and build resilience in children as 9-10 (on a scale of 1-10), compared to **76%** after the course.

Prior to attending the course, the majority of delegates rated their ability to spot the signs and symptoms of a child in distress as **7** (on a scale of 1-10), whereas after the course this shifted to high ability - **9s and 10s**.

Confidence in talking about mental health to students and staff increased significantly. Over **two-thirds** of delegates said they feel very confident (9-10) since attending the course, compared to just over a quarter feeling this confident prior to attendance.



# APPENDICES

## APPENDIX 1

### ROAR in the media - Case Study



Blessed Sacrament Primary School – Hear us roar! Since completing the ROAR training, learning mentors and colleagues at Blessed Sacrament Primary School in Aintree have been adopting the Reflective, Objective, Assessment, Reassurance (ROAR) approach in many aspects of day-to-day school life.

The ROAR approach uses a range of tools that enable staff to talk to children, while also helping children themselves to identify how they're feeling, expressing and communicating their needs. One of these tools is the ROAR rainbow.

To achieve a whole school approach to ROAR a twilight training session was attended by over 100 members of staff at all levels: the safeguarding team; assistant headteacher; learning mentors; admin staff and lunchtime supervisors. This was followed by a workshop for parents and carers.

Speaking about the staff benefits of the training, Jane Griffin, mental health lead, said: "We have seen increased knowledge and vocabulary used with the children. Staff also has an awareness of children's needs and the bigger picture outside of school life, monitoring vulnerable groups with regards to attendance, appearance and emotional wellbeing.

"ROAR has helped to build better relationships between staff and children; staff are now equipped to identify when children are struggling and provide the correct support." Jane said: "There is now one system in place that we all adhere to. At any point in the day, children can share where they are on the rainbow, knowing staff are there to listen, offer support and identify next steps if needed.

"This has helped the children to build resilience, developing a skill set that they can use as they move through life.

"The rainbow has become an intrinsic part of school life; staff and children can have a conversation about where they are at any time of the day, even staff lanyards now feature the ROAR rainbow. Classroom walls display a poster of the ROAR rainbow and 'Resilient Ralph' encouraging children to use as talking tools.

ROAR is included in formal lesson observation proformas and reflected on during lesson observations. It's also a fundamental part of the school's behaviour policy; enabling staff to spot the big question with regards to children's needs and respond accordingly.

The programme has helped children in all year groups but in particular those with SEND and EAL. Using the rainbow approach, one EAL boy who previously struggled to communicate his needs is now able to share why he is low and appropriate support can be given.

Recognising the importance and value of working with families, Blessed Sacrament Primary School delivered ROAR through workshops to parents and carers. Information was shared on the website and through the school behaviour policy.

The model is promoted throughout the school on posters, and an information leaflet was issued to every child explaining the strategy and programme during the initial set up.

Jane said: "We would recommend ROAR to other schools, it really has transformed behaviour throughout the school for both staff and children, providing a common language. Children recognise it's alright to not always be a '10' on the rainbow and use strategies to empower themselves in moving forward."

ROAR doesn't stop there for Blessed Sacrament. The school has been selected as a pilot setting to train and develop The ROCKET programme.

Complementing ROAR principles, ROCKET is a one-day, interactive course for primary aged children teaching them to become resilience champions within their schools.

The role of the group is to look at what the school already does to promote resilience, but also where the areas for improvement are, and how the champions can make a positive difference. The training was delivered to fifteen year-five children to become peer mediators. These children now wear their own ROCKET hoodies and are on duty each day supporting peers and helping to build their resilience.

Read the feature [here](#)

# APPENDICES

## Appendix 2



### ROAR Pre training survey

Please tick the box to confirm that you have read the information sheet provided and are happy to participate. By ticking the box you confirm that you understand that by completing and returning this questionnaire you consent to be part of this research study and for your data to be used as described in the information sheet provided.

☐

To allow us to anonymously link your surveys that you complete as part of this study so that we can measure changes within and across participants, please provide us with the following details.

Service name  Last 3 digits of your home postcode  The day/month of your date of birth

Training location  Training date

1. What is your gender?

Male ☐ Female ☐ Transgender ☐ Do not wish to specify ☐

2. What age group do you fit in to?

16-24 years ☐ 25-34 ☐ 35-44 ☐ 45-54 ☐ 55-64 ☐ 65+ ☐

3. What is your ethnic group?

White ☐ Asian or Asian British ☐ Black/African/Caribbean/Black British ☐  
Mixed ☐ Other ☐

4. What is your job role?

5. How many years have you been working in your current service?

6. Which area of Merseyside do you work in? Tick all that apply

Liverpool ☐ Knowsley ☐ Sefton ☐ Wirral ☐ St Helens ☐

7. Prior to today's training session, have you ever received training on:

	No	Yes	If yes: When (month/year)
a) Mental health	<input type="checkbox"/>	<input type="checkbox"/>	
b) Curriculum based programmes (e.g. PSHE) which promote and support student's emotional health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	
c) Adverse childhood experiences (ACEs)	<input type="checkbox"/>	<input type="checkbox"/>	
d) Trauma-informed care / approaches	<input type="checkbox"/>	<input type="checkbox"/>	



8. In your current role which groups do you currently work with? Tick all that apply

Children (under 18s year) ☐ Adults ☐ Parents ☐ Families ☐

9. How would you rate your knowledge and understanding of:

	Very poor	Quite poor	Average	Quite good	Very good
What is meant by mental health					
The impact of stress on mental health					
Recognising the signs and symptoms of anxiety in children					
Recognising the signs and symptoms of low mood and depression in children					
Stigma around mental health					
Parental mental distress					
How thoughts, feelings and behaviours are all connected?					
What is meant by adverse childhood experiences (ACEs)					
The potential impact of ACEs on the life course					
What is meant by resilience					
The Resilience Framework					
How to build resilience					
The role of resilience in mitigating the impact of ACEs					
The basic concepts of Cognitive Behavioural Therapy					
The basic concepts of trauma informed practice					
A whole school approach to mental health					
The ROAR response to mental health					

**10. Whilst supporting children and parents in your professional role, how confident do you feel in your ability to:**

	Not confident at all	Not very confident	Average	Quite confident	Very confident
Spot the signs of a child experiencing anxiety, low mood and/or depression					
Respond to a child who is showing signs of anxiety, low mood and/or depression					
Ask open questions to a child about their mental health					
Provide early intervention and support to children experiencing anxiety, low mood and/or depression					
Work in a trauma informed way					
Respond to specific mental health needs within your school					
Deal with the challenges faced by children within your school					
Respond appropriately to disclosures of childhood adversity					
Spot the signs of parental mental distress					
Work with the parents and the child to support their mental health					
Identify whether or not additional support is needed					



**11. How much do you agree or disagree with the following statements?**

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
It is important for professionals to have an awareness of mental health					
It is important for professionals to spot the signs of symptoms of a child experiencing anxiety, low mood and/or depression					
It is important for professionals to spot the signs of symptoms of parental mental distress					
It is important for professionals to understand what ACEs are					
It is possible to have a diagnosis of mental illness and have good mental health					
It is possible to not have a mental illness and have poor mental health					
Everyone has a part to play in supporting individuals with their mental health					
Everyone has a part to play in supporting individuals who are experiencing trauma					
Agencies should work together to prevent and mitigate ACEs and related trauma					
Agencies should work together to promote good mental health					
Building resilience in children is important					
Building resilience in children and families will promote good mental health					
Training about mental health is important to achieve a whole school approach					
Training for professionals around mental health is important					
It is important for professionals to recognise when further support is needed					
Training that includes ACEs is important					

**Thank you for taking part in the survey. Please place it inside the envelope provided.**



Please tick the box to confirm that you have read the information sheet provided and are happy to participate. By ticking the box you confirm that you understand that by completing and returning this questionnaire you consent to be part of this research study and for your data to be used as described in the information sheet provided.

☐

To allow us to anonymously link your surveys that you complete as part of this study so that we can measure changes within and across participants, please provide us with the following details.

Service name	<input type="text"/>	Last 3 digits of your home postcode	<input type="text"/>	The day/month of your date of birth	<input type="text" value="E.g. 19/03"/>
Training location	<input type="text"/>			Training date	<input type="text"/>

### 1. How would you rate your knowledge of:

	Very poor	Quite poor	Average	Quite good	Very good
What is meant by mental health					
The impact of stress on mental health					
Recognising the signs and symptoms of anxiety in children					
Recognising the signs and symptoms of low mood and depression in children					
Stigma around mental health					
Parental mental distress					
How thoughts, feelings and behaviours are all connected?					
What is meant by adverse childhood experiences (ACEs)					
The potential impact of ACEs on the life course					
What is meant by resilience					
The Resilience Framework					
How to build resilience					
The role of resilience in mitigating the impact of ACEs					
Understand the basic concepts of Cognitive Behavioural Therapy					
Understand the basic concepts of trauma informed practice					
A whole school approach to mental health					
The ROAR response to mental health					

Please tick the box to confirm that you have read the information sheet provided and are happy to participate. By ticking the box you confirm that you understand that by completing and returning this questionnaire you consent to be part of this research study and for your data to be used as described in the information sheet provided.

☐

To allow us to anonymously link your surveys that you complete as part of this study so that we can measure changes within and across participants, please provide us with the following details.

Service name  Last 3 digits of your home postcode  The day/month of your date of birth

Training location  Training date

## 1. How would you rate your knowledge of:

	Very poor	Quite poor	Average	Quite good	Very good
What is meant by mental health					
The impact of stress on mental health					
Recognising the signs and symptoms of anxiety in children					
Recognising the signs and symptoms of low mood and depression in children					
Stigma around mental health					
Parental mental distress					
How thoughts, feelings and behaviours are all connected?					
What is meant by adverse childhood experiences (ACEs)					
The potential impact of ACEs on the life course					
What is meant by resilience					
The Resilience Framework					
How to build resilience					
The role of resilience in mitigating the impact of ACEs					
Understand the basic concepts of Cognitive Behavioural Therapy					
Understand the basic concepts of trauma informed practice					
A whole school approach to mental health					
The ROAR response to mental health					

2. How confident do you feel in your ability to:



	Not confident at all	Not very confident	Average	Quite confident	Very confident
Spot the signs of a child experiencing anxiety, low mood and/or depression					
Respond to a child who is showing signs of anxiety, low mood and/or depression					
Ask open questions to a child about their mental health					
Provide early intervention and support to children experiencing anxiety, low mood and/or depression					
Work in a trauma informed way					
Respond to specific mental health needs within your school					
Deal with the challenges faced by children within your school					
Respond appropriately to disclosures of childhood adversity					
Spot the signs of parental mental distress					
Work with the parents and the child to support their mental health					
Identify whether or not additional support is needed					
Recognise behaviour as communication					
Deliver a 2 hour ROAR CPD session within your school					
Provide lesson plans about mental health and resilience to your colleagues					



### 3. How much do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
It is important for professionals to have an awareness of mental health					
It is important for professionals to spot the signs of symptoms of a child experiencing anxiety, low mood and/or depression					
It is important for professionals to spot the signs of symptoms of parental mental distress					
It is important for professionals to understand what ACEs are					
It is possible to have a diagnosis of mental illness and have good mental health					
It is possible to not have a mental illness and have poor mental health					
Everyone has a part to play in supporting individuals with their mental health					
Everyone has a part to play in supporting individuals who are experiencing trauma					
Agencies should work together to prevent and mitigate ACEs and related trauma					
Agencies should work together to promote good mental health					
Building resilience in children is important					
Building resilience in children and families will promote good mental health					
Training about mental health is important to achieve a whole school approach					
Training for professionals around mental health is important					
It is important for professionals to recognise when further support is needed					
Training that includes ACEs is important					
The training content was appropriate					
The training content was delivered in a way which was easy to understand					
The trainers were knowledgeable					
The trainers interacted with the group well					
The training materials were good					
The length of the training was just right					
I would recommend the training to others					
What I have learnt in the training is useful for my work practice					
I will apply what I have learnt in the training in my work practice					



4. In your opinion, what were the best aspects of the training
5. What changes, if any, will you make to your practice as a result of attending the training?
6. In your opinion, what recommendations would you make to further improve the content and delivery of future training programmes?
7. Do you have any further comments about the training?

**Thank you for taking part in the survey. Please place it inside the envelope provided and return it to the person who gave it to you.**