



Part One



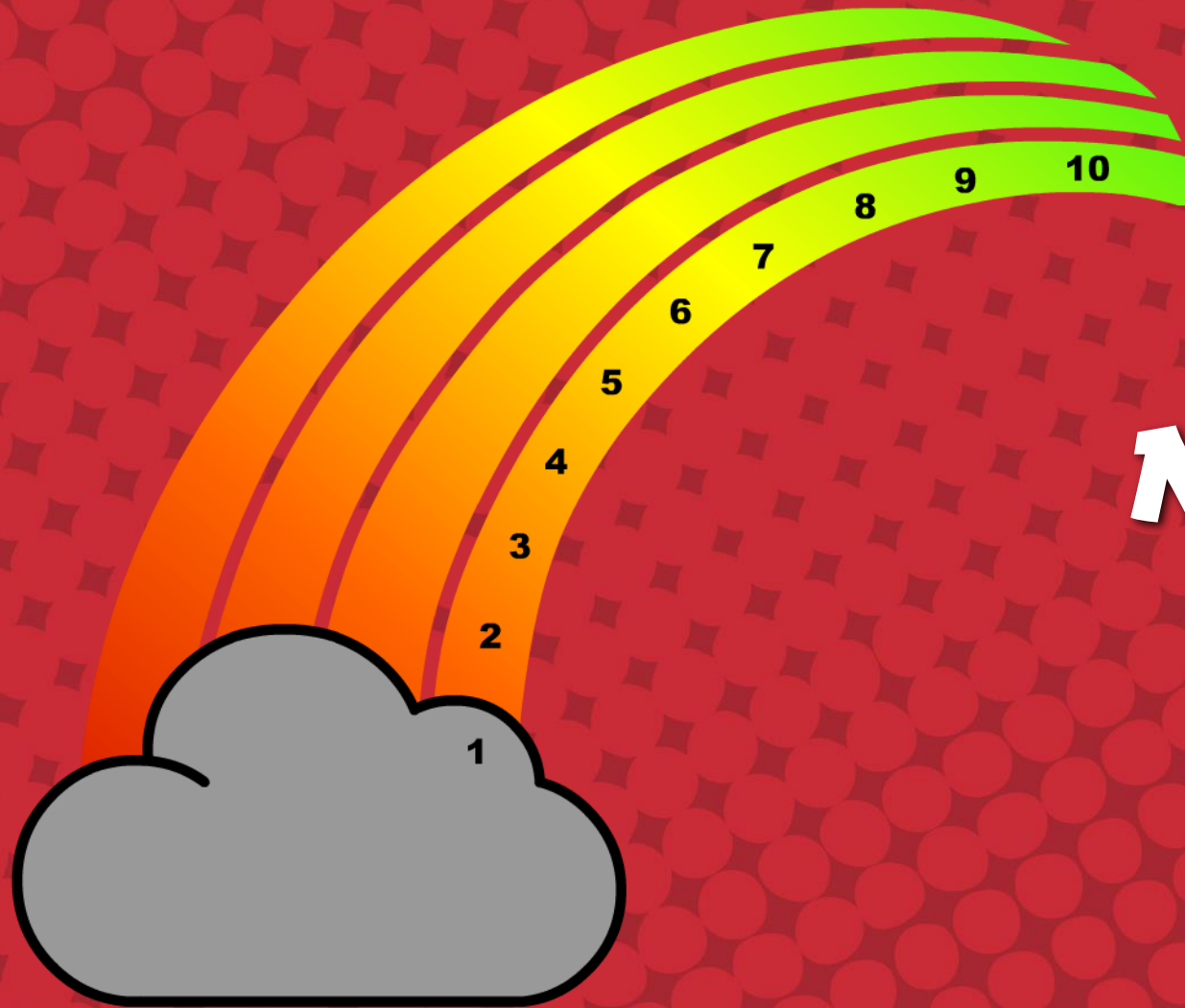


Before we begin



Look after yourselves





NAME, NUMBER AND ROLE



Why ROAR?

To embed a whole school approach through:

- Raising awareness of mental health.
- Exploring the impact of risk factors on mental health and how this impacts on our thoughts, feelings and behaviours.
- Spotting the signs and symptoms of mental distress in primary school children.
- Helping schools to build resilience in their children.
- Equipping delegates to follow the ROAR response to for children experiencing mental distress.





Why ROAR?

This training has been designed with the whole school in mind. As the designated member of staff receiving this training you will be:

- Equipped to respond to specific mental health needs within your school.
- Given resources to deliver a two-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 (four plans for KS1 and four plans for KS2) to build awareness around mental health and resilience that can be delivered to each class by a member of staff.
- Able to deliver a two-hour parent session on child mental health.
- Able to deliver the ROAR launch assembly for the whole school.





ROAR will give a first line response to:

- Anxiety in children.
- Low mood, depression, and suicidal thoughts.
- Behavioural difficulties in children – focusing on behaviour as communication, self-harm, eating disorders.
- Parental mental distress in children – looking at the impact that parental mental distress can have on a child, young carers and support mechanisms.





What is mental health and who's got it?



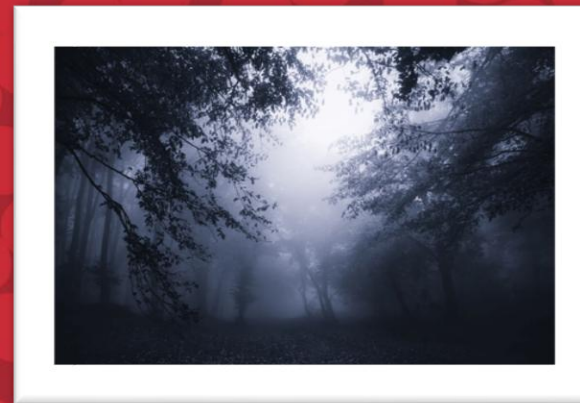
Mental health is all about how we think and feel about ourselves, others, and the world around us.

We ALL have it.





Which best represents mental health?



Mental Health Support
for children & young people in Liverpool



RAISE
MENTAL HEALTH PROMOTION TEAM

MA MERSEYSIDE
YOUTH
ASSOCIATION

Resp



What's going on with children's mental health?

- 1 in 4 school aged children has a mental health problem. This has risen from 1 in 10 in 2004 and 1 in 9 in 2017 (NHS Digital,2020).
- Children from low-income families are 4x more likely to experience mental health problems, according to a 2019 study by Centre for Mental Health.
- A recent study by Place2Be suggested that 1 in 3 children in a classroom will have a mental health condition and just 2 in 5 felt confident that their staff would know what to do in a mental health crisis.
- Suicide is the largest cause of mortality for young people under 35. (Office for National Statistics, 2020)





What's going on with children's mental health?

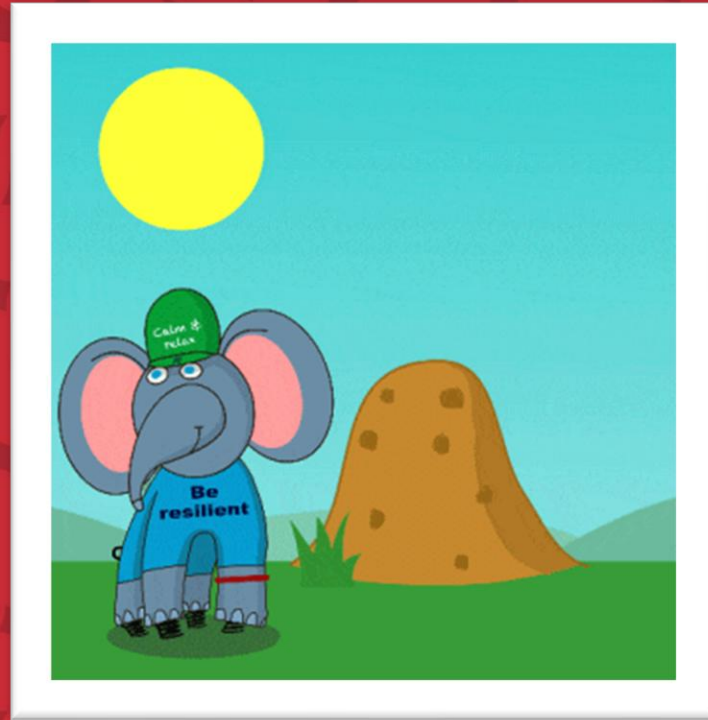


- Suicidal thoughts among Black Asian Minority Ethnic groups CYP increased by 26.6% on the same period last year; self-harm has seen a 29.5% increase; anxiety/stress is up by 11%. Kooth
- Childline reports 37% increase in contacts from kids aged 11 and under
- Anxiety and stress spike among children and young adults (40%) according to data from online mental health service. Kooth.
- There were 80,226 more under-18s referred to NHS mental health services in England between April and December 2020 than the same period in 2019



What makes a child happy?

What makes a child unhappy?



"I have been a SENCO for 11 years and I have never known there to be so many unhappy children."



The ROAR thermometer



How strong
is this
feeling?





An upward, or downward spiral



Resilience



Good Mental Health

Thriving



Crisis Point

Poor mental health



Risk

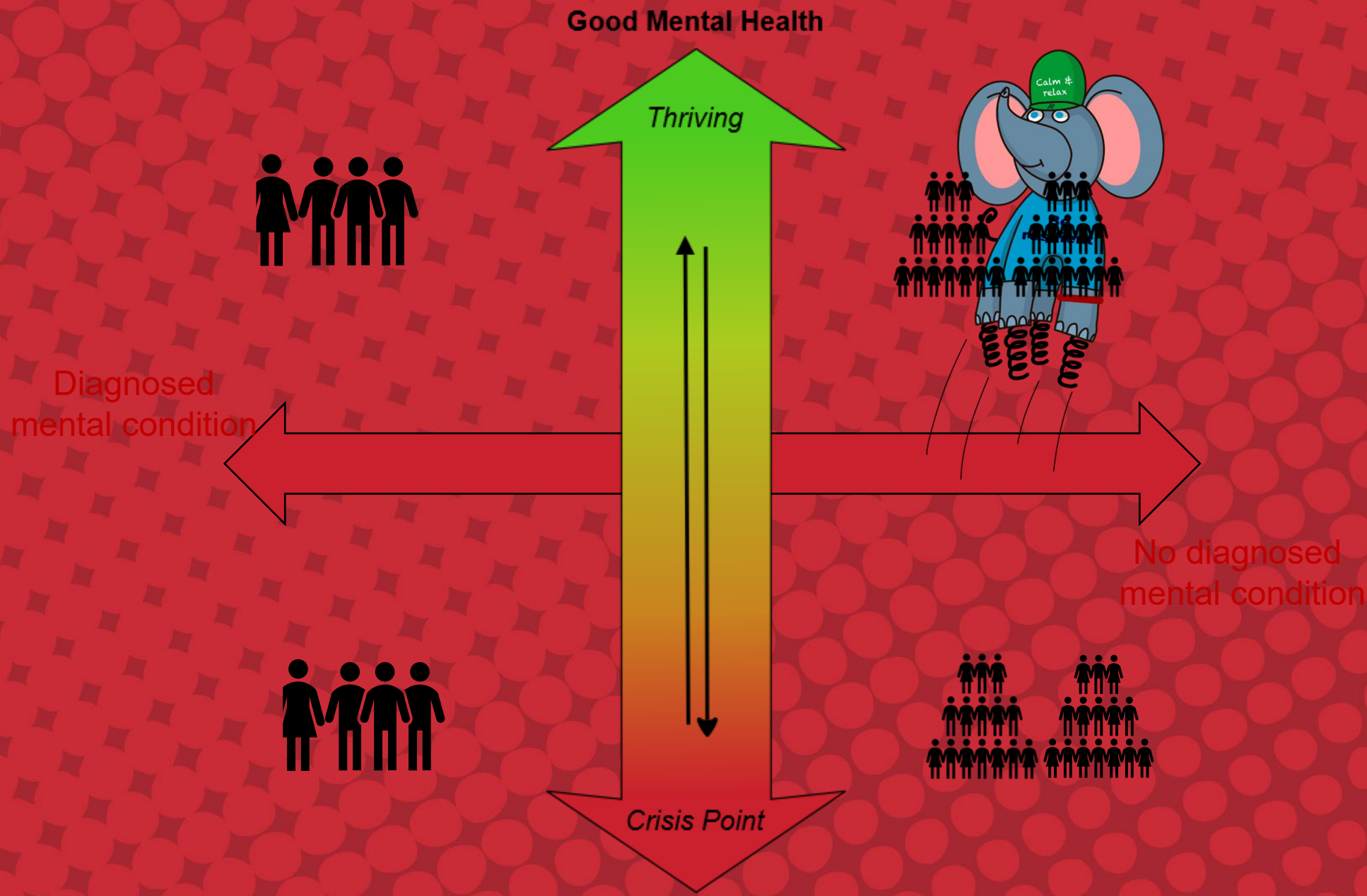


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Good Mental Health

Thriving



Diagnosed
mental condition

No diagnosed
mental condition

Crisis Point

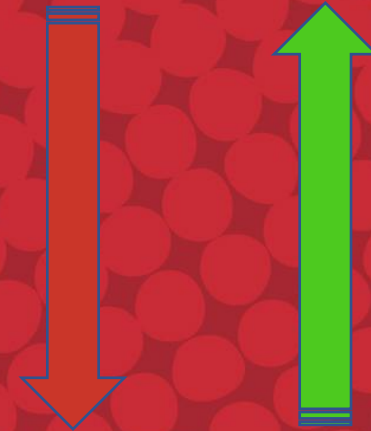
Poor mental health





Meet Amrit

What are his RESILIENCE factors?



What are his RISK factors?







What do we mean by resilience?

“Positive adaptation to adversity despite serious threats to adaptation or development.” (Masten)

“It’s your ability to withstand adversity and bounce back and grow despite life’s downturns,” Amit Sood, MD, the executive director of the Global Center for Resiliency and Well-Being.

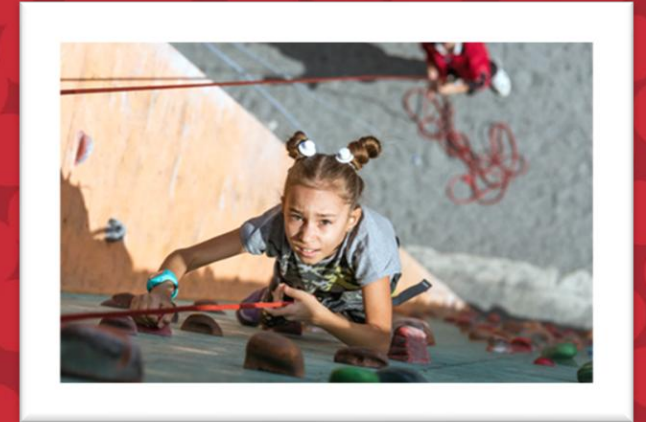
“Determined to do your best and when you don’t give up.”

“Trying your best when you have difficult times.”

“The feeling inside your body that tells you that you can do anything even when it’s hard.”

“Always carrying on no matter how big the obstacle is.”

“Being the best, you can be because you only have one life, if you think something is hard keep trying until you get it right” Rocket champions





Resilience Framework

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Children & young peoples Resilience framework Aug 2017 – adapted by Merseyside Youth Association from Hart & Blincow with Thomas 2007



BASICS	BELONGING	LEARNING	COPING	CORE SELF
I have a good place to live.	I feel that I belong.	I like school.	I understand the need for boundaries and rules.	I believe in myself.
Me and my family have enough money to live.	I know my place in the world.	I get on well with teachers and people who help.	I can be brave.	I try to empathise with others.
I feel Safe.	I know what things are good for me.	I think about my future plans.	I am good at solving problems.	I am self-aware.
I travel to where I need to go.	I can keep friends.	I like to plan what I am going to do.	I like to make the most of the things that interest me.	I am responsible for myself and my actions.
I eat healthy food.	I recognise my healthy relationships.	I am proud of my achievements	I can see things from another point of view.	I have talents
I have fresh air and exercise.	I am able to maintain and keep good relationships.	I aim to develop my skills and qualities.	I can calm down when I need to.	I get medical help when I need it.
I sleep well.	I have friends who support me.		I can start again because I know tomorrow is another day.	
I play and socialize with others.	I know my responsibilities and what is expected.		I have someone to talk to when I am unhappy.	
I see that we are all equal.	I have good memories from my past.		I know how to have a laugh.	
	I know about my history and where I am from.			
	I like to try new experiences.			
	I can mix with others and make friends			

NOBLE TRUTHS

ACCEPTING

CONSERVING

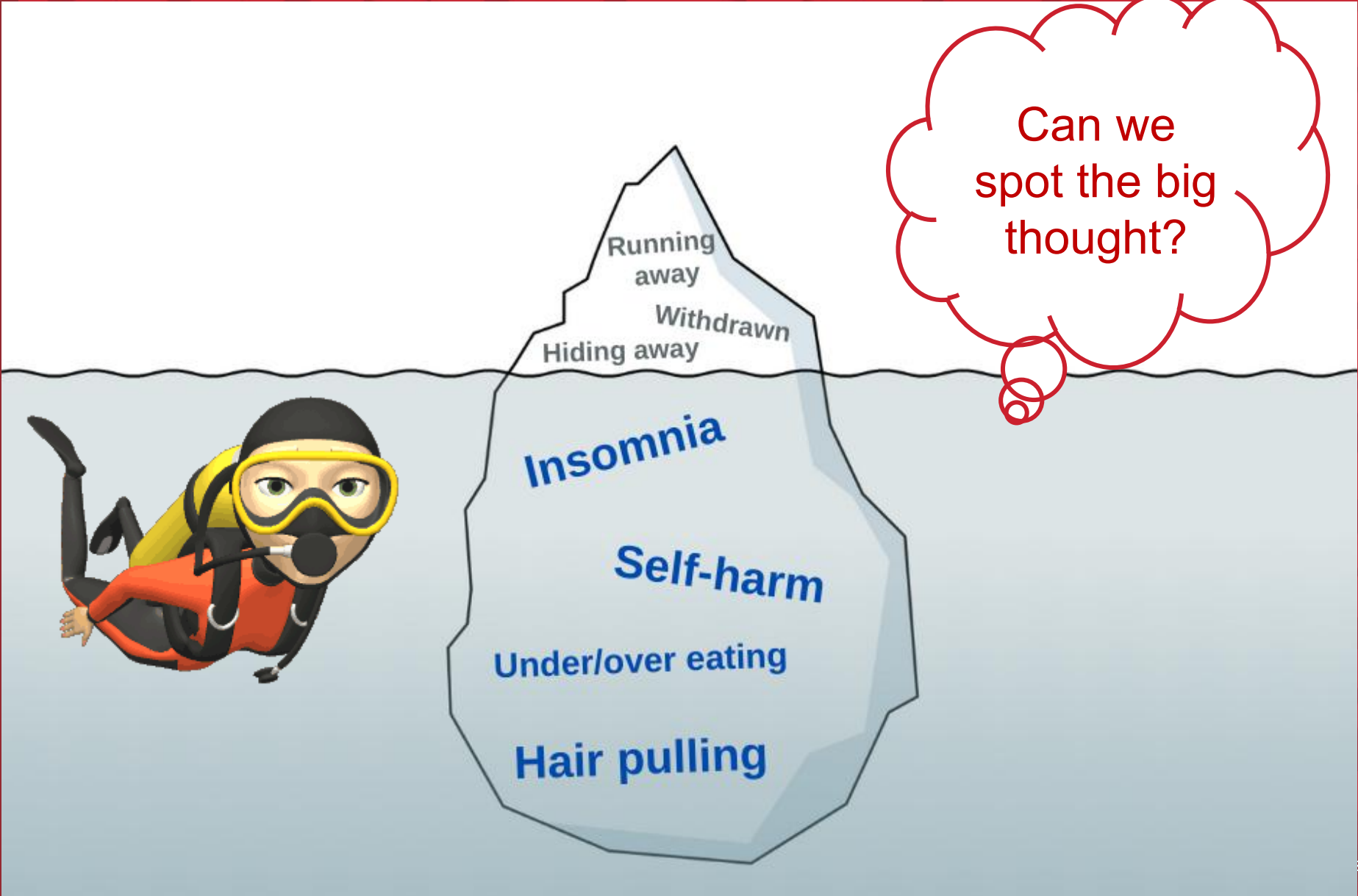
COMMITMENT

ENLISTING

www.resilienceframework.co.uk



Ask Open Questions





Late Again



CBT Model

SPOTTING THE BIG THOUGHT

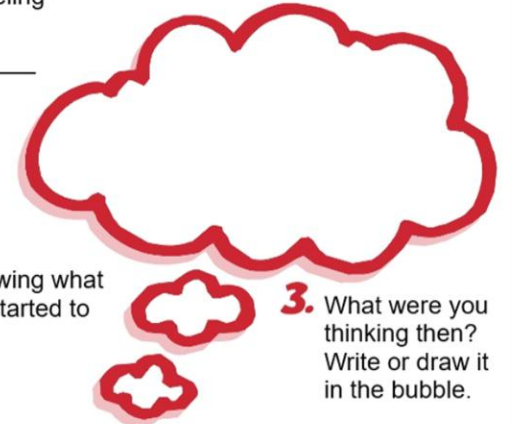
1. I have been feeling

2.

Draw a picture showing what you did when you started to feel like this.

3.

What were you thinking then? Write or draw it in the bubble.

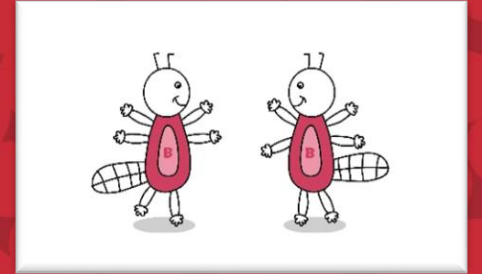




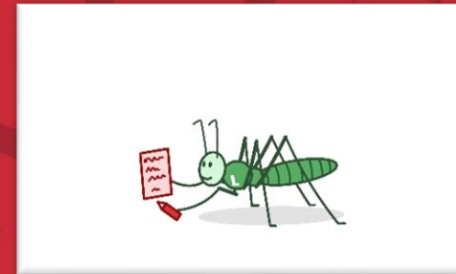
Ralph and the ResiliANTS



Basics Bob



Belonging Billy & Bella



Learning Leo



Coping Cody



Core-self Courtney



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... & THE RESILIANTS



BASICS BOB

I make sure we all have the basic things we need to be resilient: healthy food, a safe place to live, enough sleep, exercise, transport and enough money.

BELONGING BILLY & BELLA

We love being with others. We help people to make and keep positive relationships, find their place in the world and we think it's great when people have responsibilities because it makes them feel important.



LEARNING LEO



I love learning even though I don't always find it easy. I help people to organise themselves and develop life skills. I always try to tell others what they are doing well.

COPING CODY



I often face challenges, but I have a really good set of skills to help me to cope. I help others to be brave, solve problems and to ask for help. I can have a laugh and can dust myself off and start again. I love my rose-tinted glasses.



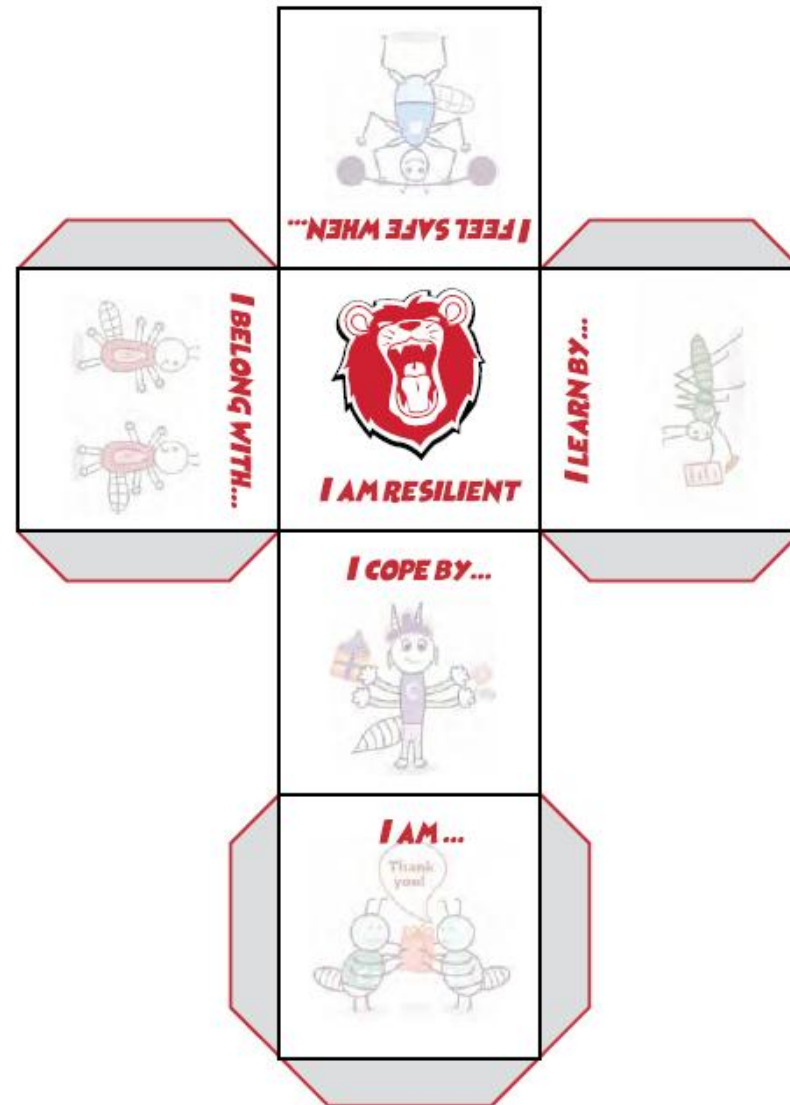
CORE-Self COURTNEY

I like to encourage people and I always try to understand how they feel. I know who I am and what I'm good at and I love to help others to find the same out about themselves.



My RESILIENCE CUBE

What makes you resilient? Use the template below to make your own resilience cube. Write down some things that you can do in each box before you cut it out and make it.





MY RESILIENCE WHEEL

INSTRUCTIONS

This is me: draw a picture of you.

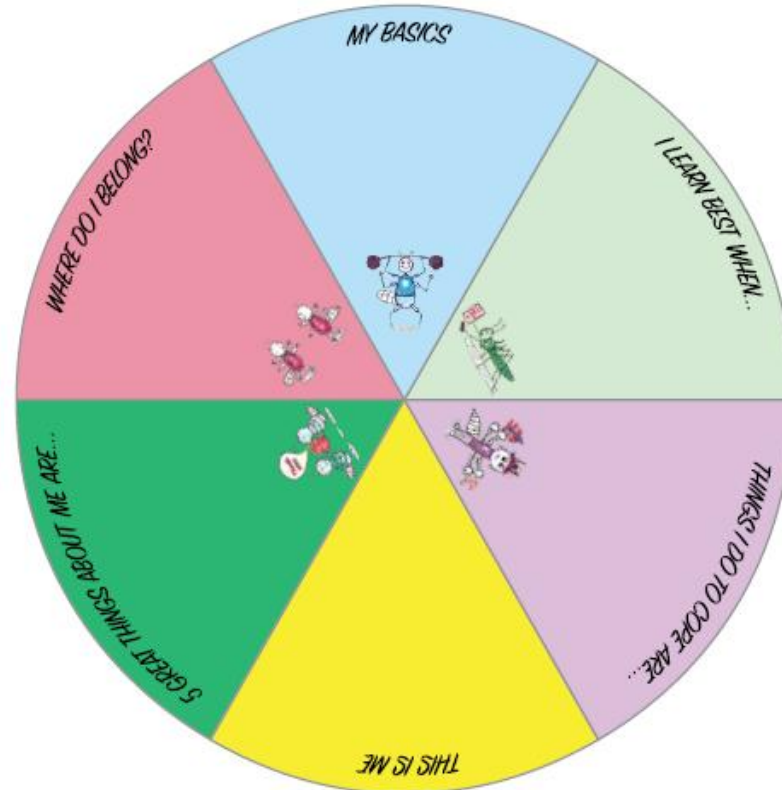
My basics: list the things in your life that make you feel safe and happy.

Where do I belong: where are the places, and who are the people you feel happiest with?

I learn best when: write down the ways you find most enjoyable to learn new things – have you learnt something today?

Things I do to cope are: when you feel a bit sad, or stressed, or worried, what sorts of things do you do, or do your friends do or say to you that make you feel better?

Five great things about me: either write five great things about yourself or in groups pass the wheel around, and get others to write good things about you in this part!



Suggestion: Why not turn this into a fortune wheel with a split pin and a paper clip?



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**