

Supporting children's mental health at home

1. How to support children who experience anxiety and low mood
 - a) 5 Key Principles of Recovery
 - b) Psychological First Aid
 - c) The Five Rs
2. How to support children who have experienced trauma
 - a) PIES
 - b) Zones of Regulation
3. Know where to go for more specialised support



1. How to support children who experience anxiety and low mood

“Anxiety”: we feel worried, tense or afraid – particularly about things that are about to happen or we think COULD happen in the future.

Anxiety is a normal and natural human response when we perceive that we are under threat.

Anxiety can become a problem when:

- Feelings are strong/last a long time
- Not proportional to the situation
- Avoid certain situations
- Hard to control
- Have panic attacks
- Hard to go about everyday life



1. How to support children who experience anxiety and low mood

What to look out for...

Avoid things linked to the fears

Not interacting in class, always worrying, perfectionist

Suffer temper outbursts or 'freeze' if demands placed on them

Have difficulty sleeping, suffer stomach- headaches, health anxieties

Spend time alone (e.g. always go to library at break time in school)

Look physically anxious (e.g. tense, on edge, or shaky)

Have difficulty concentrating

Cling to parents or episodes of school refusal in older pupils



a) 5 Key Principles of Recovery



b) The Five Rs



Relationships
Reaching out to
others for help



Recognition
Noticing signs of
distress

Reflection
Self-awareness
and choices

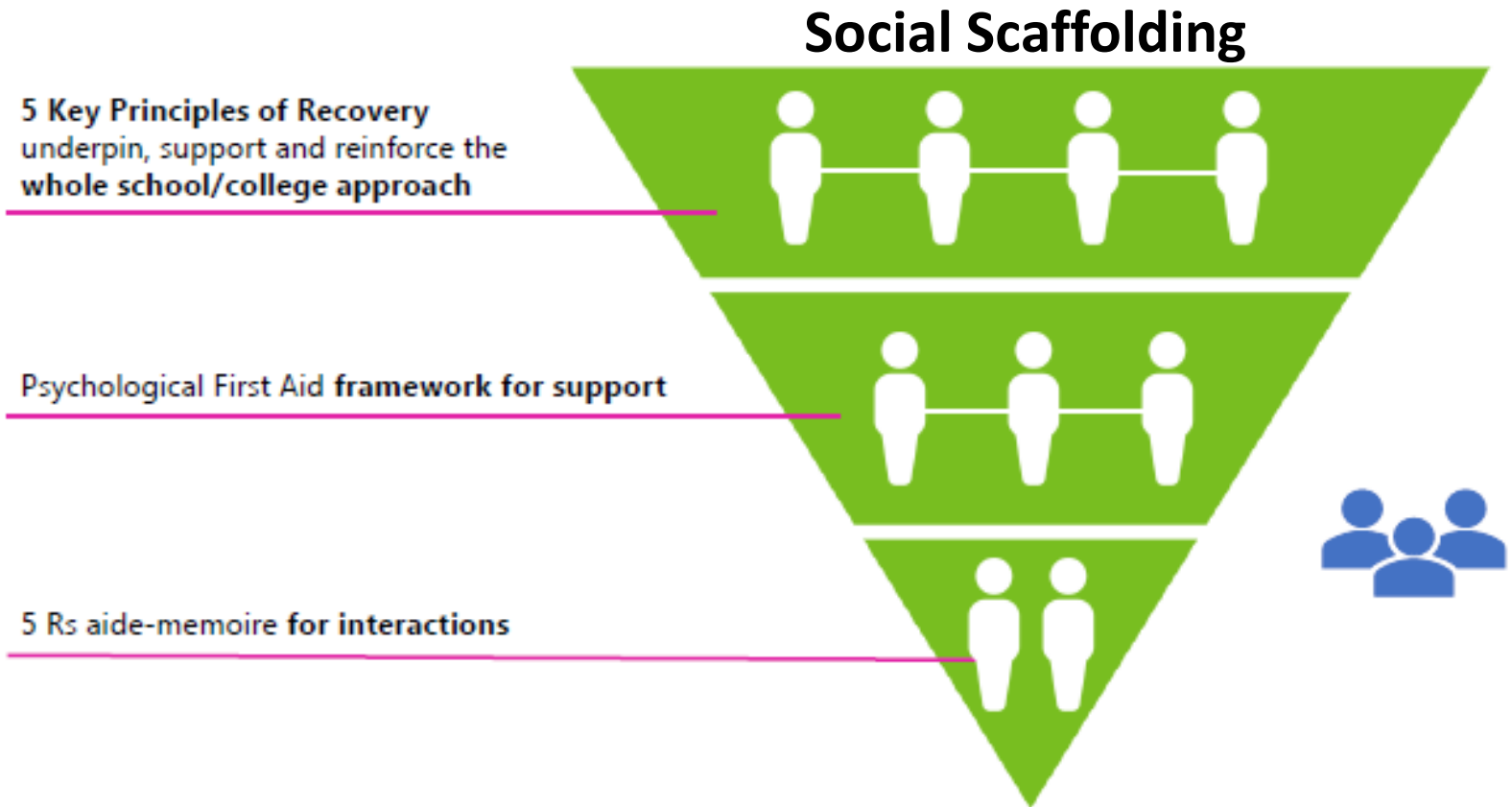


Regulation
What is in place
to help from the
school

Resilience
To be able to
recover quickly



c) Psychological First Aid



1. How to support children who experience anxiety and low mood

What can you do?

- Suggest they focus on what is going on around them
- Use safe place imagery
- Ask questions like “what are the advantages and disadvantages of thinking this way?”, “what would you say to your friend if they were in this situation?”
- Support your child to “have a go” and put fears to the test!
- Listen carefully and praise them for sharing, normalising their feelings



1. How to support children who experience anxiety and low mood

“Low mood”: we feel down, low, sad or unhappy. This often leads to us feeling demotivated.

This is normal and we all have periods of feeling a bit low. Often there is a reason we feel like this. Many of these feelings won't last long and will pass overtime.

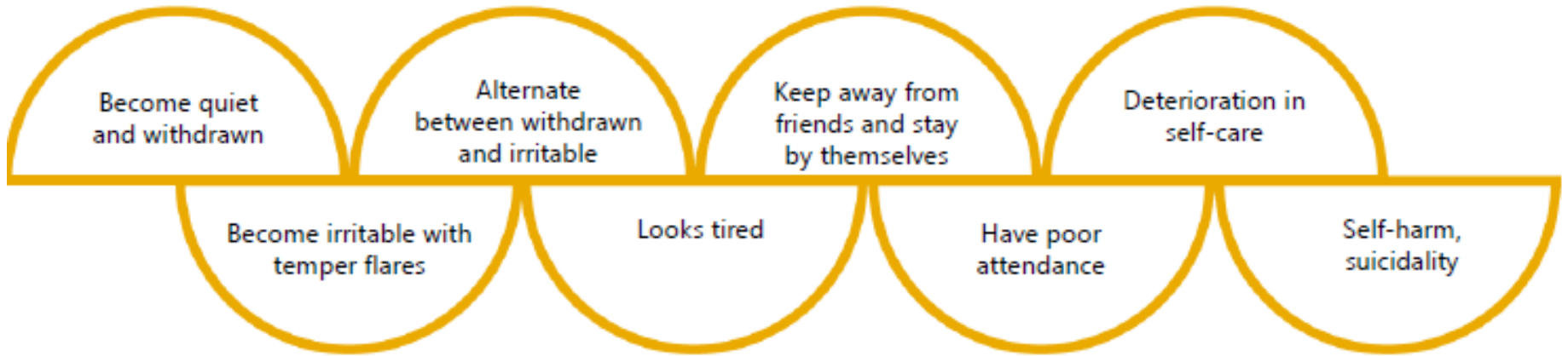
Low mood can become a problem when:

- Become unmotivated
- Stop doing things we enjoy
- May not want to go out and prefer to stay at home
- May not want to be around people and prefer to be alone
- Feel tired and spend a lot of time doing nothing



1. How to support children who experience anxiety and low mood

What to look out for...



1. How to support children who experience anxiety and low mood

What can you do?



Relationships
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Regulation
What is in place to help from the school

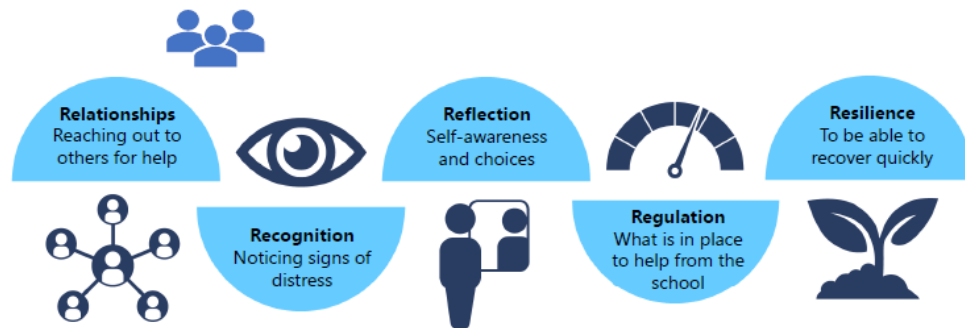
Resilience
To be able to recover quickly



1. How to support children who experience anxiety and low mood

What can you do?

- Offer support and encouragement
- Use active listening
- Be sensitive that they may wish to speak to someone else. That's ok – support them!
- Help to choose an activity (this might be something that your child used to like to do)
- Encourage to do a physical or creative activity
- Suggest something to do together like a walk, a game, watching a favourite TV programme (even small, simple things like cooking together!)
- Look for community networks/faith networks
- Encourage to talk to friends on the phone



2. How to support children who have experienced trauma

a) PIES



Put support in as close as possible to where people are

Most people recover with ordinary social scaffolding supports, so expect that the child or young person will recover (get help if they don't)



Provide ordinary caring support early.
Do not push a person to retell the trauma, it can do harm!

















Do the simple things first e.g. kindness, calmness, listening, support and hope



2. How to support children who have experienced trauma

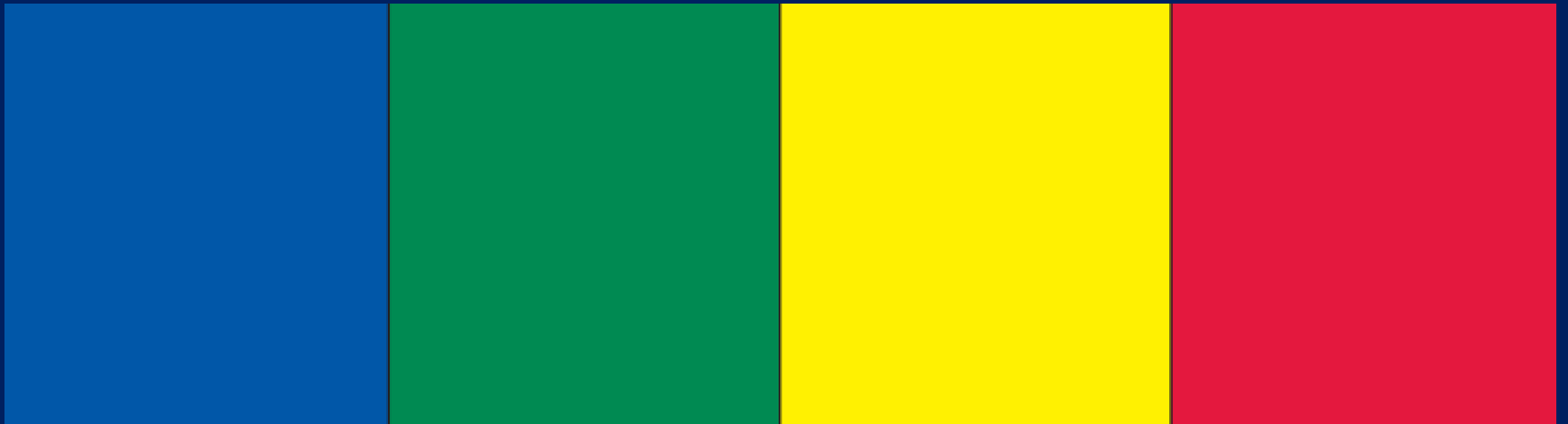
b) Zones of Regulation

Zones of Regulation: promoting self-awareness and emotional self-regulation

sad bored sick tired slow hungry	happy calm okay focused kind ready	frustrated silly grumpy worried excited fidgety	mad ecstatic unkind angry terrified mean
 	 	 	 
 	 	 	 



Regulating our emotions is an important skill in young adulthood. The four colours in the zones of regulation can help us to articulate our emotions in a universal language that others understand.

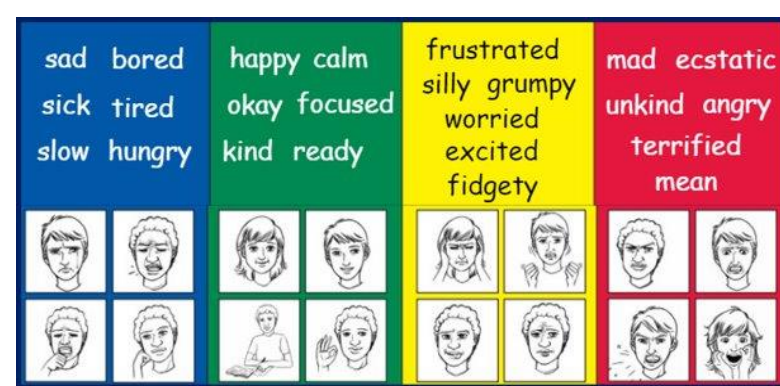


2. How to support children who have experienced trauma

b) Zones of Regulation

What can you do?

- PAUSE – *what emotion are they?*
- DESCRIBE – “I can see that you’re ...”
- NAME – “I think you might be...”
- LIMIT – “I understand you are angry but...”
- SOLVE – “Next time shall we try...”



3. Know where to go for more specialised support

- AFNCCF (Anna Freud National Centre for Children and Families) [View website](#)
- Charlie Waller Trust [View website](#)
- Children's Society – 5 Ways to Wellbeing postcards [View pdf](#)
- DfE (Department for Education) [View website](#)
- Emerging Minds podcasts: [View website](#)
- Every Mind Matters [View website](#)
- Mentally Healthy Schools [View website](#)
- MindEd Educational Hub [View website](#)
- NASEN (National Association for Special Education Needs) [View website](#)
- P2B (Place2Be) [View website](#)
- PHE (Public Health England) [View website](#)
- RSHE (Relationships and Sex Health Education) [View website](#)
- Rise Above for Schools [View website](#)
- Young Minds [View website](#)



3. Know where to go for more specialised support

Local:

- Mental Health Support Team (33 schools in Westminster) for CYPs and parents
- BWW Mind IAPT for adults <https://www.bwwmind.org.uk/>
- GP
- CAMHS
- Family hubs <https://fisd.westminster.gov.uk/kb5/westminster/fis/family.page?familychannel=2>
- Family lives <https://fisd.westminster.gov.uk/kb5/westminster/fis/service.page?id=UkWLBvJJXrc>
- SEND Local Offer
<https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>
- ACCESS <https://www.westminster.gov.uk/contact-health-and-social-care#:~:text=Children%20and%20Families%20Services,%40westminster.gov.uk>

National:

- KOOTH <https://www.kooth.com/>
- CHILDLINE Free confidential helpline for under 19 0800 1111 www.childline.org.uk
- SANELINE 1-2-1 support for over 16 0300 304 7000 www.sane.org.uk
- SHOUT UK's first text service for all ages TEXT SHOUT to 85258 24 hours, 7 days a week
- SAMARITANS Free confidential helpline which offers safe space to talk. All ages, call 116 123
- POPYRUS Charity for young people experiencing thoughts of suicide for under 35. Call 0800 068 4141
- THE MIX <https://www.themix.org.uk/>



3. Know where to go for more specialised support

- Barnardos - See, Hear, Respond [View website](#)
- Child Bereavement UK – School Projects for Remembering [View website](#) How Children Grieve [View website](#) Childrens Understanding of Death [View website](#)
- Childhood Bereavement Network [View website](#) Key Statistics [View website](#) Help Around a Death [View website](#) Growing in Grief Awareness [View website](#)
- Co Space Study: Supporting Parents, Adolescents and Children during Epidemics [View website](#)
- DfE Mental Health and Wellbeing in Schools [View website](#)
- DfE Statutory Guidance: Keeping children safe in education [View website](#)
- Grief Encounter [View website](#)
- Hope Again from Cruse Bereavement Care [View website](#)
- Healios - Think Ninja [View website](#)
- Local NHS Mental Health Crisis Support Lines [View website](#)
- NHS - Advice for parents, guardians and carers on how to help and support a child or young person with mental ill health, suicidal thoughts or self-harming behaviours [View website](#)
- NHS - Mental health urgent access support lines [View website](#)
- NHS – Top NHS doctor issues advice for children going back to school [View website](#)
- NHS - What to do if you're a young person and it's all getting too much [View website](#)

