

## Referrals

If you feel your child requires more specialist support, please complete a referral into the appropriate service. If you are unsure, contact Just One Norfolk on 0300 300 0123.

- **Point 1 (mild to moderate)**  
You can access the referral form [here](#).  
Once completed, send to [point1@ormistonfamilies.org.uk](mailto:point1@ormistonfamilies.org.uk)  
Call 0800 977 4077 for further support
- **NSFT CAMHS (moderate to severe)**  
For Central and West Norfolk, call 0300 790 0371  
For East Norfolk, Great Yarmouth & Waveney, call 0300 123 1882

## Signposting

There are a range of services available to support children and young people with anxiety across Norfolk & Waveney, and nationally.

### **SMILING MIND** – [www.smilingmind.com.au](http://www.smilingmind.com.au)

A free app that offers guided mindfulness and meditation to manage feelings in different scenarios, such as school, home and sleep.

### **STOP, BREATHE, THINK** – [my.life](http://my.life)

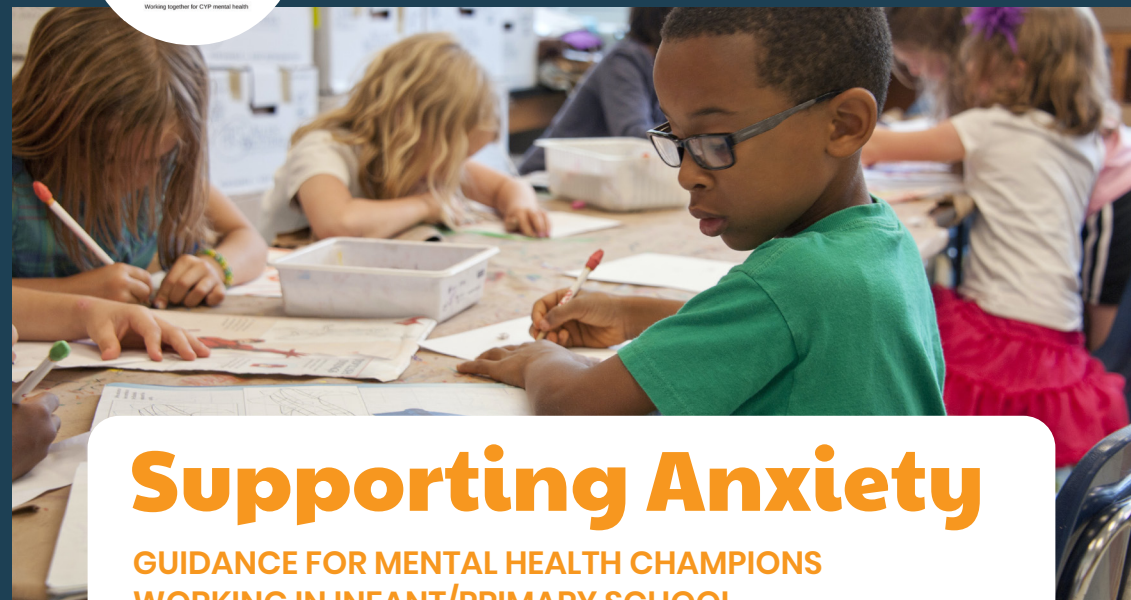
A mindfulness website and app designed to encourage young people to use mindfulness to manage their thoughts and feelings.

### **CHILDLINE** – [www.childline.org.uk](http://www.childline.org.uk)

The Childline website offers a variety of support including information, games, online counselling, Calm Zone and a support tool box. Children can also call for support.

### **THINK NINJA** – [www.healios.org.uk/services/thinkninja](http://www.healios.org.uk/services/thinkninja)

This app is designed to support children and young people with their emotional wellbeing, including anxiety. Using CBT principles, the app also has a section on coping with feelings during the coronavirus pandemic.



## Supporting Anxiety

**GUIDANCE FOR MENTAL HEALTH CHAMPIONS  
WORKING IN INFANT/PRIMARY SCHOOL**

### What is Anxiety?

Anxiety is a normal reaction to danger. It can help you stay alert and react quickly to a threat. However, sometimes it can get in the way of the things we want to do, and that's when we need a bit of extra help.

### Signs and Symptoms

- Regularly feeling overly worried, tense or nervous Trouble concentrating, listening to instructions or feeling irritable/agitated
- Feeling nauseous or having stomach pains, feeling dizzy or having headaches
- Sweating, shaking, short of breath, heart pounding, aching muscles, needing the toilet frequently
- Avoiding certain situations, not attending school, difficulty separating from their caregiver
- Difficulty with regulating emotions, challenging behaviour

## What Can You Say?

It can be difficult to know how to respond to a child that is feeling anxious. Ensure that you stay calm and let them know that you are available to talk. Some children find it easier to talk while doing another activity, like drawing or playing. It might also be useful to consider when and where you have a chat.

Often we want to find solutions right away, but first spend some time talking to the child about how they are feeling. Listen with empathy and be accepting of their feelings. Try to avoid early reassurance that “everything is fine.” Explain that a worry is a thought, not necessarily a fact, and explore alternative perspectives with the child. Consider how likely it is that the worry will come true and explore different ways of solving problems.

Source: Anna Freud Centre, [7 ways to support children and young people who are worried](#)

To read more about talking to children about worry, see [this resource from the Anna Freud centre.](#)

## Useful Phrases to use when talking to an Anxious Child

Source: NHS Wales, [Helping Children Cope with Worries at School](#)

### “I am here, you are safe”

Anxiety can make things seem bigger and scarier than usual. This phrase can offer comfort, especially at the height of worry.

### “Can you draw it?”

Some children might find it difficult to verbalise their worries. Explore other ways of communicating such as drawing, building, moving etc.

For more useful phrases, see [this resource from NHS Wales.](#)

### “Can we change the ending?”

Some children might be stuck in a pattern of thoughts, feelings and behaviour. Try and find some alternative ‘endings’ for the child’s worry – some could be silly, but also include a realistic goal for the child.

### “I’m going to take a big breath.”

Sometimes children can resist our support if it sounds like we are choosing strategies for them. Role model a strategy for them, verbalise what you are doing and how it is making you feel. They may follow suit!

### “This feeling will pass.”

Anxiety can come in waves, but a wave will always subside. This can bring comfort to a child in the height of anxiety.

## What Can You Do?

You will know your children best, and what might work for one child may not work for another. Although it can be useful to try a variety of approaches, consistency is also key. Some strategies may not seem effective on the first try, but with time may prove to be useful.

### Breathing, Grounding and Relaxation Techniques.

There are a variety of techniques available to calm children that are in a heightened state due to anxiety. You could explore the variety of breathing techniques available from Childline here. You could try to ‘relax like a cat’ and complete this relaxation activity from NHS Fife here. Or you could use the child’s 5 senses to try a grounding technique, such as the example on the right.

- 5 things you can see
- 4 things you can touch
- 3 things you can hear
- 2 things you can smell
- 1 thing you can taste

### Worry Time

Worry time can be a helpful strategy for children and young people that find they are worrying all of the time. Throughout the day, CYP record their worries in a way that suits them (drawing, in a journal etc). They then allocate 15 mins in the day to look at those worries and think critically about them. With time, this can reduce time spent worrying outside of their worry time.

Source: NHS Wales, [Helping Children Cope with Worries at School](#)



### Check in and monitor progress.

An important part of the process is to observe the impact of any strategies you try. It can be useful to use a tool such as an anxiety thermometer to help younger children rate their anxiety on a scale. Hopefully over time, children will see their anxiety reduce on the thermometer. An example thermometer can be found here.

Source: Anna Freud Centre, [7 ways to support children and young people who are worried](#)