

## 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.

### **JUST ONE NORFOLK – [justonenorfolk.nhs.uk](http://justonenorfolk.nhs.uk) – 0300 300 0123**

Following consent from the family, you can call to seek advice and discuss support for a child. Their website has further advice and guidance.

### **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.

### **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.

### **ANNA FREUD - SCHOOLS IN MIND – [click here](#)**

Free online clinical advice and strategies to support mental health and related difficulties within schools.

### **MENTALLY HEALTHY SCHOOLS – [click here](#)**

A document with a wealth of socially-distancing friendly games to support emotional regulation in primary and secondary schools.



## Supporting Emotional Regulation

### **GUIDANCE FOR MENTAL HEALTH CHAMPIONS WORKING IN INFANT/PRIMARY SCHOOLS**

#### **What is Emotional Regulation?**

Emotional Regulation is the ability to monitor and regulate the emotions you have, how you experience and express them. Children look for comfort and support when they are overwhelmed by emotions.

#### **Signs and Symptoms**

- Crying, anxious, fearful
- Cling to parent/caregiver
- Challenging, escalated or disengaged behaviours
- Difficulty in relationships
- Withdrawn
- Trouble concentrating, listening to instructions or feeling irritable/agitated
- Physical symptoms feeling hot, needing to release energy
- Difficulties with sleep



# What Can You Say?

- Use empathy to connect with the child and provide emotional containment.
- What is their behaviour communicating?
- Get alongside them by sitting side by side or give them space if needed.
- Provide consistent boundaries to keep them safe.
- Explain what might be going on for them.
- When they are calm help the child to reflect on what happened and how it could be handled differently next time.
- Help them to identify the signs they are feeling wobbly and who they can talk to.

For more guidance around talking to children about feelings [click here](#).

To read more about emotional regulation and how you can support, see [this resource](#) from Just One Norfolk.

## Useful phrases to use when supporting a child

- **"I can see that you're feeling upset."**  
Use empathy to show the child that you have noticed how they are feeling.
- **"I wonder if you are feeling upset because... have I got that right?"**  
Be curious about why they might be feeling that way. This helps the child to know you want to understand what made them feel that way and teaches them labels to match their feelings.
- **"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!
- **"So you're feeling upset because you found the question really tricky...?"**  
Defining the problem shows agreement and helps the child to understand why they are feeling that way. Normalise the feeling.
- **"What did you notice in your body when you were feeling angry?"**  
Helping children to identify the physical symptoms of their emotions will help them to identify when they can ask or show they need support next time.
- **"When you are finding it difficult, who could you tell/what would you find helpful?"**  
Problem solve with the child and offer alternative ways to express that difficulty rather than through escalated behaviours. They will need your guidance with this! Put these strategies in place and remind the child if you notice they might be wobbling.
- **"I can understand you're upset but it's not okay to hit."**  
Boundaries help children to feel safe and secure in their relationships. This will show a child you will support them emotionally, helping them to develop a sense of right/wrong.
- **"Shall we go and make it right with..."**  
Support the child to return a book they have thrown to back to where it was or to say sorry to someone they have hurt. This helps them socially and shows them positive resolutions of difficult emotions.
- **"Well done for trying not to shout/hit... Really good choice"**  
Praise positive effort and good choices!

Source: Solihull Course.

# 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 emotional regulation difficulties. You could explore the variety of breathing techniques available from the calm-zone section on the [Childline website](#). For muscle relaxation and tension you could try the turtle relaxation technique available [here](#). To ground a child back into the moment you can get them to use their senses and name 5 things they can see, 4 they can touch, 3 they can hear, 2 they can smell and 1 thing they can taste. You could incorporate these into the timetable at school.

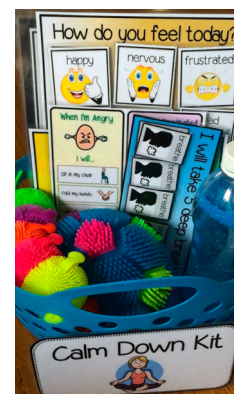
[Click here for lesson plans from Young Minds and Beano about how to manage difficult emotions from children age 3-11](#)

## Get Outside

Green spaces can support de-escalation and emotional regulation. Offer the child time outside either alone or with you or another available adult. You could walk around the field or playground, have a race or throw bean bags as far as you can. This supports the appropriate release of the physical response to emotions. If they want to be alone outside, keep an eye on them and tell them "when you are ready I'll be here waiting and we can go inside together".

## Discuss

Draw around the child on a large sheet of paper, get them to write, draw or you can scribe for them what the changes in their body are that come with the feeling. Then, talk together and problem solve about what they can do if they feel like that again. You can make a problem solving wheel with the child to find strategies that work for them. For example, if they are hot and cross, they could have a walk outside or get a drink of water. Some children may be able to tell you with their words, some will need the option of a non-verbal sign they are wobbling, such as a red/green card they can use, a thumb up or down, feelings cards or a calm down kit like the one to the left.



## Praise

Praise positive efforts as well as positive choices, such as when a child has repaired something relationally or made it right. Support the child to write a sorry note, or to put something back on the shelf that they have thrown, or to put the chair back that they kicked over. Remind them that it is normal to feel angry and that they are a valued member of their class. Keep talking to the child and remind them that there are no wrong feelings!

Remember that sometimes children are simply communicating a need for care. Offering a drink or snack and some quiet time can go a long way.

Sources: Mentally Healthy Schools, Young Minds, NHS,