



Educational Psychology Service

Sharing psychology to improve educational outcomes for those young people who need it most.

Anxiety is normal – learn how to control it. Primary School Resource Pack

Fife Council Educational Psychology Service (updated 2025)



You don't have to control your thoughts, just stop them from controlling you

Millman

Guidance for Named Person/School Staff

What is anxiety?

Anxiety is an unpleasant feeling of worry or nervousness that we all experience at some point in our lives. It is a normal reaction to stress in our lives. Everyday worry can cause us to experience unpleasant physical sensations, feelings and influence how we behave e.g. make us avoid situations. Usually these are linked to certain events or experiences e.g. exams and the feelings and associated symptoms go away after the event has occurred.

However, an anxiety difficulty is more than everyday worry, in that the feelings, sensations and way it makes us think and behave are more stable, intrusive and impact on our daily functioning. The intensity and length of time that anxiety difficulties are experienced for is stronger and longer than everyday worry and are often accompanied with other symptoms such as poor concentration, disconnection and feeling over-whelmed.

How to use this pack

This resource pack has been developed to support Named Persons and key school staff to work collaboratively with young people to explore their experiences of school, particularly in relation to aspects that cause anxiety. It comes in 3 sections: assessment, intervention and a set of appendices.

Assessment section: This section should be completed in collaboration with a young person - individual sections of the assessment section should **NOT** be handed out to young people for them to complete individually. Careful thought, based on existing knowledge of the young person and their family circumstances, should be given when deciding which of the questions should be used in the second and third sections of the assessment section – “Individual Factors” and “Family Factors”.

Intervention section: This section outlines a staged intervention approach to assessment, planning and intervention at universal, additional and intensive levels. The information gathered in the assessment stage can inform solution focussed action planning at an early intervention level or be

used to contribute to multi-agency assessment and intervention planning. At times, it is unlikely a young person's anxiety will reduce or there will be a positive impact on emotional wellbeing without also considering wider factors, e.g. home environment or supports, and this may require a multiagency response via the Child Wellbeing Pathway.

Anxiety can often be linked to poor attendance / difficulties attending school. When completing the assessment, please use the box at the end of the tool to note the pupil's attendance at that point in time. This data can then be used, at a later date, when reviewing progress and/or identifying next steps.

Appendices section: The appendices are intended to support staff understanding of anxiety, to inform conversations with children and young people, and to provide an introduction to some of the ways anxiety can be supported.

Link Educational Psychologists can be consulted about the use of the tool, and training about the information and approaches in the pack can be provided by Fife Council Educational Psychology Service.

*The greatest weapon against stress is our ability to choose
one thought over another*

James

Assessment – recognising physical reactions, and exploring school, individual and family factors.

Name:	School:	Completed with:	Date:
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Learning to recognise anxiety – sometimes feeling anxious comes with physical symptoms that can feel frightening and can be a cause of anxiety in themselves. See appendices for a description of why this happens and how we can best respond to these feelings.

Use the questions below to explore how anxiety may be impacting in this way, and also to begin identifying what the young person is thinking about when anxiety occurs and how these thoughts are impacting on their behaviour. The appendices also provide further explanation of the relationship between thoughts, feelings and behaviour relating to anxiety.

When you do feel really anxious, how does it feel? (nervous, panicky, stressed, irritable, angry)	
Can you describe how your body feels?(tense, dizzy, tight chest, stomach churning, trembling, heart racing, irregular breathing, difficulty concentrating). You might want to draw / colour this on the outline of a body if it is difficult to describe.	
When you are feeling anxious what are you thinking? (worrying about something bad happening, mind flitting about, imagining the worst, feeling scared)	
Do you notice any changes in your behaviour when anxious? (avoiding situations, pacing, snapping, flustered, talking quickly)	

School factors

Complete this section in collaboration with the young person: consider statements as a prompt for further exploration. You may wish to explore highest scoring statements first and return to lowest scoring statements to explore further. You may wish to discuss things by subject/class etc. Scores do not link to particular levels or types of intervention – they are designed to prompt discussion.

These questions are to find out what school is like for you...

Tell me how comfortable you are, on a scale of 1-10, in the following situations...? (1 = least comfortable; 10 = completely comfortable)

	Score	What's tricky?	What helps?
going to school in the morning			
going home from school in the afternoon			
coming into school in the morning, before the bell has rung, when there are lots of other pupils around			
lining up to come inside the building			
coming into school late			
having to explain to someone why you're late			

	Score	What's tricky?	What helps?
having a different teacher take my class			
being in areas with lots of other pupils at break/lunch time (like the playground)			
eating lunch in the dining hall/canteen			
meeting up with friends at break/lunchtime			
being with the friends you have			
having something to do at break/lunchtime			
taking a test in the classroom, with your whole class			
taking a test on your own, or with maybe just a few pupils there			

	Score	What's tricky?	What helps?
forgetting to do your homework			
in class, getting told off by a teacher for something you have done			
being asked a question by a teacher in class			
having to talk in front of the whole class			
having to work with a group of other pupils in the class			
not being sure what to do in class and needing to ask the teacher for help			
going to a whole school event, like assembly or sports day			

Individual factors

Important – Some questions may not be appropriate and should be omitted. Complete this section in collaboration with the young person

Has anything really upsetting ever happened to you in school – for example, getting injured or hurt, something that really embarrassed you, getting some really bad news and being upset, being very ill?	
Are there times when you have had negative experiences on social media that make you feel anxious?	
Has there been any recent or upcoming major changes, such as moving house, or a new baby being born?	
Do you worry about your family being able to pay bills or being able to afford the things you need?	
Are there issues with your neighbours or in the community that are affecting your family?	
Other?	

Family factors:

These areas should be discussed with parents / carer in advance and you may agree that they are helpful to speak to the young person directly about. Consider questions and complete using the information you already have. Gather additional required information through consultation / discussion with the young person, their family/carers and/or the team around the child

Important – Some questions may not be appropriate and should be omitted

Is there anything going on at home that you find worrying, upsetting or difficult? For example:

Is there anyone in your family having serious health problems?	
Has there been a recent separation or divorce?	
Has there been police involvement with any of your close family?	
Have you been affected by bereavement i.e. has someone in your close family died, or has anyone in your family been affected by someone close to them dying?	
Does your family tend to get along or are there lots of fallouts?	

For completion by Named Person: Current Attendance (%):

Interventions, approaches and supports

A Staged Intervention approach to supporting children and young people with anxiety.

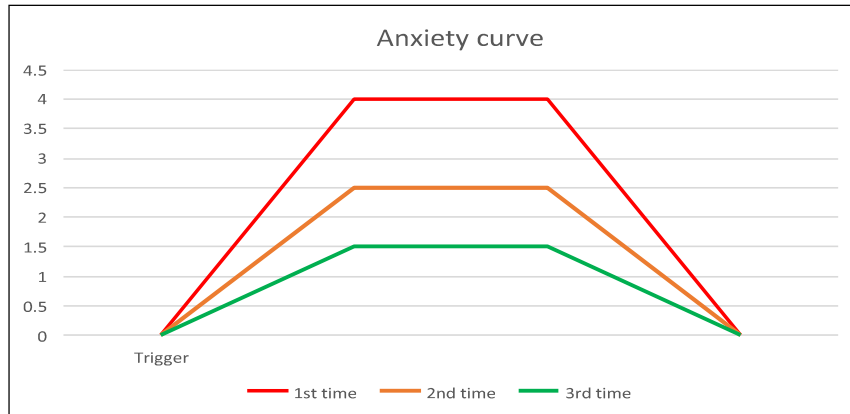
Level of Intervention: UNIVERSAL	School Intervention	Universal strategies
Child or young person (YP) presents with difficulties which are impacting on their emotional well-being and their experience of school. Pupils raised by staff, family or raise concerns directly with school staff. Parents / carers should be informed and involved.	Initial discussion → anxiety issues resolved as a result or..... - Following initial discussion, assessment completed & next steps agreed: → series of short catch-up meetings or coaching conversations with child / young person set up → Child's Plan review cycle / Person Centred Planning → anxiety issues resolved as a result of intervention or action plan or.... - Initial meeting and assessment completed → complex anxiety issues identified which raise significant concerns about the Child or YP's emotional well-being: → Additional Intervention	Someone the child or YP has a relationship with having a 'coaching conversation' and / or helping them to understand the possible effect of anxiety on their thoughts, feelings and behaviours and to help them identify possible strategies and solutions. Information on 'coaching conversations' can be accessed here Coaching Conversations Pack or through link EP. Links EPs can provide further information on approaches to support anxiety. Developing teacher understanding / awareness of anxiety and strategies to support e.g., creating a worry box or worry monster, emotional scale check- in, taking breaks using a calm box, time out cards with a safe place to go to, use of emotional works or kitbag. Providing flexibility: - Flexible times to start / finish school day - Soft start or finish / nurture room time - Different entrances / exits to the school building - Alternative places to eat lunch, spend breaks or meet friends Providing key relationships through: - Check-ins at regular points through the week / day - Meet and greet at the start of the day / after lunch, etc. - Providing safe places to go with consistent staff members - Providing buddies (upper school pupil and / or buddies within class), identifying key adult. Support feelings of safety and predictability through advance planning of day / week using now & next, visual timetable, Goal Plan Do Review, support with organisation, etc.

Level of Intervention: ADDITIONAL	School Intervention	Additional strategies
Child or YP presents with more complex difficulties which are at risk of becoming entrenched. The difficulties are having a detrimental impact on their engagement with their learning and /or experience of school, as well as their emotional well-being. Pupils raised by staff, family, other agencies or raise concerns directly with school staff. Parents / carers should be informed and involved.	• Cycle of Child's Plan meetings with the family and other agencies as relevant following completion of assessment. Consideration of how best to involve child or YP. • Creation of return to school plan • EP or other agency has been made aware of difficulties and is either providing 'No Names Consultation' to the named person or directly involved in the meetings through priority casework. • Support planning may include direct work with the young person.	As Universal. Take into account strategies from Using a trauma informed approach to support the return to school Consideration of adapting time-table e.g. have breaks out of class during day, reducing time in school through a flexi-schooling arrangement. Discussion with other agencies e.g. Educational Psychology Service (who can support with approaches described in this pack), Primary Mental Health Workers Team, DAPL Counselling Service, Family Support Service. A direct role may be appropriate.

Level of Intervention: INTENSIVE	School Intervention	Intensive strategies
Child or YP presenting with significant difficulties which are long term and are impacting on their engagement with their learning and /or experience of school, their emotional well-being and possibly their engagement with their family / community. Pupils raised by staff, family, other agencies or raise concerns directly with school staff. Parents / carers should be informed and involved.	• Assessment identifies significant concerns about the child or YP's emotional well-being which are impacting on the pupil's ability to access education. • Consideration of appropriate interventions or supports may include the use of Flexi-schooling arrangements to support engagement and attendance. • Agencies taking on direct pieces of work with the young person. • Other agencies (Health, Social Work) may take on the role of the lead professional.	As Universal and Additional Further adaptation of school day and curriculum through flexi-schooling Consideration of referral to other agencies (Health, Social Work, Education, Third Sector e.g. DAPL)

Plans and processes

Anxiety is an unpleasant feeling and we often try to avoid whatever is making us feel that way. But if we can face the things that are making us anxious the unpleasant feelings will reduce. The more times we face our fears the less anxious we will feel.



Why might we need a plan? Recording assessment and planned interventions means we can review progress and determine further steps or goals. It also means that we have a clear understanding of who is involved and what that involvement looks like.

Creating a plan: Once you have completed an assessment if there are reasonable ways to avoid stressors then make a plan to do so e.g. X felt most uncomfortable in crowded situations – lunch room, assembly. Therefore, the plan involved avoiding these situations where possible – quiet supervised area to eat packed lunch.

Attendance: Anxiety can lead to reluctance to attend school and significantly reduced attendance. We must be mindful that if the school building itself is the anxiety trigger, then we cannot expect the child to come to the school to discuss how we can help them to overcome their fear!

Return to school plan: graded exposure to what causes us anxiety will usually reduce that anxiety over time. If anxiety is impacting on attendance, then a return to school plan could comprise of a series of small steps – as small as suits the individual. For example: drive to school gate and leave, come to school entrance and leave, come into school for 10 minutes supported by known and trusted staff member/peers. The plan can be created collaboratively with the young person, and progress evaluated over time.

The young person will need a secure base from which to face their fear and learn to respond to their anxiety triggers – this ‘base’ can take the form of an identified, trusted adult and/or a safe, physical space within the school. If neither of these are easily identifiable, then developing a relationship with a key adult (and identifying a safe space) will be part of the plan. It may be that the young person’s parent or carer can be part of the plan sitting in reception of the school building while the child visits, with staff.

Why might we need clear plans and processes?

An anxious child or young person may struggle to be on time every morning and this may increase feelings of anxiety about coming to school. Try creating a clear protocol for that pupil around what they should do if they are late and make sure all staff understand this (for example, pupil does not need to explain to staff why they are late). This should be done with pupil knowledge and agreement.

Appendices: EPs can provide further training and support in these approaches

- 1. Psycho-education: understanding anxiety**
- 2. Cognitive Behavioural Approaches**
- 3. Thinking traps and how to challenge them – looking for evidence**
- 4. Coaching Conversations to challenge thoughts and create a plan**
- 5. Key relaxation strategies**
- 6. Useful web-sites**
- 7. Useful books**
- 8. Useful apps**

1 Psycho-education (This is designed to inform staff in order that they can support young people to understand anxiety)

Understanding anxiety

It can be really helpful for children and young people to have an understanding of anxiety, and that we all experience it from time to time – it is a normal experience. Some anxiety can be useful, and we should not always seek to avoid experiencing it or the situations that might trigger it. It can motivate us to act and increase our performance. Difficulties arise when it is experienced in high, prolonged and intense doses.

When we are faced with a difficult situation, our bodies prepare themselves for fight or flight – this is an emergency reaction. It allows us to be able to respond quickly under threat and prepare to run away or do battle. We may experience all kinds of physical sensations (e.g. heart beats faster, hands become sweaty, muscles tense, mouth becomes dry, butterflies in the tummy), it is helpful to be able to recognise and identify these – to recognise anxiety.

These **fight or flight** reactions were vital when we lived as hunter gatherers, in order to deal with dangerous situations. Nowadays, the stressful situations we face are very different and it's not so helpful to experience these reactions in our daily lives in a prolonged way.

Too much anxiety and stress can result in distress – we become stuck in a heightened fight or flight mode and cannot function well. The emotional part of our brain (the amygdala) stops 'talking' to the thinking part of our brain (the cortex), meaning our ability to think about and deal rationally with a situation has been hijacked by stress hormones. This is sometimes referred to as an **amygdala hijack**.

What can we do in that moment?

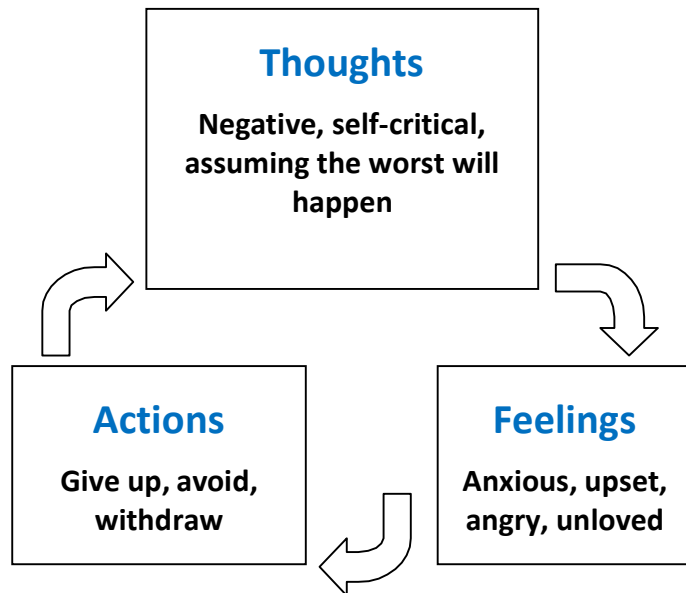
- **Name it.** Notice when you've been triggered and identify what's triggering you. Notice changes in your tone, tightness in your chest or stomach, clenching in your jaw or hands, etc. In these moments, say to yourself, "I'm feeling triggered right now."
- **Remember the 6-second rule.** It takes the hormones that are released during the amygdala hijacking about 6 seconds to dissipate. Using this time to focus on something pleasant will prevent your amygdala from taking control and causing an emotional reaction.
- **Breathe.** Become aware of your breath and slow it down, breathe deeply. When you slow down your breathing and make it rhythmic, this calms down your nervous system and allows you to make thoughtful decisions in stressful times.
- **Draw on mindfulness.** Look around you and notice things in the environment. This will help you to move out of your head and back into the present.
- **Take a timeout.** If you are truly feeling out of control, excuse yourself from the situation you are in to get a hold of your emotions.

Sometimes our responses to dealing with anxiety can be the very things that serve to maintain it – for example: avoiding the stressful situation, worrying about feeling anxious and presuming the worst. It may be better to:

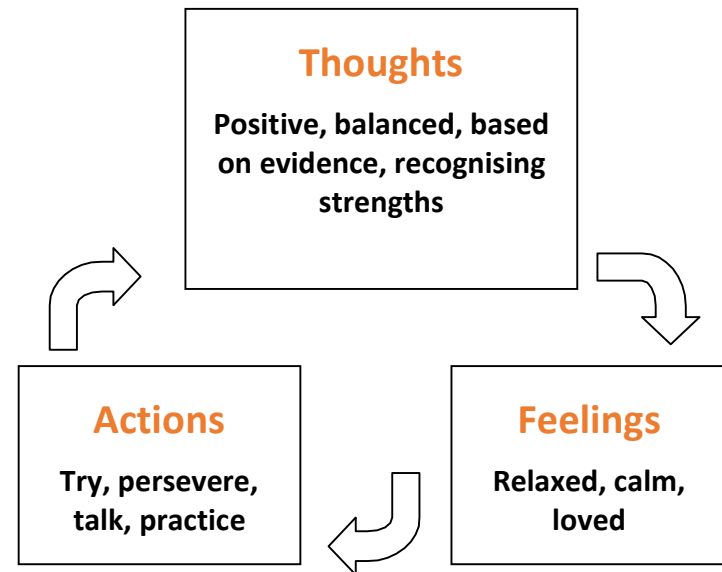
- Stop avoiding situations that cause anxiety – in most cases, practice will reduce the levels of anxiety experienced
- Talk about and challenge the way we are thinking about situations, and change the way we feel and behave

2. Cognitive Behavioural Approaches (CBA) – understanding the thinking/feeling/doing cycle

These approaches stem from the understanding that the way we think about a situation affects the way we feel about it and thus how we behave. We can get caught in a negative cycle of thinking which can leave us feeling anxious and in distress and caught in a cycle of behaviour that is likely to maintain this anxiety and distress.



Negative cycle: maintaining anxiety



Positive cycle: achieving a healthy balance

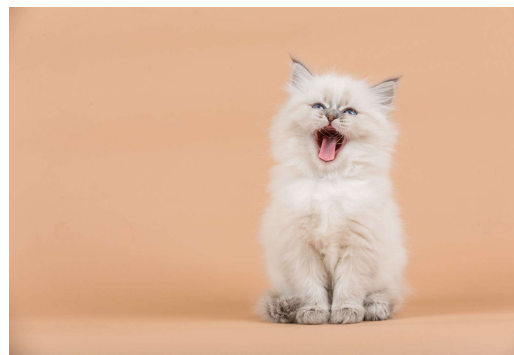
What can we do?

- Learn to recognise these thought cycles and the thinking traps we are getting caught in
- Learn how to challenge the evidence for our thoughts
- Use coaching conversations to make a plan
- Learn how to use relaxation strategies
- Use books, websites and apps to help

Examples of child friendly imagery for discussing and rationalising negative/unhelpful thoughts with younger pupils:

Tips for supporting a younger child to rationalise their thoughts:

- Help the child look at the evidence of the thought – reminding them that thoughts and feelings are not facts.
- Ask the child what they would say to a friend or family member if they told them they had this negative thought.
- Try and help them see that the automatic/speedy thoughts that come into our heads can sometimes make us quickly fall into a thought trap (e.g., mind reading, catastrophising). Try to help them breathe, slow down and think again.
- Get them to try and re-frame the thought from a positive perspective – like they are wearing different glasses.
- Sometimes using cartoon characters or other child friendly visuals can help a young child to understand the concept of changing their thoughts. See examples below.



Sad thoughts
turn into joy
thoughts

Caterpillar
thoughts turn
into butterfly
thoughts



Thinking Traps: challenging our thinking (This would be most applicable for discussion with upper primary pupils)

Common thinking traps	Example
 Mind-reading: This happens when we believe that we know what others are thinking and we assume that they are thinking the worst of us. However, we can't mind-read so we don't know what others are thinking!	"He thinks I'm really stupid/ugly" "She doesn't like me"
 Overgeneralising: This is when we use words like "always" or "never" to describe situations or events. This is a problematic way of thinking because it does not take all situations or events into account. For instance, sometimes we make mistakes but we don't always make mistakes.	"I always make mistakes" "I won't be able to cope"
 Critical self: Putting ourselves down, self-criticism, blaming ourselves for events or situations that are not (totally) our responsibility	"I'm stupid" "I'm a failure" "I'm unlovable"
 Filtering: This happens when we take note of all the bad things that happen, but ignore any good things.	Looking through dark blinkers or gloomy specs – forgetting the good things
 Catastrophising: Imagining and believing that the worst possible thing will happen	"I'm dying" "I'll embarrass myself and everyone will laugh" "I'll freak out and no one will help"

 Emotional Reasoning: when we feel that everything must be really bad because we are feeling negative emotions	"I feel bad so it must be bad" "I feel anxious, therefore I must be in danger"
 Fortune-telling/prediction: This occurs when we predict that things will turn out badly. However, we cannot predict the future because we don't have a magic ball!	"I know I will fail the exam" "I know we will get in another car accident" "I will faint/go crazy"

To avoid falling into these thinking traps it is important to; **Stop**, **Assess** and **Challenge** our thoughts.

Stop and recognise when you are having an anxious thought, take a deep breath before you...

Assess your thoughts with questions such as;

- Are my thoughts based on fact? What is the evidence?
- Am I worrying about something that is important or unimportant?
- Why am I thinking this way?

Challenge them by asking yourself;

- What would you say to a friend if they had this thinking?
- Try to identify some of the positive things you may have missed before?
- Where will my anxiety get me?
- If the worst thing happened, would it be that bad?
- What can I do differently to deal with the situation, instead of being anxious about it?

Starving the Anxiety Gremlin: A Cognitive Behavioural Therapy Workbook on Anxiety Management. ~ Kate Collins-Donnelly.

Think Good, Feel Good: A Cognitive Behaviour Therapy Workbook for Children and Young People ~ Paul Stallard.

4. Coaching conversations

"A one-to-one conversation focused on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility where the coach facilitates the self-directed learning of the coachee through questioning, active listening and appropriate challenge in a supportive and encouraging climate."

(Christian van Nieuwerburgh, 2012)

These are solution focused conversations with children and young people that should leave them with a clear idea or plan of how they will use their own skills, strengths, support network or script to positively manage a scenario they find emotionally difficult the next time they encounter it. They require a positive relationship between adult and child, and the adult to demonstrate active listening and attunement. Your link EP will be able to provide further information and training round this.

Making a plan following completion of assessment: coaching questions

Current strategies:

- Has anything or anyone so far helped at these times?
- What have you tried so far? What has helped so far?
- Has anyone you know had a similar experience? What did they do?
- What advice would you give a friend?

Exploring exceptions

- Are there times in school when you feel less anxious? When are the times when things go a bit better?
- When was the last time that things were a little better? What was different then?
- When you aren't feeling so anxious what's different then? What are you doing differently?

Goaling

- What would need to happen to help you feel better about things?
- What are our next steps? Let's talk about how we are going to do that?
- What's the first thing we will do? Who do we need to help us?

When will it be over / good enough? Clear picture of finish time.

- How will we know we've succeeded?
- What will be different when things are going better?
- If things were better, what would other people see? How would they know?

Feedback of main points at an appropriate pace.

- Agreement of each person's actions
- Who you will both share the information with?
- When will we review?

5. Key relaxation strategies:

These strategies help us focus on something other than the thoughts that are making us feel anxious and can help our brains get out of the fight / flight / freeze state by sending it the message that the danger has passed. This restores our ability to think and problem-solve. Try the following strategies out to see what works best for you:

Grounding: Take notice of 5 things you can see, 4 things you can feel, 3 things you can hear, 2 things you can smell and 1 thing you can taste. Try to do this slowly, one sense at a time.

Counting backwards: count backwards slowly from 10. Repeat. Doing this in a foreign language is extra challenging.

Deep breathing: Inhale through nose and hold for count of 5, push breath out slowly using whole body. Repeat 5 times. Put your hand on your stomach and imagine that you are inflating a balloon – this ensures that you are breathing deeply rather than holding the breath in your chest.

Visual imagery: Visualise calm place or picture – imagine the sounds, smells, textures, heat etc.

Visualising confidence: Visualise yourself successfully coping with or overcoming the thing that is worrying you. Imagine how this will look and feel.

Verbal rehearsal: select a verbal reminder to repeat to self as a reminder to keep calm. You could store this in your bag/diary to read when you need it.

Body scan: scan your body for areas of tension then consciously release e.g. soften your forehead, wiggle your jaw, drop your shoulders, release a slow breath and roll your neck in a circle.

Muscle relaxation: starting from your toes, purposefully tense, then relax your muscles working up to your shoulders and face.

Smiling: Smiling can boost the release of chemicals associated with happiness and reduced stress in the brain, even if the smile is initially forced. Laughing will have a similar effect - you could speak to your friends about something funny that has happened, or watch a funny video.

Listen to music: Listen to a song that you love and that makes you feel good. Try to give it 100% of your attention by listening for the different instruments, lyrics etc, and sing along either out-loud or in your head.

Get Active: Do something active to help your body burn off some of the adrenaline that may have been released while you were feeling anxious.

Example of child friendly mindfulness activity:

5, 4, 3, 2, 1 GROUNDING TECHNIQUE

HOW TO DO IT:

This technique will take you through your five senses to help remind you of the present. This is a calming technique that can help you get through tough or stressful situations.

Take a deep belly breath to begin.

5 - LOOK: Look around for 5 things that you can see and say them out loud. For example, you could say, I see the computer, I see the cup, I see the picture frame.

4 - FEEL: Pay attention to your body and think of 4 things that you can feel and say them out loud. For example, you could say, I feel my feet warm in my socks, I feel the hair on the back of my neck, or I feel the pillow I am sitting on.

3 - LISTEN: Listen for 3 sounds. It could be the sound of traffic outside, the sound of typing or the sound of your tummy rumbling. Say the three things out loud.

2 - SMELL: Say two things you can smell. If you're allowed to, it's okay to move to another spot and sniff something. If you can't smell anything at the moment or you can't move, then name your 2 favourite smells.

1 - TASTE: Say one thing you can taste. It may be the toothpaste from brushing your teeth, or a mint from after lunch. If you can't taste anything, then say your favourite thing to taste.

Take another deep belly breath to end

6. Useful websites

Title	What is it?	Who is it for?	Link
Hands on Scotland	Web-site providing help and practical advice for supporting children and young people's mental health and emotional wellbeing	Parents, carers and people who work with children and young people in Fife.	http://www.handsonscotland.co.uk/
Glow: An anxiety management resource	An online anxiety management resource consisting of 7 modules by NHS Fife Psychology Service. (3 modules for parents/carers and 4 modules for children)	Children aged 8-11 & Parents/carers	GLOW - online anxiety resource for primary school children - Access Therapies Fife NHS
Fight, Flight Freeze video – YouTube	An explanation of what Anxiety is, how it is beneficial, what is happening neurologically, physically, emotionally and behaviorally	Appropriate for late primary	https://www.youtube.com/watch?v=rpolpKTWrp4
Sesame Street – Anxious - YouTube	An explanation of the word anxious	Middle/upper primary	https://www.youtube.com/watch?v=TDFEW3eAllg
Mood Cafe	NHS Fife website for mental health- link gives a description of what anxiety is and highlights how normal it is. Contains useful links to guides on relaxation, dealing with worry, panic, stress and understanding anxiety	Resource for teachers to inform own thinking. Resource for adults to access.	Mood Cafe Home
Mood Juice	NHS website guide to anxiety- explanations and helpful thought training tools to help prevent	For adults to use	https://www.moodjuice.scot.nhs.uk/Anxiety.asp

	catastrophising. There is other useful content in the main website e.g. Problem solving handouts		
Scottish conflict resolution	Information for young people about brain chemistry – and what is going on in the brain when you are experiencing different emotions, including anxiety	Late primary with good level of literacy	https://scottishconflictresolution.org.uk/
Anxiety Canada	Information about healthy thinking for younger children	For adults supporting primary pupils	https://www.anxietycanada.com/sites/default/files/Healthy_Thinking_for_Younger_Children.pdf
Mentally Healthy Schools	Visual activity for supporting reframing thoughts	Primary school pupils	https://www.mentallyhealthyschools.org.uk/media/2214/rebuild-and-recover-reframing-thoughts.pdf
4-7-8 Breathing exercise	Guided breathing exercises	Primary school pupils	https://www.youtube.com/watch?v=Uxbdx-SeOOo
Mindfulness toolkit	Explanation of Mindfulness, Fight/Fight/Freeze, Examples of anxiety provoking situations and strategies to support	Upper primary pupils	https://www.youtube.com/watch?v=kO5I0p3luiQ
Sesame Street x Headspace	Explanations of different types of meditation: senses i-spy, belly breathing, progressive muscle relaxation to support with focus, impatience, resilience and disappointment	Lower primary pupils	https://www.youtube.com/playlist?list=PLW8o3_GFoCBNxXveDbD1xSQFBCGrHmYPC

7. Useful books

Title and author	What is it?	Who is it for?
"Beating Anxiety: What Young People on the Autistic Spectrum Need to Know." Davida Hartman.	A book that explains Anxiety and what it means for children with ASD characteristics. It provides helpful strategies to practice as part of your daily routine.	Children with Autism
'My Hidden Chimp: Helping children to understand and manage their emotions thinking and behaviour.' Prof Steve Peters	A children's version of the chimp paradox- the science behind habits in a practical way with exercises and activities. Neuroscience simplified. Can work through the book by themselves or with an adult	Primary school children
"The Huge Bag of Worries." Virginia Ironside.	A book demonstrating how worries can build up but we can get help from the people we know.	Primary school pupils
"Ruby's worries" Tom Percival	Story that looks at anxiety and problem solving through talking to others	3-6 years old
"The big book of feelings" Mary Hoffman	Story explores the wide range of emotions children will experience in life	4+ years old
"The colour monster " Anna Llenas	Supports children to identify and understand different emotions	3-8 years old
"Alphabreaths: The ABCs of Mindful Breathing" Christopher Willard & Daniel Rechtshaffen.	Introduction to mindfulness for children	4-8 years old
"Starving the Anxiety Gremlin for children aged 5-9 years: A Cognitive Behavioural Therapy Workbook on Anxiety Management" Kate Collins-Donnelly	A workbook to help understanding of the different types of anxiety and how to manage them. Based on cognitive behavioural approaches; linking thoughts, feelings and behaviours. Activities and real-life stories to be completed independently, or alongside parents/ practitioners	5- 9 years old
"Binnie the Baboon: Anxiety and Stress Activity Book" Dr. Karen Triesman	A therapeutic story with creative and CBT activities to help children who worry	5-10 years old
"Gilly the Giraffe: self esteem activity book" Dr. Karen Triesman	A therapeutic story with creative activities for children who struggle with their confidence and self-esteem.	5-10 years old
"Presley the Pug: Relaxation Activity Book" Dr. Karen Triesman	A therapeutic story with creative activities to help children to regulate their emotions to find calm. Helpful for young people who struggle to regulate feelings such as anger, stress or worry.	5-10 years old

"Cleo the Crocodile: Activity book for children who are afraid to get close" Dr. Karen Triesman	A therapeutic story with creative activities about trust, anger, and relationships. Supports children to explore issues relating to attachment, relationships, rejection, anger, trust and more.	5-10 years old
"Ollie the Octopus: Loss and bereavement activity book" Dr. Karen Triesman	A therapeutic story with activities for children and the people supporting them to explore aspects of loss, grief, death, and bereavement, and how to find ways to understand and cope with them.	5-10 years old
"What to do when you worry too much – A Kids guide to overcoming anxiety" Dawn Huebner	Interactive self-help book, Cognitive Behavioural Techniques. Supports children to work towards change.	6-12 years old
"Starving the Anxiety Gremlin: A Cognitive Behavioural Therapy Workbook on Anxiety Management" Kate Collins-Donnelly	A workbook to help understand the different types of anxiety and how to manage them. Based on cognitive behavioural approaches; linking thoughts, feelings and behaviours. Activities and real-life stories to be completed independently, or alongside parents/ practitioners	10+ years old
"Banish your self-esteem Thief" Kate Collins-Donnelly	A workbook that explores what self-esteem is through stories and activities. This book helps young people to change how they think and act in order to build their self-esteem.	10+ years old
"Think Good, Feel Good: A Cognitive Behaviour Therapy Workbook for Children and Young People" Paul Stallard.	CBT based workbook, covering basic theory and rationale behind CBT approaches. Resources for primary and secondary education. Think Good - Feel Good : A Cognitive Behaviour Therapy Workbook for Children and Young People	Upper primary school pupils

8. Useful Apps

App name	Cost & Privacy Info	Age range	Description	Compatible phones
CALM 	Free 7-day trial. Annual subscription costs £39.99 or £399.99 for lifetime access	All ages	A guided meditation app with a wide range of 5-20 minutes sessions, covering anxiety, focus, stress and more. Calm also offers expert and celebrity masterclasses and sleep stories. As part of the premium subscription, you get Calm Kids meditations for age groups from 3 to 17, in association with Disney, Thomas The Tank Engine and others.	IOS & Android
Smiling Mind 	Free	Offers different programs for different ages.	Has sample meditation that you can do without creating account or logging in. Once you create account – gives you access to multiple relaxation programs, including 'digital detox' one. There is also a 'mindfulness in the classroom' program and different programs for different age groups.	IOS & Android
Headspace 	Free to download & complete basic module – can delete app and re-download to regain access to basic module. Monthly subscription (£9.99) after this or annual subscription for £49.99.	Basics Module – secondary school age Kids modules (for £9.99 monthly subscription): - <5 - 6-8 - 9-12	Free Basics module has 10 (10-minute) exercises teaching the essentials of mindfulness. Completing one unlocks the next in the series. Monthly subscription provides access to several modules including specific Kids Headspace with modules on sleep, kindness and balance.	IOS & Android