

Worry Thermometer



The Worry Thermometer represents the intensity of worries. You ask your child to think about their worries and where each worry would sit on the thermometer. Ask them why each worry feels bigger or smaller and encourage them to think of ways to reduce the worries or what can help them calm down.



Listen to a guided meditation such as 'leaves on a stream' on YouTube (see the end of this booklet for links to guided meditation videos)



Stimulate one of your senses, e.g. by having a mint or listening to music.



Run intensely on the spot for three minutes,
Do 100-star jumps



Try paced breathing: breathe slowly and deeply into your stomach, make your out breath longer than your in breath



Try progressive muscle relaxation: tense and then relax each pair of muscles



Change your body temperature: wash your face in cold water, or your hands in warm water



Pick a number and count backwards in 2s, 5s or 7s



54321: notice five things you can see, four things you can hear, three things you can touch, two things you can smell and one thing you can taste.

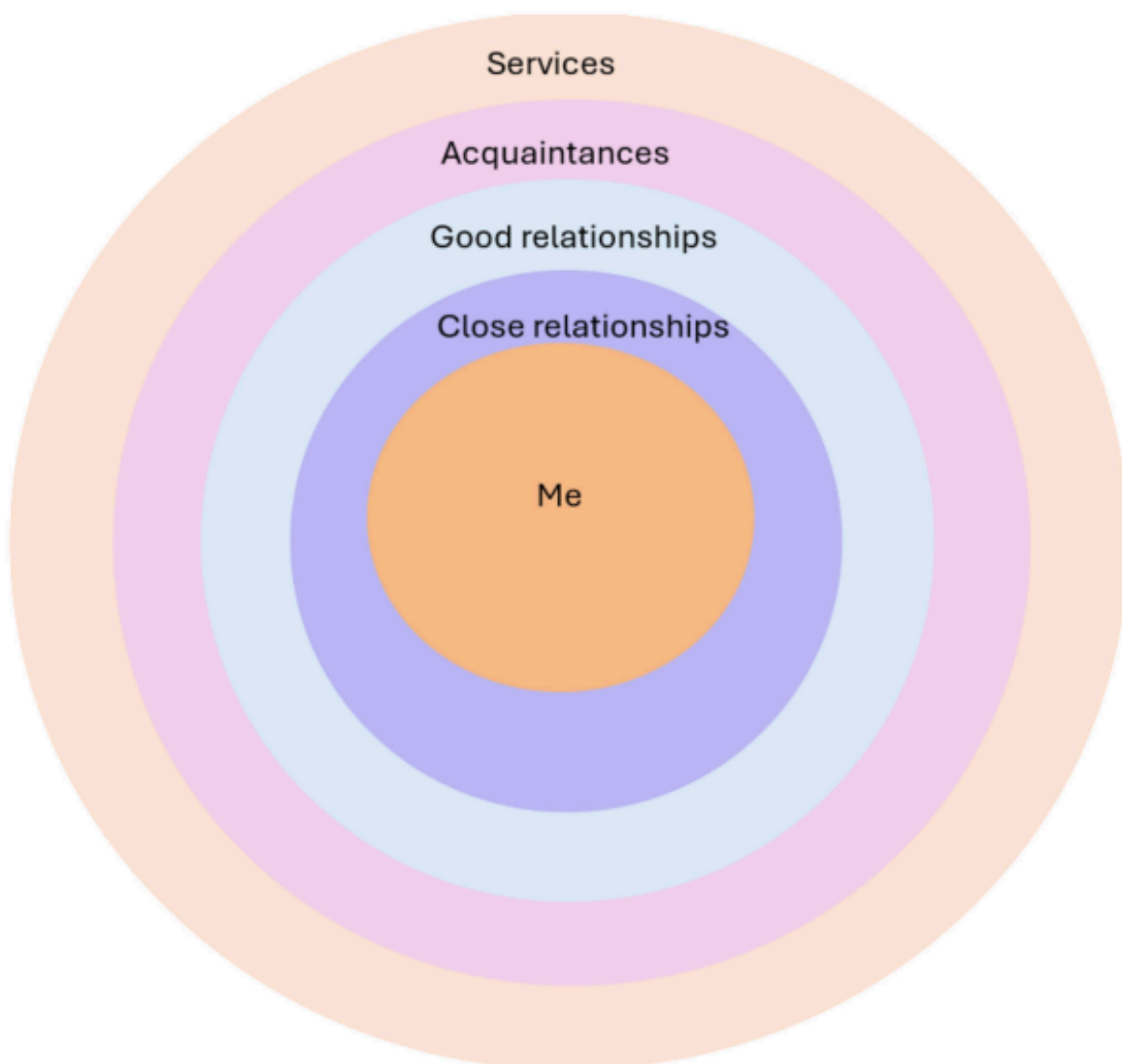


Go through the plot of your favourite story, TV show, movie or book.



Try to remember the name of everyone in your class.

Calming strategies - get the child to pick one or two of these strategies and practice them together. Ask them to use these strategies when they are worried and ask them if it calmed them down. If it didn't work, try another one.



Circles of Trust - start from inner circles and work out. Ask them questions about each circle:

Me: Who are you? How do you see yourself in school? How do others see you? What is important to you?

Close relationships: Who are the people and adults who are closest to you? Who is your best friend? Who is the adult you trust most in school? Who is the adult you trust most outside of school?

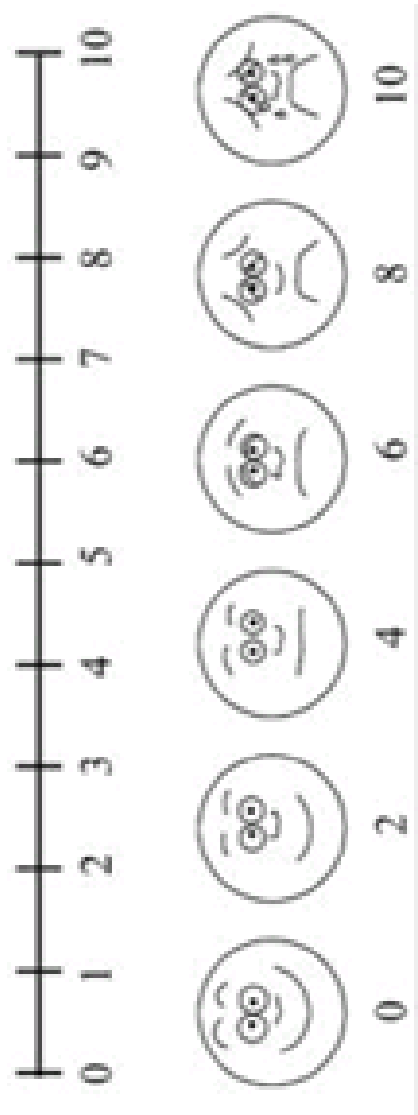
Good relationships: Who else do you trust inside school and outside of school? Who looks out for you? Who do you have fun with? Who do you like seeing inside and outside of school?

Acquaintances: Who are the people who are familiar and you see often? Who are the friendly faces around school and the community?

Services: Who works with you because they are part of a service? Who are your mentors, social workers, support workers, teachers and teaching assistants?

Push and Pull Factors

	School 	Home 
Push 	Push away from school – what makes you not want to attend school?	Push away from home – what makes you not want to stay home?
Pull 	Pull towards attending setting – what did/do you enjoy about school?	Pull towards staying at home – what makes you want to stay home?



Scaling: An activity to explore different factors of school life and how worried they feel. Questions to ask may be: How worried are you about school? What makes you feel this worried? Where would you be if you weren't as worried? How could you get there?

Further resources that may be helpful:

- West Sussex EBSA Guidance: <https://schools.westsussex.gov.uk/Page/10483>
- Hertfordshire Emotionally Based School Avoidance - Guide for Parents:
<https://www.hertfordshire.gov.uk/microsites/Local-Offer/Media-library/Documents/Emotionally-Based-School-Avoidance-Parent-guidance-PDF-642kb.pdf>
- Newcastle EPS Padlet:
<https://padlet.com/NewcastleEP/emotionally-based-school-non-attendance-ebsna-support-and-in-hzpbuueal1kspiwr>