

“Nail It”

Cumbria Partnership 
NHS Foundation Trust



Happier | Healthier | Hopeful



N **otice** any signs, symptoms and changes in presentation or behaviour.

A **sk** the question. “How are you?”
“Is something upsetting you?”

I **nterested.**
Take an interest and give attention

L **isten** non-judgementally in a quiet confidential space.

I **mplement** support and guidance in using self-help strategies

T **reat** If worried or signs and symptoms become worse refer for treatment

Public Health 5-19 Team



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Home

- Constantly worried or anxious
- Irritable, no patience, snapping at people, Sad, tearful
- Feeling tired all the time
- Not sleeping well
- Change in eating habits
- Withdrawing from normal activities they usually enjoyed.
- Refusal to go to school or to take part in normal activities
- Persistent nightmares
- Persistent disobedience or aggression
- Increase of internet social media, especially late at night.
- Change in eating habits
- Engaging in substance abuse and/or risky sexual behaviours
- Self-harm – superficial, scratching
- ACE's
- Family breakdown, bereavement or traumatic event.

School

- Unusual tummy aches, headaches or other aches
- Increasingly quiet and withdrawn
- Frequent temper tantrums or aggressive outbursts
- Friends reporting concerns
- Inability to concentrate, hyperactivity or fidgeting
- Frequent toilet visits
- Poor or failing grades or attainment despite strong efforts
- High personal/parental expectations
- Hyperactivity or fidgeting
- Circle of friends reducing, becoming isolated
- Feeling bullied or starting to bully
- Panic attacks
- Increasingly late or absent from school, or school refusal
- Risky or offending behaviours

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- Don't be afraid to **ASK** if you think a child or young person is not acting or being themselves.
- **Help them feel safe** - Teenagers in particular often worry that telling an adult will just make things worse. Be clear that you want to help them and help build up their confidence by reassuring them that you'll face the problem together.
- **Don't assume** that you know what's wrong.
- Use open questions. "How are you feeling?", "How are things at home/school?" "you don't seem yourself how can I help?"
REMEMBER, HOW QUESTIONS NOT WHY QUESTIONS!
- **Show respect** and assume they have a good reason for doing what they do.
- **Be aware of your own Frame of Reference**
- If appropriate check out **the basics** – diet, fluid intake, sleep pattern, exercise.

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- Be genuine and human. Don't hide behind a professional façade
- Be warm and accepting
- Be aware that everyone has a unique view of their world and how it impacts on them. (Frame of Reference)
- Don't impose your views and judgements
- Use questions only to clarify
- Be patient
- Be curious about the choices they've made

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- Provide a safe and undisturbed space to talk and give your undivided attention.
- Be empathic - Acknowledge and accept that their fears and worries are real.
- Don't be critical or judgemental, try not to get frustrated
- Give good eye contact as long as this doesn't appear to make the child uncomfortable. Older children may prefer side by side talking, such as in a car or walking side by side.
- Use silence effectively. Avoid the urge to fill the gaps!
- But... nod, make listening noises, open posture. When you do respond paraphrase using the same words to let them know you have listened and understood
- Don't offer solutionsyet!

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- Remind them of what they're good at and what you like about them.
- Help them think of ways they can respond and cope. E.g. "So, when you feel like that, is there anything you can do to make yourself feel better?"
- Help them feel that they can deal with life's challenges.
- Help them think critically about what they see and hear. "So Paul said X: is that what you think?"
- Encourage them to think through the pros and cons of their behaviour discussing the potential implications of poor choices. E.g. "How does smoking dope make you feel the next day? So, if you feel like that, how's that going to affect you playing foot ball or looking after your pet?"
- Use age appropriate resources to help them express their feelings. Avoid focusing on the negatives. When you see the with "Hi, you look much better, tell me what's going well"
- Offer an outlet in school such as a regular time to speak to a trusted adult or a time out card.

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- Discuss with parents and advice them to take their child to see their doctor.
- In an older child advice and support them to get a doctors appointment.
- With Child and preferably parental consent refer to My Time or CAMHS
- With Child and parental consent instigate an Early Help. If concerns persist refer to Early Help Panel.
- With child and preferably parent consent refer to SAFA
- Refer to KOOTH online counselling and provide support to log in