myHappymind

BSME | Partner Member

A GUIDE FOR SCHOOLS & FAMILIES

Two simple frameworks for spotting and supporting primary students after time away from the classroom.

Children rarely tell us they are struggling in words. After a long stretch out of school, what looks like a smooth return on the surface can mask a nervous system that is still settling. These two frameworks give every adult in a child's life, teachers and parents alike, a shared language for noticing early and responding well.

The 4 Bs · what to notice

Subtle signals that a child may be struggling, even when they seem fine.

Body

Tummy aches on Sunday nights, sleep changes, appetite changes, a headache that appears every Monday morning.

Behaviour

The chatty child is quiet, the football lover stops playing, regression in younger ones, and perfectionism in older ones.

Buddies

Social shifts. Reluctance to go in, falling out with friends, hovering near adults at break.

Big Feelings

An outsized reaction to a tiny thing, or an "I'm fine" that lands a beat too quickly.

The 3 Ns · what to do

How to talk with primary children about difficult external events.

Name it

Don't pretend it isn't happening. With younger children, follow their lead. With older primary, be more direct, because they've already heard plenty.

Normalise it

It's okay to feel worried. Lots of people feel that way, including grown-ups. Take the shame out of the emotion.

Navigate it

Here's what we're doing to keep you safe. Here's what you can do if the worry gets big. Children need certainty about the adults around them, not the world.

"Children don't need certainty about the world. They need certainty about the adults around them."

LAURA EARNSHAW · FOUNDER & CEO, MYHAPPYMIND

2,000+
schools using myHappymind

1m+
children reached

NHS
Backed by NHS

FOR PARENTS TONIGHT

Ask one open question and resist the urge to fix. "How's your heart today?" works brilliantly with primary children. Then just listen. Children rarely need solutions, they need to feel heard.

FOR TEACHERS THIS WEEK

Resource the adults first. If we want children to feel regulated, the grown-ups around them have to be regulated. You can't pour from an empty cup. Wellbeing starts in the staffroom, not the classroom.

myHappymind · NHS-backed children's mental health & wellbeing programme

King's Award 2025 · BESA & BETT Award-winning

Get in touch: hello@myhappymind.org