

WORKING TOGETHER TO SUPPORT ANXIETY

AIMS:

1. What is childhood anxiety?
2. How does the school identify need?
3. How do we support anxiety in school?
4. How do outside agencies support us in school?
5. What strategies can we work on together?

WHAT IS CHILDHOOD ANXIETY?

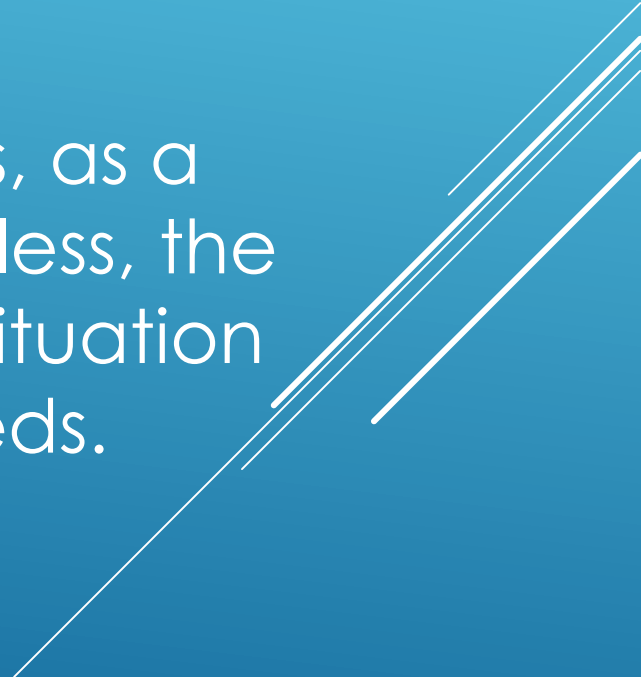
Anxiety is a feeling of unease, such as worry or fear, that can be mild or severe.

NHS definition

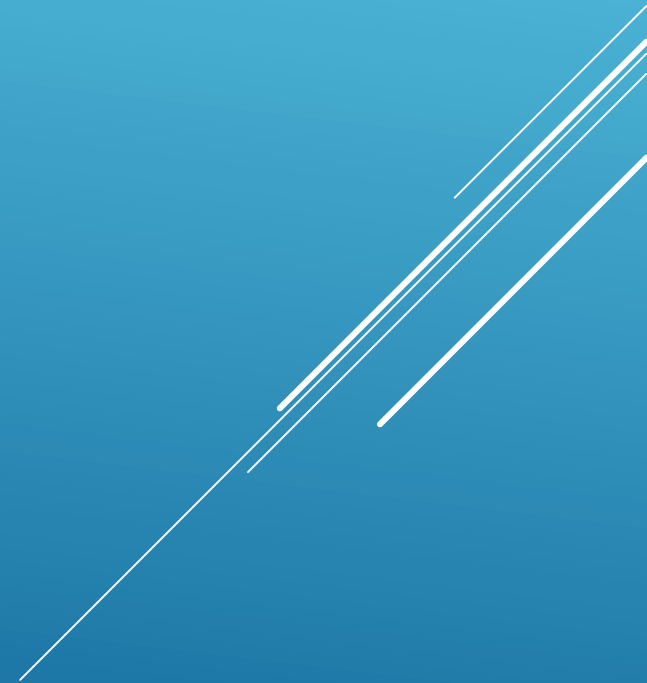
- Feeling anxious at certain times in your life can be a very normal reaction
- We recognise that some children might find it more difficult than others to manage their worries and this can be due to a number of reasons
- When worries begin to affect daily life regularly it is a good idea to seek help
- Where there is a persistent problem, we welcome communication about this as it is possible we won't see signs in school but can still help

WHAT MIGHT CAUSE ANXIETY IN CHILDREN?


Anxiety can be a symptom of specific conditions, as a result of specific events or more general. Regardless, the strategies and approaches can be used in any situation and need to be adapted to meet individual needs.

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, located in the lower right quadrant of the slide.

WHAT DOES ANXIETY LOOK LIKE?



HOW DOES THE SCHOOL IDENTIFY NEED?

- Parents tell us
 - Children tell us
 - Change in behaviour
 - Friendship issues
 - Tearful
 - Outbursts
 - Quiet and withdrawn
 - Attention seeking behaviour/ need for adult attention
 - Mood changes
- 
- A decorative graphic consisting of several parallel white lines of varying lengths and thicknesses, arranged in a diagonal pattern from the bottom right towards the top right of the slide.

“

WE WANT TO PUT SCHOOLS AND COLLEGES
AT THE HEART OF OUR EFFORTS TO INTERVENE
EARLY AND PREVENT PROBLEMS ESCALATING

”

Transforming children and young people's mental health provision:
a green paper
Dec 2017




“ THERE IS CLEAR EVIDENCE THAT SCHOOLS AND COLLEGES CAN, AND DO, PLAY A VITAL ROLE IN IDENTIFYING MENTAL HEALTH NEEDS AT AN EARLY STAGE, REFERRING YOUNG PEOPLE TO SPECIALIST SUPPORT AND WORKING JOINTLY WITH OTHERS TO SUPPORT YOUNG PEOPLE EXPERIENCING PROBLEMS ”

Transforming children and young people's mental health provision:
a green paper
Dec 2017


HOW DO WE SUPPORT ANXIETY IN SCHOOL?

Whole School Level

- Mind Up programme
 - Christian Values
 - Building Learning Power
 - Trusted staff
 - Emotional literacy
 - PSHCE
 - Acts of Worship
 - Worry box
 - Visual timetable
- 
- A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.


HOW DO WE SUPPORT ANXIETY IN SCHOOL?

Group Level

- ELSA
 - Playground support
 - Lunchtimes clubs/zones (library, common room)
 - Construction club
 - Friendship groups
 - Circle time activities
- 
- A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.

HOW DO WE SUPPORT ANXIETY IN SCHOOL?

Individual Level

- Check in &/or out
 - Worry monster
 - Individual visual timetable
 - Now and next board
 - Explain changes 1:1
 - Learning breaks
 - Personalised provision
 - Access to resources such as fiddle toy, weighted blanket
 - Rewards and motivators
 - Learning Mentor
 - ELSA
 - Outside agencies
- 

HOW DO OUTSIDE AGENCIES SUPPORT US IN SCHOOL?

- **CAMHS** – termly consultation with Primary Mental Health worker
- **Behaviour Support** – Specialist Teacher for Inclusive Practice
- **Linden Bridge** – ASD Outreach
- **Educational Psychologist** – Surrey & Psychology First
- **Hurst Green Children's Centre & other self help**
- **Early help & Social Care (family support service)**

Observations

Consultations with staff & parents

Parenting courses – info and support

Supervision for staff

Telephone helpline

WHAT STRATEGIES CAN WE WORK ON TOGETHER?

Safe space

Talking and Listening e.g. ELSA/LM

Check in/out

Use of language

Verbal commentary

Wondering aloud

Reward systems

Transitional objects

Visual supports e.g. timetable, checklist, traffic light system

Relationship with teacher/ta

Diary or book of success

5 point scale

Bedroom, garden, corner of living room

Talk openly at home when child is calm

Transitions

Let them know you understand, calm

Reassurance, calming voice

I am wondering if you are feeling ... because ...

Reward systems

Transitional objects

Visual supports e.g. schedule, weekly calendar, scales

Relationship with mum/dad/nan etc.

Celebrate when things have gone well

5 point scale

NOW WHAT?

2 stars and a wish

