**CRIB SHEET**

**ANXIETY**

( ADVICE & GUIDANCE )

These are suggestions which can be followed; the key issue to take into account is the CYP’s needs and then adapt the plan accordingly. It is unlikely that any plan will go smoothly - all the way through the process – it is the dialogue which is important to encourage positive thinking about school and education.

**RECOMMENDATIONS**

* Reduced timetable
* Key worker to meet and greet
* Time Out card
* Safe place identified should anxiety issues surface
* Class teachers to bring work for pupil to complete in Learning support if not in lessons so as to maintain the link with school and build up a relationship
* Resilience and Activity Work built into the programme possibly through PSHE
* Accessing schoolwork via school email to maintain link with teachers
* Home-school notebook so teachers & parents can communicate about work etc.
* Parents to be part of the exposure work so identified targets at times to be completed when not expected in school and in preparation for school. This should include exercise; clear sleep routines and an independent home learning timetable.

**SOLUTION FOCUSSED TECHNIQUES TO CONSIDER**

* Strengths of the young person
* Challenges for the young person
* Challenges to school
* What’s working
* Suggested next steps

**SUPPORT MATERIALS**

* Healthy Young Minds in Herts Website ([www.healthyyoungmindsinherts.org.uk](http://www.healthyyoungmindsinherts.org.uk)) has an Anxiety Toolkit
* Signposting to Hertfordshire Carers Assessment: Call Herts Help for independent information and advice: Telephone: 0300 123 4044 E-mail: [info@hertshelp.net](mailto:info@hertshelp.net) Text: Text Herts help to 81025 Text phone: 0300 456 2364
* Mind Ed has a free online training tool and targeted resources
* PSHE Association has guidance and lesson plans to support the delivery of effective teaching on mental health issues.
* Young Minds
* Anxiety UK
* [www.cwmt.org.uk](http://www.cwmt.org.uk) (Charlie Waller Memorial Trust provide free training & resources in Mental health issues)

**Reading list to aid in self-management**

* ‘Feel the Fear and Do it Anyway’ by Susan Jeffers
* ‘Kaylee, The What If Game’ by Christine Dzridrums
* ‘Finding Audrey’ by Sophie Kinsella
* Youhue APP ‘Building Emotionally Healthy Classrooms’
* Promoting children & young people’s emotional health & wellbeing [www.gov/uk/phe](http://www.gov/uk/phe)
* ‘Supporting pupils at school with medical conditions; statutory guidance for governing bodies of maintained schools and proprietors of academies in England. December 2015. Reference: DFE-00393-2014 www.gov.uk/government/publications

**EXEMPLAR WAY TO RECORD A REINTEGRATION PLAN**

|  |  |  |
| --- | --- | --- |
| **DESIRED OUTCOME** | **STRATEGY** | **REVIEW** |
| **To be able to come into school independently** | * To have a visual timetable so the pupil knows where to go * To have a Meet & Greet worker identified |  |
| **To manage change and anxiety appropriately** | * Curriculum tasks to be broken down into small steps supported by visual & concrete aids * To use Star Charts to analyse anxiety provoking tasks/times |  |
| **To develop appropriate interaction with peers and adults** | * To be given opportunities to work with peers in both formal & informal situations * Circle of friends & buddy system to develop social strengths |  |
| **To access teaching & learning** | * Structured work tasks e.g. writing frames * Regular movement breaks to help concentration skills to develop |  |

**CRIB SHEET for Parents to support their child to access school**

**ANXIETY - ( ADVICE & GUIDANCE )**

Education Support for Medical Absence is a support service for schools to access when a young person is struggling with school attendance due to health issues. If the issue is anxiety then the key aim is to follow a school support plan to develop coping strategies.

Schools can provide support through a variety of strategies; the young person needs to work with the school and access the support available. It is not advisable for schools to send work home indefinitely as this has been shown to be unsuccessful in improving attendance. It is more effective if the young person comes to school to meet with Key Worker and collect/return work and then agree next steps.

Below are suggestions which can be followed; the key issue to take into account is the young person’s needs and then adapt the plan accordingly. It is unlikely that any plan will go smoothly - all the way through the process – it is the dialogue with the young person which is important to encourage positive thinking about school and education.

Pupils to scale their feeling of anxiety when challenging themselves:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1  Poor | 2 | 3 | 4 | 5  Satisfactory | 6 | 7 | 8 | 9 | 10 Excellent |

And should note how quickly their anxiety symptoms reduce

**RECOMMENDATIONS**

Families need to work with the school – trust the support they are offering which could include:

* Reduced timetable
* Key worker to meet and greet
* Time Out card
* Safe place identified should anxiety issues surface
* Class teachers to bring work for you to complete in Learning support if not in lessons so as to maintain the link with school and build up a relationship
* Resilience and Activity Work built into your programme possibly through PSHE
* Accessing schoolwork via a school email to maintain link with teachers
* Home-school notebook so teachers & parents can communicate about work/issues etc
* Key worker to review how the week has gone and to introduce next steps

**PARENTAL SUPPORT**

Parents should be part of the exposure work so identified targets are set with your child which are to be completed when they are not expected in school and this will aid preparation for school. This should include:

* Exercise
* Clear sleep routines
* Independent home learning timetable
* Tasks/jobs around the home
* Tasks which involve leaving the home
* Stay connected with peers

The key points to share with your child are that:

* Anxiety is normal
* You need to face your anxiety and learn to develop coping strategies
* Build in gradual exposure steps and recognise the positive steps you have taken
* Colour code the timetable and start focusing on lessons which are green
* Think about what support could help the red lessons become green

Red = Very Anxiety Provoking

Amber = Slightly worrying

Green = Confident/positive about lesson

**SUPPORT MATERIALS**

* Healthy Young Minds in Herts Website ([www.healthyyoungmindsinherts.org.uk](http://www.healthyyoungmindsinherts.org.uk)) has an Anxiety Toolkit
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Reading list to aid in self-management:

* ‘Feel the Fear and Do it Anyway’ by Susan Jeffers
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For further information do contact

Sue Bramley

County Lead Practitioner

ESMA

**ANXIETY**

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**SCHOOL CHECKLIST**

**I’m anxious about school…**

**OK, But …**

**I can still…**

**I can change this by…**

**I can take control! …**

**School Staff**

|  |  |
| --- | --- |
| * E-mail / telephone my subject teachers or Head of Year / Key worker. |  |
| * Talk to someone else in my class each week to find out what work I’ve missed. (Subject Buddy) |  |
| * Come into school to meet with my Key Worker each week to set reintegration targets for the following week. |  |
| * Meet my subject teachers at break, lunchtime or after school to find out what work I’ve missed. |  |

**School Environment**

|  |  |
| --- | --- |
| * Walk around the school site after school with my family. |  |
| * Walk around the school site when it is quiet. |  |
| * Have lunch with peers I know either in a quiet room or in the main dining room. |  |
| * Take photos of the school site and my classrooms. |  |

**School Work**

|  |  |
| --- | --- |
| * Check my school e-mail each day for messages from my teachers. |  |
| * Complete structured tasks independently and send / bring them into school to be marked. |  |
| * Work independently at school in a safe place. |  |
| * Accept help from a Sixth Former or older pupil. |  |
| * Help a younger pupil who is finding Maths or English tricky. |  |
| * Attend selected lessons for short periods of time, say 10 minutes, 20 minutes and then with an exit card leave if my anxiety is too much. |  |
| * Attend a reduced timetable at school. |  |

**ANXIETY**

**Top Tips (young minds)**

**a helpful thought:**

*‘children with mental health problems don’t generally need something different from other children – they generally need more of the same, because they have generally had less of it in their lives up to now.’ (Katherine Weare Professor of Education)*

**notice our distress & be helpful**

Build relationships

Listen, observe & reflect (rather than react)

Be emotionally available

Create a climate where children feel able to access resources

Understand behaviour as communication (and stay curious)

Make information available – signpost

Be prepared to take the first step

Hang on in there – it might be a long & rocky ride

See the world from their perspective – it might look very different

Encourage participation

**issues for schools to consider**

1. Where is the boundary between what school can/should/must do & what requires external provision?
2. How do schools move from reacting to crises towards a more planned approach to mental health & emotional wellbeing?
3. How do schools balance the need to promote mental health & support children with all the other competing demands on resources?
4. How do we know we are not doing more harm than good – we are not experts?
5. How do we recognise a good service?

**school can**

1. Raise awareness & challenge stigma
2. Promote mental health & emotional wellbeing
3. Prevent (many) problems from escalating to the point where they require specialist intervention
4. Intervene early – in the life of the child and/or the emergence of a problem
5. Make a positive difference to the lives of children

**school cannot**

1. Be effective unless the emotional wellbeing of the whole school community (parents; students & staff) is seen as interconnected & part of the core business
2. Undo all the bad things in children’s lives
3. Do it all on their own
4. Provide instant solutions or quick fixes to entrenched problems but there may be quick ‘wins’
5. Be neutral – schools have an impact



**ANXIETY**

**Top Tips for Parents**

**Strategies to manage Anxiety**

Anxiety is a normal, natural feeling, everyone has anxious thoughts and sometimes these anxious thoughts are appropriate and helpful.

However, for some young people, their worrying thoughts can become disproportionate and the subsequent anxiety can be difficult to manage as it impacts negatively on their everyday life.

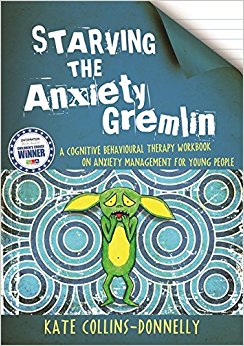
Anxiety in children can take many forms but the ideas below can help to challenge and reduce anxious thoughts:

1. Try to stay calm, listen to their worries and help them find ways to re-evaluate their thoughts. Offer empathy rather than solutions, show by listening that you accept what they are telling you, but don’t try to solve the problems for them, help them challenge unhelpful thoughts. Be aware of your own anxiety and how you respond to stress.
2. Anxiety is often increased by people worrying about things that haven’t happened yet, predicting a worst case scenario, mind reading or exaggerating the likelihood of an outcome. Sometimes we can help children recognise these negative thoughts by asking:

* What are the facts, what is it that is actually worrying you?
* Do you have any evidence to support these feelings?
* What can you change? What can’t you change?
* Is this reaction proportional?
* Is it really as important as it seems?
* Is there another way of looking at this situation?

1. It often helps to write down what is it that they are actually worried about? Thoughts are just thoughts? But children who are anxious often need support to challenge unhelpful thinking.
2. Ask your child to consider what advice would they give someone else having the same problem?
3. Help your child identify a network of people they can turn to for help. People they trust and feel safe talking to. Encourage your child to look at their hand and imagine a person for each finger and thumb who can help/be their support.
4. Try to practice and promote positive thinking, instead of thinking I can’t help; them to think ‘I can’t **yet**’.
5. Remember the good things that happen. Help your child keep a positive log or diary to record things that actually go well.
6. If your child is upset, encourage them to stop and give themselves a little time and space; anxiety does reduce given time. Often music, a chance to draw / doodle, looking through photos or a fidget tool can help distract children and allow their calmer, clearer thoughts to return. Some children find practising breathing techniques or mindfulness exercises help. There are also several apps that can be downloaded free onto mobile phones to help: Sam Anxiety Management is a good example of one.
7. Avoiding situations will only reinforce anxious thoughts and in turn children will not learn that they are able to manage and cope. Always focus on what your child can do. Help them decide on small, gradual exposure steps that with support they can take to improve their situation.
8. Everyone needs time each day to relax so encourage your child to do something every day that they enjoy and that makes them smile.
9. Finally but very importantly encourage your children to make healthy choices, to eat well, exercise regularly and make sure they get enough sleep. Spending time out of doors helps, as does building in time to connect and talk to other people. Helping others is empowering, it can change the focus and distract from their own worries.
10. Also remember there are always people around who can help. Talk to your child’s teachers at school or your family GP if you have concerns.

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[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwi8jKTKv_HXAhVJbhQKHaiQCkkQjRwIBw&url=https://www.amazon.co.uk/Starving-Anxiety-Gremlin-Behavioural-Management/dp/1849053413&psig=AOvVaw1iow-zm0xTyvpefGq3gSw1&ust=1512516068832360)

Support Network





**ANXIETY**

**Top Tips for Teens by Teens**

**Strategies to manage Anxiety**

The mid-teens are a stressful period of transition.

How can you navigate this tricky time?

**Managing Exam Stress**

1. ****Remember you’re not alone – use support – friends, family, teachers.
2. Think long-term.
3. Set yourself small steps so revision seems manageable.
4. Take breaks – this keeps your mind active.
5. Have clear routines – eating well; sleep; exercise – all refresh the mind.

**Managing Social Media**

1. Remember to post positive/helpful comments – being nice to others will be reflected back.
2. Remember your good times and don’t believe everything you read on social media. People can exaggerate and say what they want you to see.
3. Know what is important to you and give yourself opportunities to have these experiences.
4. Ignore the negative posts but be prepared to report them if they are extremely hurtful.

**Managing Real Life**

1. Give yourself ‘real’ time with friends and family – this helps to improve communication and confidence.
2. Share the good and bad – acknowledging achievements and/or difficulties with friends helps to put things in perspective.
3. Listen and check – it’s easy to misunderstand written and spoken messages.

