

How can schools support pupils with anxiety and support wider understanding of anxiety through PSHE and beyond?

- In the first instance teachers and staff (all staff in schools) must develop their knowledge of MHWB including anxiety. There are lots of great platforms for this, one in particular is [MindEd Hub](#) sign up using your professional account and then you can work through e-learning in many aspects of MH.
- From this staff can develop a greater awareness and accuracy of information that will help them understand anxiety and how it can affect young people.
- Pastoral staff having completed this training can look to develop 1:1 or group support to work with young people of need within their setting/ year group
- Regular student voice opportunities which allow for young people to share how things feel need to be created as usual and regular occurrences.
- Carefully planned CPD, assemblies and taught input (via form time, PSHE and national agendas) can highlight and talk about anxiety with young people (and staff). The key thing here is normalising that we all feel anxiety and it can be very useful to understand our triggers WITH strategies to minimise the worry we feel in a healthy ways.
- PSHE teaching of anxiety needs to be proactive, to discuss combative techniques which are then deliberately modelled and practiced with young people ahead of then being in crisis.
- For those with identified needs, offer a safe space/ adult that is consistent but ensure that young people know this is part of their care, not their first call.
- Anti-anxiety teaching includes discussing the topics and themes which bring these feelings – so mapping appropriate lessons and support around revision, exam stress, post-16, transition, friends and relationships and how these can change how a person feels are healthy. The best way to do this is to embed teaching as a proactive rather than reactive response.
- Other ideas are about having a safe space for young people to reflect on ‘how they are feeling’ – we do this with a wellbeing journal
- We also have a self-referral button (all students have iPads) that a young person can complete and share that they are in need. This is sent to our Inclusion, welfare and safeguarding team who can then triage and support.
- The important thing is to make discussing how we feel, the pressure points, the ways we manage and regulate ourselves regular, open and transparent
- By not isolating MH education to one lesson/ month/ day we ensure everyone learns that checking in, checking up and then listening is always the best way to manage our emotions
- Accessing and sharing support groups with young people is also beneficial – previously used [With Me In Mind – Mental Health Support Teams](#) in Rotherham and Doncaster schools – young people encouraged to access it and shared on displays in key learning/ social zones. [Anxiety – With Me In Mind](#) guidance available here.