

**Our Offer…**

**We are looking to support students:**

* Who would benefit from a 1:1 short-term intervention (up to 8 sessions) to address elevated anxiety, or a small group intervention of 4 – 6 students experiencing similar anxieties
* Whose attendance has recently fallen between 85% - 95% due to perceived anxiety
* Who have good communication skills (to actively involve themselves in a talking intervention)
* In school year groups 5 to 10
* Who, following an initial screening questionnaire, are experiencing a level of anxiety which is described as ‘elevated’ or equivalent
* Who are not currently receiving any other form of therapeutic based intervention

**Please register your interest by *Friday 11th February 2022* at:**

[**education.psychology@Milton-keynes.gov.uk**](mailto:education.psychology@Milton-keynes.gov.uk)

Whilst some recent research has highlighted some of the more positive impacts of Covid19 on children and young people such as increased family time, other research studies have consistently suggested that children and young people have been negatively affected by COVID-19 with regards to their mental health and wellbeing. Indeed, reports of depression, anxiety, psychological distress, isolation, and stress have been particularly common.

Everyone experiences anxiety at some point in their lives, and it is normal and common for students to get anxious in situations such as taking exams or presenting work.  However, when the anxiety extends into everyday life and activities, this can begin to noticeably impact a student’s behaviour and engagement in learning and attendance at school.

Anxiety may present in many ways including emotionally, physically, socially and through different behaviours. Specific examples are detailed on the Referral Form. Anxiety can look different depending on the child’s age, and the symptoms are not always obvious unless the child shares what they are experiencing. Some anxious children keep their worries to themselves and so the symptoms can be missed.

A key first step is differentiating between typical behaviour and behaviours that are part of a new or continuing presentation. It is also important to speak with parents/carers and of course the child themselves about any changes in presentation.

**Could your student(s) benefit?**

The Wellbeing for Education Recovery (WfER) project builds on last year’s Wellbeing for Education Return project in response to Covid19.

In Milton Keynes we are seeing an increase in children and young people experiencing difficulty in attending school due to emotional reasons, like anxiety.

As part of this year’s WfER project, the Educational Psychology Team would like to offer support *(free of charge)* in schools through direct intervention work with children and young people to address their anxieties.

**About Anxiety…**

**Anxiety Intervention offer to schools**