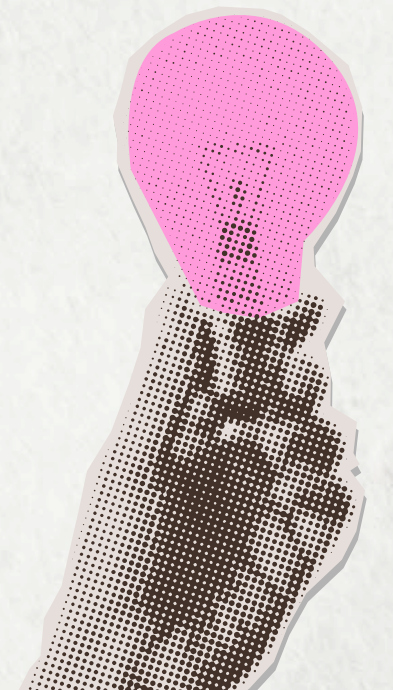




Supporting Transition Anxiety



Transitions in school

1. Starting school
2. Moving class
3. Changing teacher
4. Returning after absence
5. Shifting between activities.



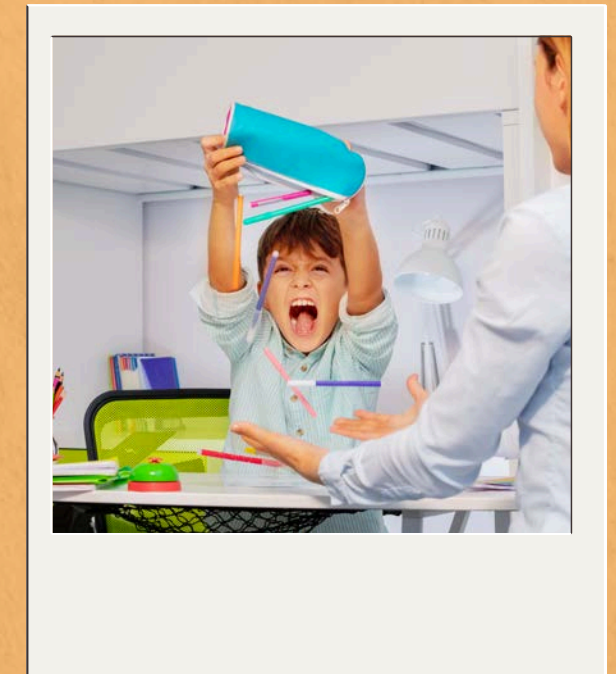
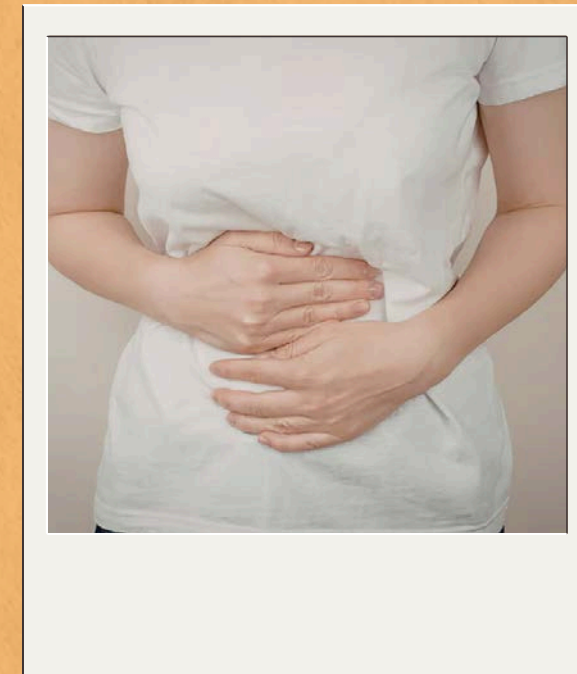
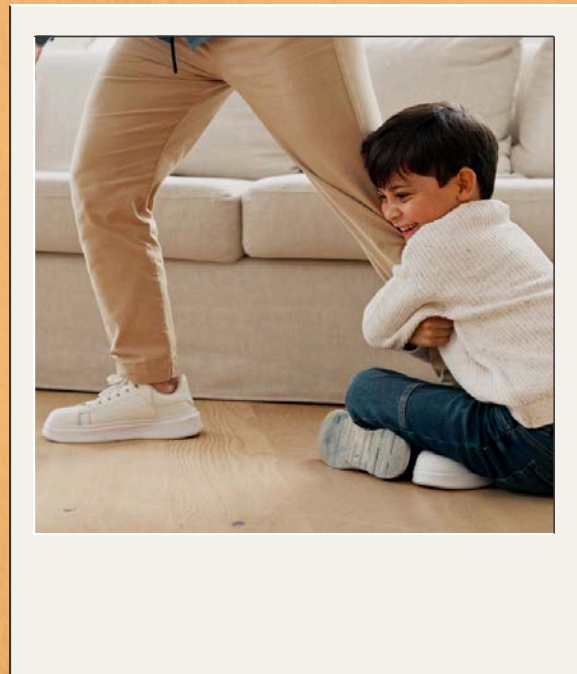
First day
of
SCHOOL



What can this anxiety look like

- avoidance,
- tearfulness,
- irritability,
- silence,
- perfectionism,
- challenging behaviour,
- self-sabotage,
- clinginess,
- physical complaints such as stomach aches
- over-talking, joking, or becoming overly helpful (masking)

Uncertainty, loss of control, and unfamiliar routines commonly trigger anxious responses





PLANNING FOR CHANGE

Predictability is one of the most effective supports for anxious children

New to Green Lanes

New Year Group

New Secondary School

If you know what it looks like and so do they things will be better!



My school is called Green Lanes Primary School.



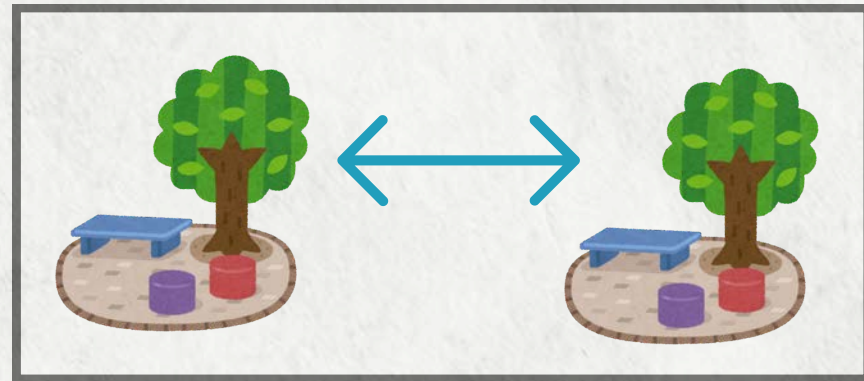
My new class is called Moore.

Adults in my new classroom.

My class teacher is Mrs Hoy



PLANNING FOR CHANGE

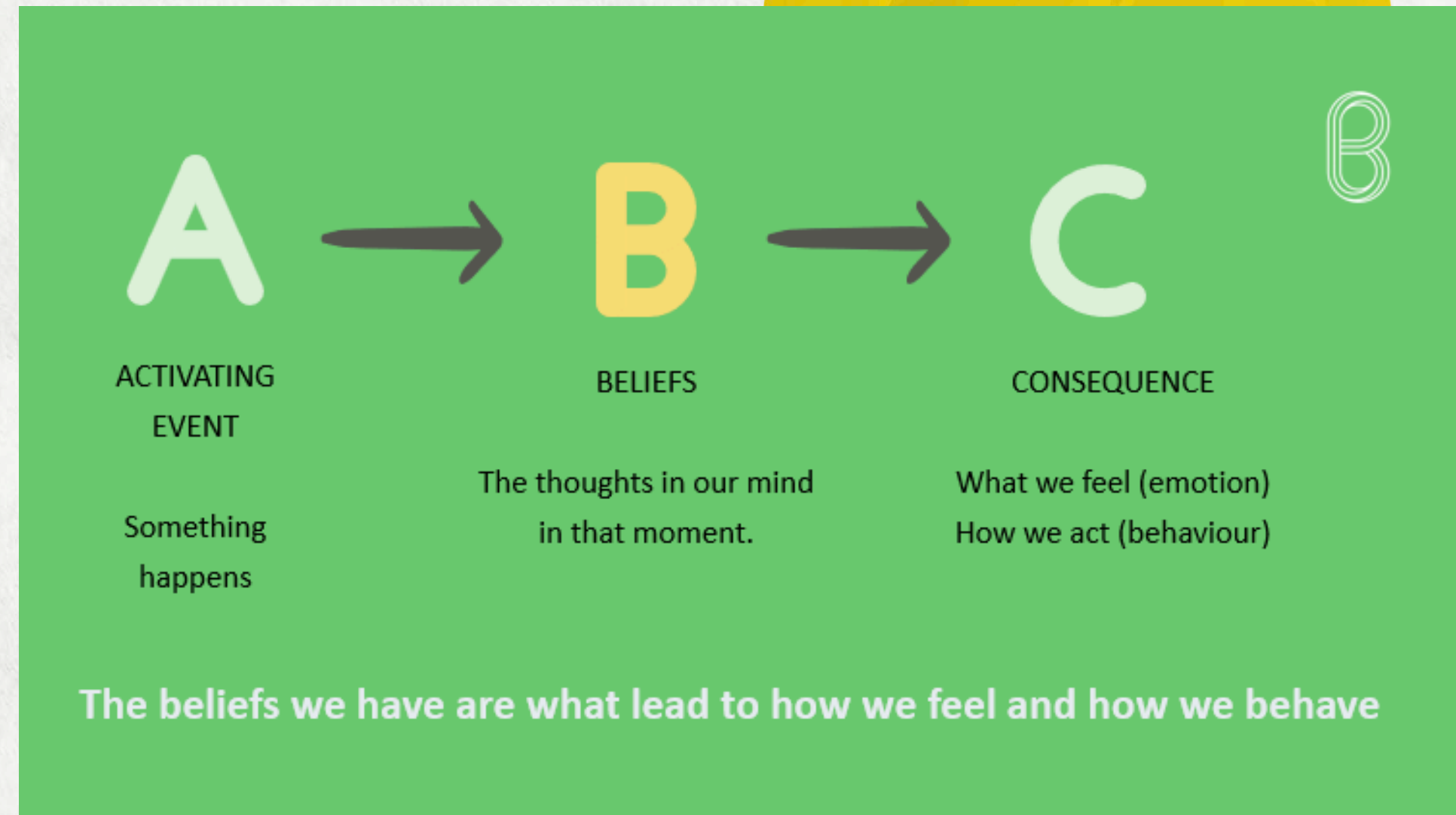
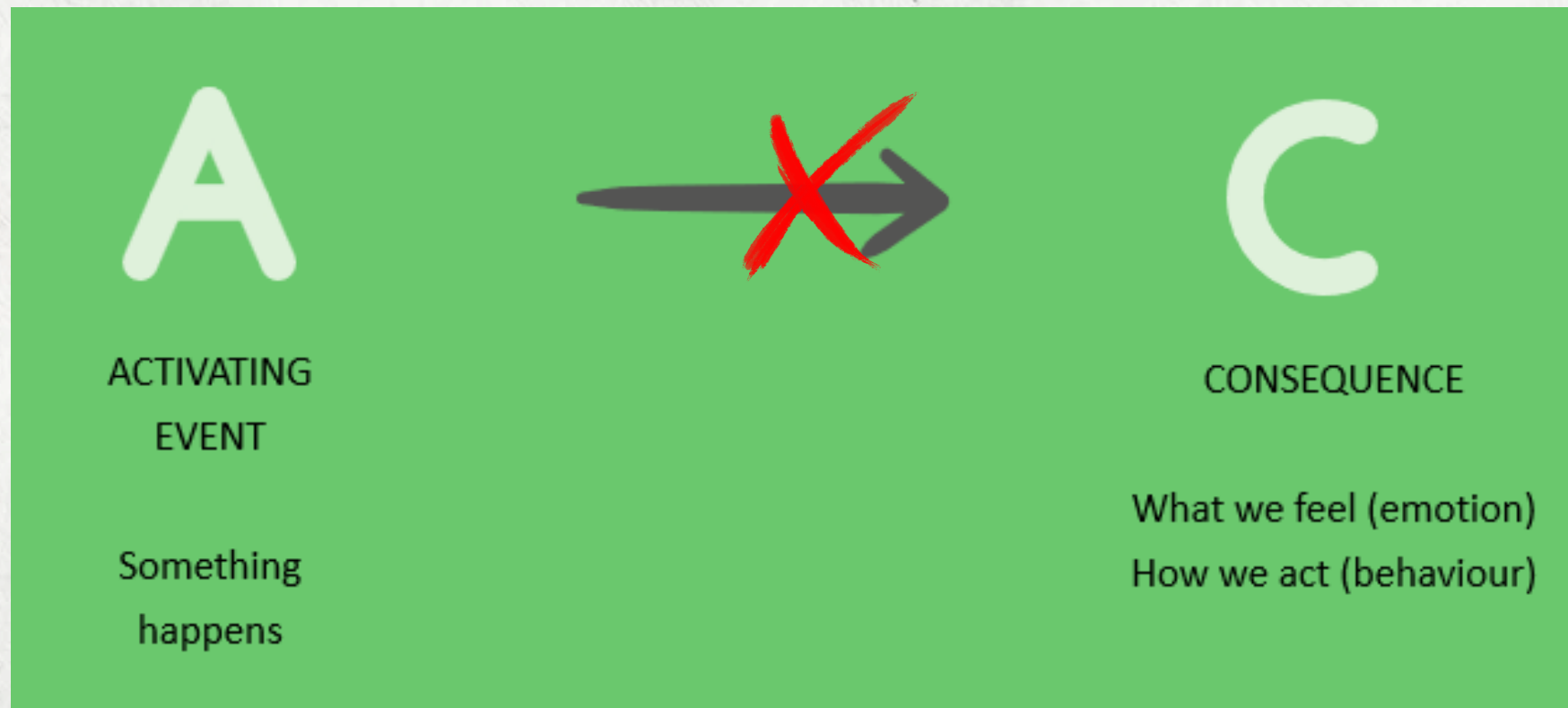


- Looking ahead and thinking about what might happen means they are not taken so much by surprise.
- Thinking about what might happen means we can check to make sure they are not missing the good things.
- We can make sure we encourage the children to look after themselves and ask for help when they need it.
- They can help each other and recognise this is a common feeling.
- We can teach them to be resilient – by planning the skills and techniques that will be useful to them.

1. Focus on what stays the same
2. Create questions to ask
3. Find the right time



THE LINK BETWEEN THOUGHTS AND FEELINGS



Validation and education



Suggestion

MEET THE GREMLINS

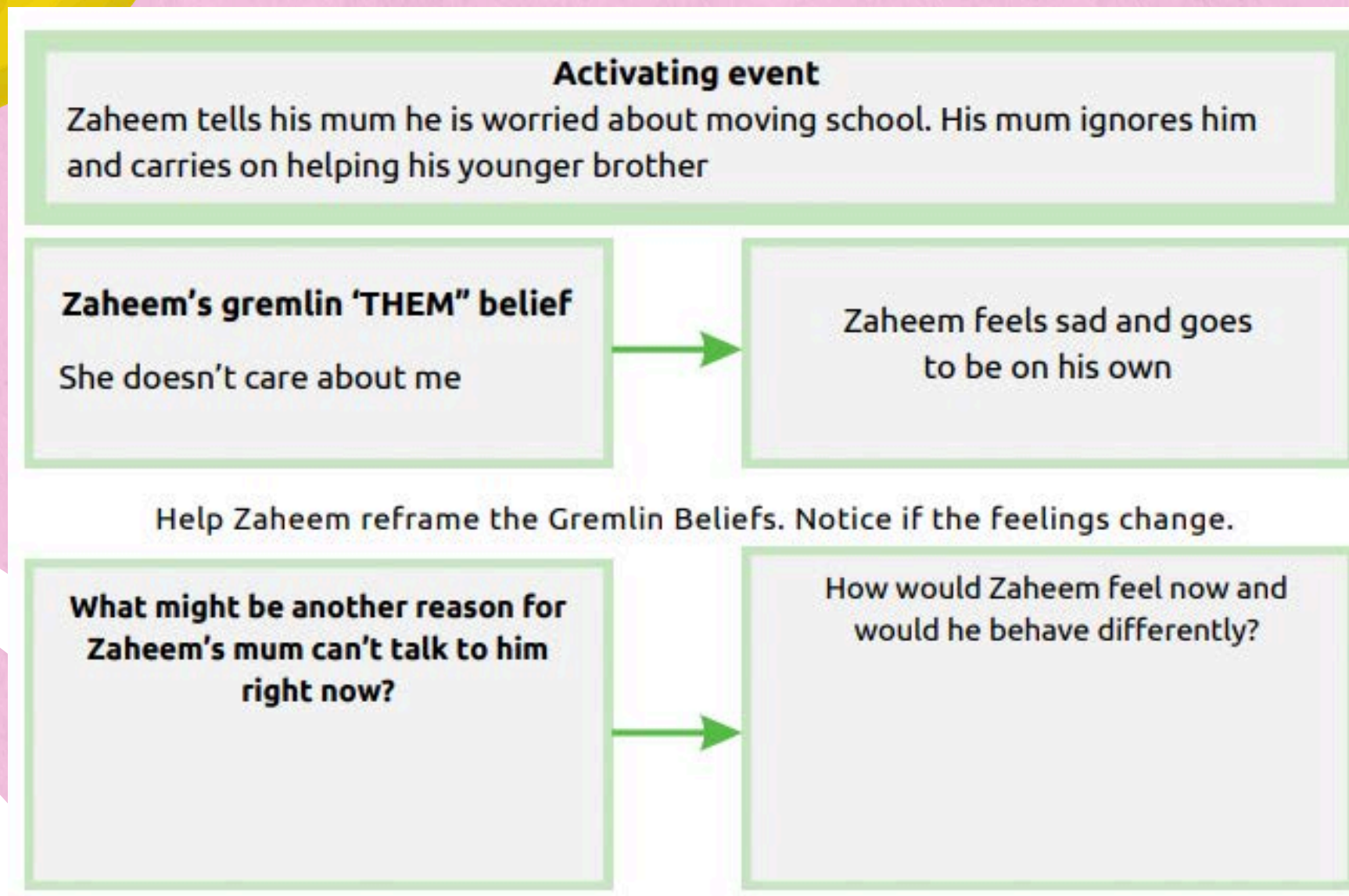


Sometimes the way we think about a situation can be unhelpful – its unhelpful because we have gremlins in our thinking.

What are my transition gremlins?



Reframe my gremlin thoughts

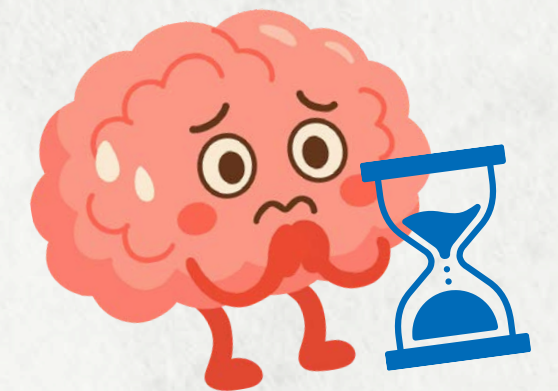
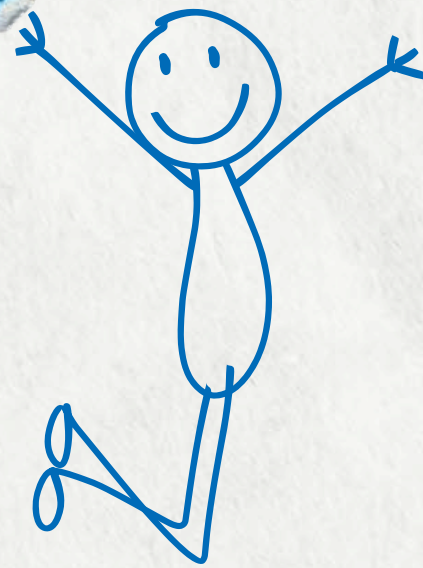


Key point



Set aside '**worry time**'

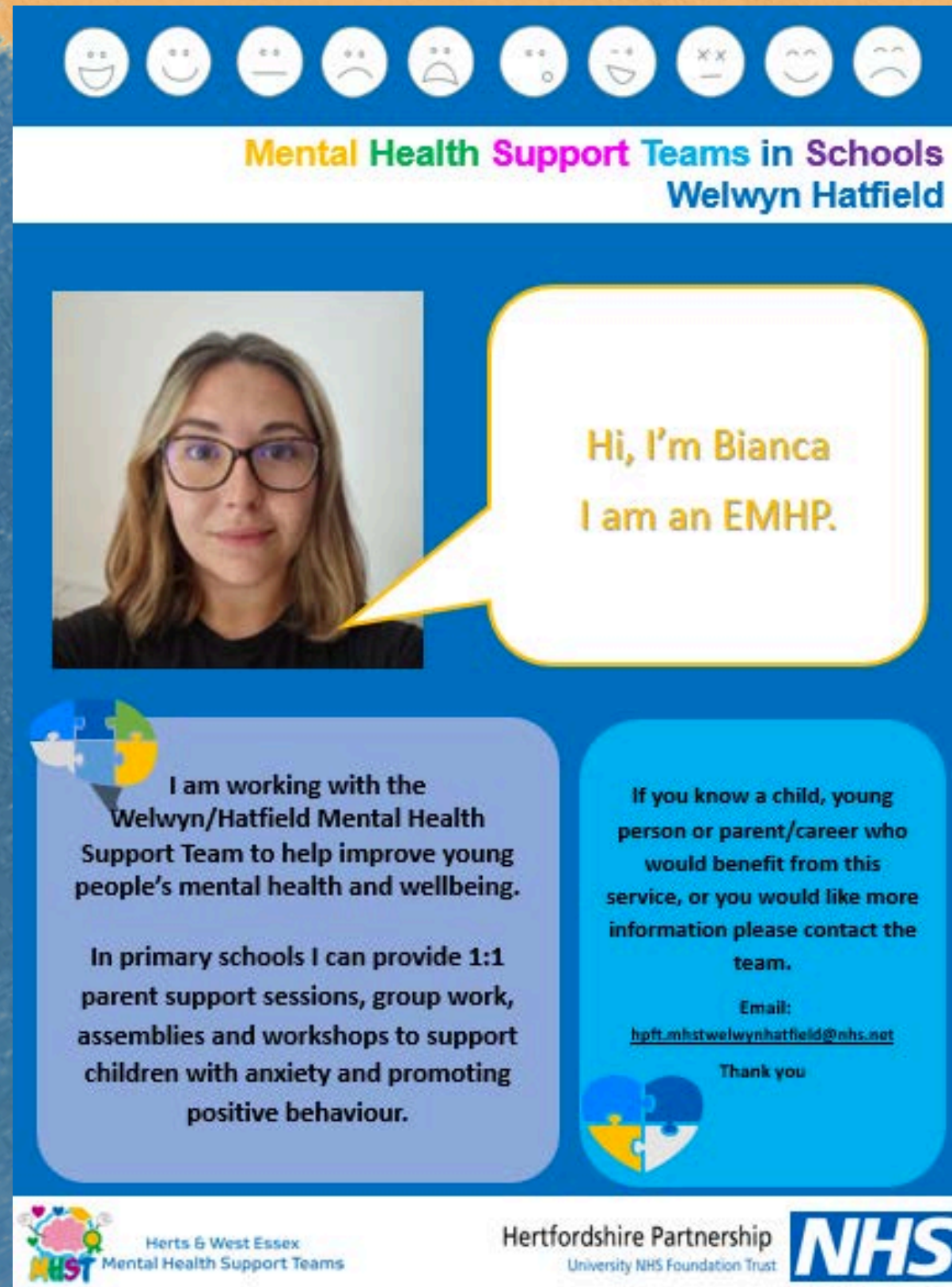
If you find that these worries are taking over, it can help to try to manage this by setting some "worry time" – a short period, say 10 or 15 minutes, every day or so to talk about these worries (Gremlins) and try to find solutions.



Once we have a regular worry time, this can help prevent children from getting lost in their worries during the rest of the day.

So when a worry does enter their mind, we want them to think "**I'll set that aside for my worry time.**" This can help shift their focus back to the here and now.

Working together



Mental Health Support Teams in Schools
Welwyn Hatfield

Hi, I'm Bianca
I am an EMHP.

I am working with the Welwyn/Hatfield Mental Health Support Team to help improve young people's mental health and wellbeing.

In primary schools I can provide 1:1 parent support sessions, group work, assemblies and workshops to support children with anxiety and promoting positive behaviour.


If you know a child, young person or parent/career who would benefit from this service, or you would like more information please contact the team.

Email: hpt.mhstwelwynhatfield@nhs.net

Thank you

Herts & West Essex
Mental Health Support Teams

Hertfordshire Partnership
University NHS Foundation Trust



Good support helps children feel heard, understood and more confident about change.



Let us know

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