

Safeguarding News



Exam Anxiety

Issue 6, Date- April-2019

We are at that time of year again when students are getting ready to take exams. Last year saw a significant increase of safeguarding concerns being raised for Yr11 students across the federation on CPOMS. Please be extra vigilant and raise any concerns that you may have with a member of your safeguarding team please.



Now is the time to act to protect children from stress and anxiety caused by exams

The NSPCC reported that in 2017/18:

- Childline delivered 3,135 counselling sessions on exam stress
- Half of the sessions were with young people aged 12 to 15, concerned about:
 - ⇒ An overwhelming workload.
 - ⇒ Pressure from their parents.
 - ⇒ Worries about the grades they would get.
- Many young people contacting Childline said the prospect of taking exams was having a negative effect on their mental health
- Some said it was leading to them self-harming, feeling depressed or experiencing anxiety

Support pupils to plan their time

- Show them how to create a healthy revision plan, including regular breaks.
- Remind them to set aside time to relax and do things they enjoy too.
- Talk openly about stress and anxiety.
- Explain where stress comes from – talk about it as a physical symptom, to normalise it and make it feel less overwhelming
- Tell pupils that if they're feeling anxious, they should talk to someone they trust
- Be a role model: talk about how you deal with stress (e.g. talking to family, exercising, having a bath, making a list of worries and putting it aside)

- Boost positivity: tell pupils “you are more than your results”, and remind them how much work they’ve put in
- Look after your own mental wellbeing: the exam period can be a stressful time for you too, and this can impact your pupils. Don’t forget to be kind to yourself. The CLF Employee Assistance Package is available for all staff to use. This can be accessed by calling 0800 030 5182

Relaxation

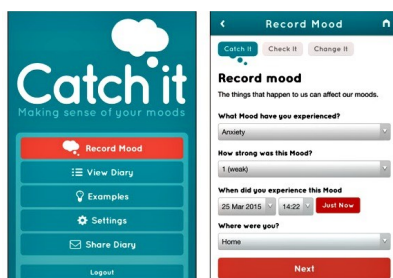
1. Breathing exercise

- Ask pupils to pay attention to their breath and see if they can make it slower and deeper
- Count out loud to guide the speed. The in-breath should be shorter than the out-breath – try counting in for 3 and out for 5

2. Guided imagery

- Ask pupils to close their eyes and think about a safe place where they feel totally relaxed
- Tell them to focus on what the place looks like and how it makes them feel, while breathing calmly.

Support Available for students



For further information or guidance, on any of the topics covered in this newsletter or any Safeguarding concerns please contact a member of your academy safeguarding Team.