

MIAG



Reducing Anxiety Management Plan Policy

Ratified by Chair of Govs:

Signed by 

Date 

Date:

Review Date:

Policy Statement:

MIAG (Meeting Individual Aspiration & Goals) is committed to creating a safe, supportive and nurturing environment where learners feel valued, understood and able to engage in learning. Many of our learners experience heightened anxiety due to Special Educational Needs and Disabilities (SEND), Social, Emotional and Mental Health (SEMH) needs, or negative experiences in mainstream education. This policy sets out MIAG's approach to reducing anxiety, supporting learners to manage their feelings, and promoting positive emotional wellbeing.

Aims:

- ✚ To provide consistent strategies and structures that reduce anxiety and support learners to feel safe and calm
 - ✚ To enable staff to identify triggers, early warning signs, and individual coping strategies
 - ✚ To support learners in developing their own resilience, coping skills, and independence in managing anxiety
 - ✚ To work in partnership with parents, carers, and external professionals to ensure a joined-up approach
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Scope:

This policy applies to all learners, staff, volunteers, and visitors at MIAG. It should be read alongside other policies, including:

- ✚ Safeguarding & Child Protection Policy
 - ✚ Behaviour & Relationships Policy
 - ✚ SEND Policy
 - ✚ Positive Handling Policy
 - ✚ Attendance Policy
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Principles:

- ✚ **Child-centred:** Each learner is unique and requires an individualised approach
- ✚ **Trauma-informed practice:** Staff will recognise how past experiences may affect current responses

- ✚ **Preventative, not reactive:** The focus is on reducing triggers and preventing escalation
 - ✚ **Collaboration:** Plans are co-produced with learners, parents/carers, and professionals
 - ✚ **Consistency:** All staff apply agreed strategies to build trust and predictability
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Roles & Responsibilities:

- ✚ **Senior Leaders:** Ensure staff are trained in anxiety-reduction strategies and trauma-informed practice
 - ✚ **Designated Safeguarding Lead (DSL):** Monitor anxiety-related concerns that may indicate safeguarding needs
 - ✚ **Staff:** Implement learners' Anxiety Management Plans consistently, recording and reporting outcomes
 - ✚ **Learners:** Engage in the co-production of their plan, using strategies and reflecting on effectiveness where possible.
 - ✚ **Parents/Carers:** Share relevant information and collaborate with MIAG in supporting their child
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Reducing Anxiety: Whole-Setting Strategies:

- ✚ Predictable routines, with visual timetables and clear communication of changes
 - ✚ Calm and safe spaces available for learners to regulate
 - ✚ Use of low-stimulus environments and sensory-friendly adaptations where needed
 - ✚ Staff modelling calm, respectful and supportive communication
 - ✚ Building strong, trusting relationships with key adults
 - ✚ Embedding relaxation, mindfulness, and wellbeing activities in the curriculum
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Individual Anxiety Management Plans (AMPs):

Each learner who presents with significant anxiety will have a personalised AMP. This will include:

- ✚ **Known Triggers:** e.g. transitions, noise, specific tasks, social interactions
- ✚ **Early Signs of Anxiety:** e.g. fidgeting, withdrawal, raised voice, physical tension
- ✚ **Coping Strategies:** personalised techniques such as movement breaks, breathing exercises, access to safe spaces, sensory tools, or talking to a trusted adult
- ✚ **Supportive Responses from Staff:** what helps (and what doesn't) when the learner is anxious

- ✚ **Recovery Strategies:** how to re-engage after a period of anxiety or crisis
 - ✚ **Review Arrangements:** regular reviews with learner, staff, and parents/carers
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Training & Support for Staff:

- ✚ Training on SEMH needs, anxiety awareness, de-escalation, and trauma-informed practice
 - ✚ Access to supervision and reflective practice sessions to support staff wellbeing
 - ✚ Sharing of best practice strategies within the team
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Monitoring & Review:

- ✚ AMPs will be reviewed termly, or sooner if circumstances change
 - ✚ Staff will record significant anxiety incidents and strategies used on MIAG's agreed recording system
 - ✚ Senior Leaders will monitor patterns to inform provision and support
 - ✚ This policy will be reviewed **annually**, or sooner if statutory guidance changes
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Links to National Guidance:

This policy aligns with:

- ✚ *Keeping Children Safe in Education (DfE, 2025)*
- ✚ *Mental Health and Behaviour in Schools (DfE)*
- ✚ *SEND Code of Practice (2015)*
- ✚ *Children and Families Act (2014)*