

# EBSNA SUPPORT GUIDE FOR EDUCATION SETTINGS

The framework should flow as appropriate – this is not an order of interventions

## Intervene Early

Parents, teachers, support staff and other front-line staff should be aware of the early signs for EBSNA including data held in school including attendance, punctuality, participation in lessons, and emotional wellbeing.

Discussions with the CYP, parent/carer and key members of staff should be undertaken as soon as concern is raised to explore CYP's experience of school, risk and resilience factors

Based on this, settings in collaboration with parents and the CYP should agree a Support Plan for improving C&YP's experience, participation and/or attendance with goals and review dates.

If progress against initial goals has not occurred after the first review, involve relevant external professionals to access additional advice.

## Work with the family throughout

As soon as concerns are raised, a designated member of staff should reach out and **connect** with the parents / carers. Preferably staff with a **trusting** relationship with the family.

Staff should be mindful that parents/carers may feel that they will be judged or be in trouble if their child is experiencing EBSNA, be empathetic to their feelings. Listen, be curious and non-judgemental.

On-going two-way dialogue with a consistent member of staff, in order to share any concerns / developments and **hope for the future** on both sides.

Ensure there is a focus on the strengths, exceptions, protective factors as well as the issues / barriers.

It may be appropriate to have an agreed expectation for format and frequency of contact as well as realistic response times.

## Actively involve the pupil

CYPs should be invited to share their thoughts and feelings related to their experience of and around school/college.

CYP's motivation for change, goals, interests and needs should form the heart of partnership work in EBSNA cases.

Involve the CYP in the process of identifying what strategies can support them to manage in school/college and have a sense of **belonging**. They may have ideas that adults would not have thought of.

CYPs should be supported to be directly involved in meetings when this is appropriate.

CYP are more likely to engage in a support plan if they feel they play an active and important part in the process and **believe** they can achieve.

## Develop a personalised, holistic support plan

Develop a plan that addresses the specific issues identified during the assessment process.

The support plan should take into account the context of the setting and relationships within that environment, family concerns, as well as the individual CYP's personal concerns and anxieties.

Intervention often works better if the plan recognises and builds on the CYP's strengths.

## Review the action plan regularly

Accept that the journey may not be smooth and that progress is likely to change daily.

Plans may need to be reviewed on a weekly or fortnightly basis. This time period may increase as the pupil becomes more settled in school/college.

At the start of the plan, the CYP is likely to show more distress, and everyone should be aware and prepared for this.

It can be hard when progress is slow or when things seem to be backwards. This can be particularly apparent after a school holiday, period of illness or even just a weekend.

Settings and families can seek a multi-agency consultation via a Team Around the Family (TAF)

**Surrey Healthy Schools** is the foundation that underpins the whole school approach.

Please ensure staff leading on EBSNA in your setting are trained. Training can be booked on the [training section](#) of the [Surrey Education Services](#)