

Surrey County Council

Emotionally Based School Non-Attendance

Profile of Risk of EBSNA (Emotionally Based School Non-Attendance)

The Profile of Risk looks at 5 key risk areas for EBSNA. The checklist is for use alongside the usual attendance monitoring systems in school, e.g. SIMS and consideration of patterns of attendance, to screen for possible EBSNA in relation to non-attendance.

The Profile of Risk consists of five key areas, each of which contain several items you are asked to consider in terms of their possible importance in influencing an emotionally based attendance need.

When completing the profile, it is important to be as objective as possible, and to base assessments on evidence. Thus, it is recommended that completion of the profile is a joint venture, wherein checking and questioning can lead to the best judgements in terms of item importance.

During the process of completing the profile, it may be useful to note factors associated with particular items, such as:

- This has been an issue in the past but does not appear to be now.
- This has been an issue in the past and has persisted as an important item.

Items are not quantified by a typical rating scale. This is because it may be that one single item (e.g., death of a parent) is so important it cannot be rated numerically in the same way other items might be rated. Its influence could be proportionately much greater than a rating scale could accommodate. As such the profile asks you to make notes on the key items of importance you identify. These can then be visually represented in the five overlapping circles that follow the profile.

If the resultant profile suggests to you that the pupil is at risk of emotionally based school non-attendance, the next step is to obtain the views of the pupil, parent/carers and other school staff. A support plan should be co-produced with the pupil, parent/carers and school using the framework and the EBSNA Support Plan template provided by Surrey County Council and partners.

Profile of Risk of EBSNA

	Level of concern				
Loss and Change	High	Med	Low	Not an issue	Not known
Death of parent, relative, friend					
Death of pet					
Sudden traumatic event (please specify the event)					
Sudden separation from a parent					
Moving house, school, area					
Loss of a classmate					
Parent, relative, friend illness					
Difficulties experienced by Covid-19					
Note on key items					
Family Dynamic	High	Med	Low	Not an issue	Not known
Child's basic needs not being met by the parent/carer(s)					
Birth of new child					
Parents separated					
Parental conflict					
Domestic Abuse (Including historical)					
Needs surrounding parental control					
Practical needs bringing the child to school (e.g., distance, access to transport, public transport issues including anti-social behaviour, siblings attending other schools)					

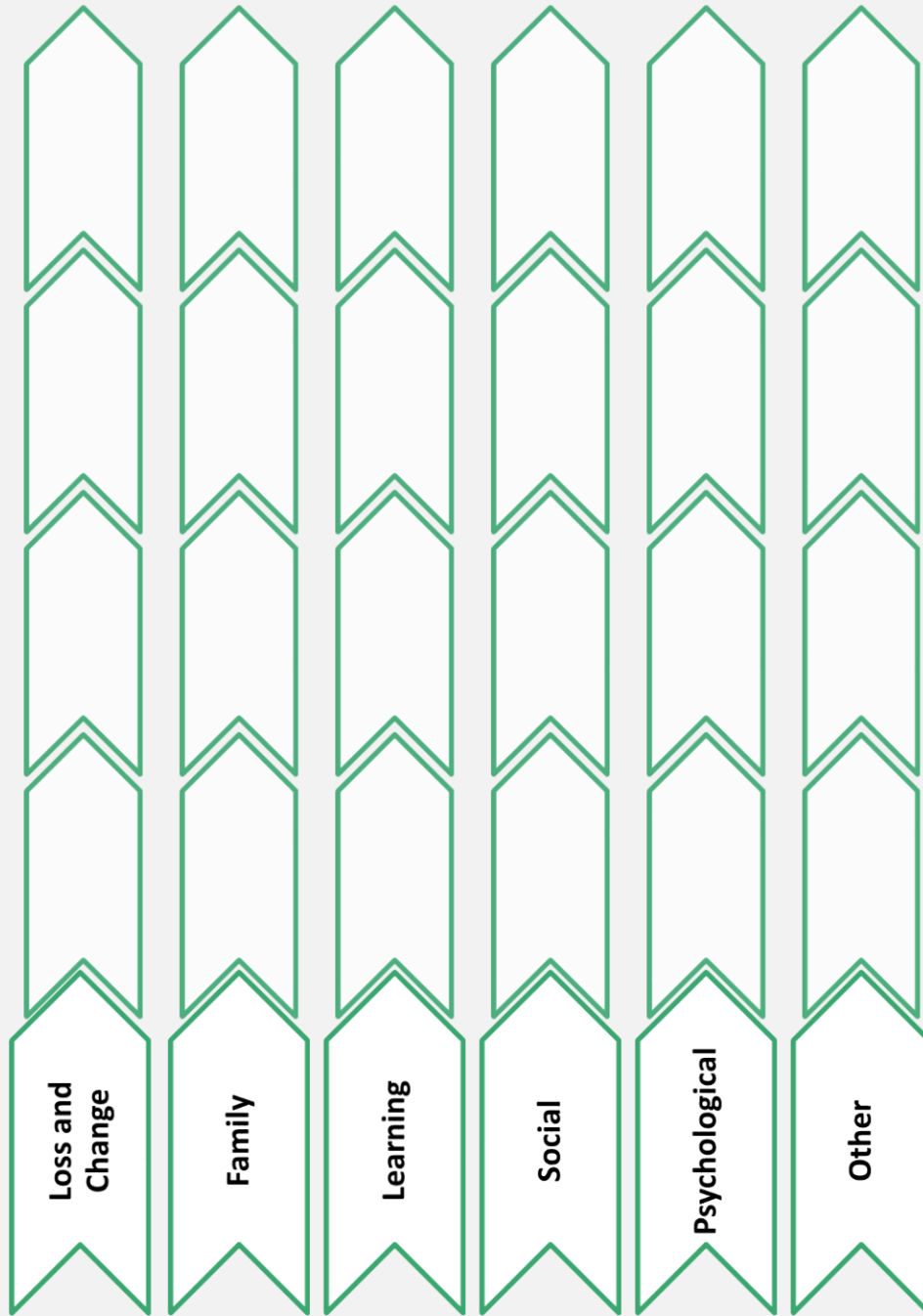
Limited support to get up in the morning and be school ready					
Jealous of sibling at home					
Young Carer responsibilities for family member (including siblings)					
Siblings experiencing EBSNA / low attendance					
Medical concerns for the pupil and/or their family. (e.g., Is Covid and family health vulnerabilities an ongoing concern)					
Cultural expectations impacting on attendance					
Lack of / inconsistent boundaries and routines particularly around sleep					
Note on key items					
Curriculum /Learning issues	High	Med	Low	Not an issue	Not known
Low levels of literacy					
PE and/ or games issues					
General learning difficulties					
Specific subject difficulties					
Exam or test anxiety					
Difficulties with a particular teacher/adult					
Difficulties keeping up in lessons					
Lack of motivation & aspirations					
Struggling with academic demands including how lessons are structured					
Environmental issues in school (e.g., sensory needs impacted upon by building					

layout/size/noise)					
Difficulties with the school's behaviour policy/expectations					
Lacks equipment needed for school/learning					
Difficulty with transition (e.g., transition between settings, transition between classrooms)					
Note on key items					
Social Personal	High	Med	Low	Not an issue	Not known
Being bullied (including CYP's perception despite school's differing view)					
Seems to have few friend/friendship issues					
Identity struggles					
Seems to struggle during unstructured times (e.g., break & lunch)					
English as a second language					
Dislikes play/ break times					
Few leisure interests					
Additional Needs or Disability impacting on social communication with peers					
Additional Needs or Disability impacting on social communication with adults/teachers					
Additional Needs or Disability impacting on health					
Masking behaviours reported by family					
Struggling with OCD (Obsessive Compulsive Disorder)					
Note on key items					

Psychological Wellbeing	High	Med	Low	Not an issue	Not known
Often seems tired					
Low self esteem					
Appears to have low mood					
Appears anxious					
Keeps feelings to themselves					
Appears stressed/worried					
Appears overwhelmed					
Appears to present with autistic burnout - Understanding autistic burnout (autism.org.uk)					
Has a pessimistic mindset					
Note on key items					
Other areas of support needs	High	Med	Low	Not an issue	Not known
Note on key items					

Overview of key risk factors identified

Use the below diagram to highlight areas of significant need to inform your focus when completing an EBSNA Support Plan (if required). Be curious and supportive by exploring broader needs with the child/young person and their family to ensure that you have not missed a contributing factor.



Where significant risks of EBSNA are identified, it is really important to gather further information from the young person, parent and school staff involved with the young person. Following this joint information gathering put into place strategies to support the young person as soon as possible. Swift action can prevent EBSNA from becoming entrenched and result in much better outcomes. School should follow a thorough assess, plan, do and review cycle placing the young person at the heart of the planning and interventions.

Early Intervention: Questions and scenarios to consider for a child/young person who is beginning to present with low engagement, attendance and/or wellbeing in school:

These questions are designed to open our thinking around a child or young person who is struggling to maintain regular school attendance. They are aimed to help us look at a child/young person holistically, consider what the barriers are to them coming into school and what the push/pull factors are to make them stay away. Decisions about support should be needs-led and based on achieving the best outcomes for the child, including helping them develop more resilience and independence as they move towards adulthood

Use the Time for Kids Principles in your engagements with the child/young person:

Connect:

- What have I noticed about this child which helps me build our relationship?
- What would show this unique child that I care about them?
- How did this child respond when I made a connection?

Trust:

- Who does this child trust?
- Who else is influencing them?
- If there's no one, how do we start to enable a new relationship?

Hope:

- Can this child make sense of their life story?
- Can they find hope despite previous trauma?
- What does this child have to look forward to and what are their hopes?

Belong:

- What makes this child's eyes light up?
- Where do they find people like them? Their "tribe"?
- Where do they feel accepted for being themselves?

Believe:

- What do you believe this child is capable of?
- What does this child's family think they can achieve?
- How can you show this child that you believe in them?

Research tells us that interaction styles which demonstrate both empathy and talk of change, in this order, are most likely to support resilience and long-term emotional wellbeing

Ensure safety first. Consider when and where you will talk – what is an appropriate time and place for the child/young person? Think creatively about what communication method might be easiest for the child/young person and their parent/carer.

Examples of curious and supportive questions

Parents:

- Are there any additional needs that we should know about to help us better support your child? For example: a hearing impairment, asthma, autism, mental health needs etc.
- Is there anything you would like us to know so that would help us to better support your child? For example, something they may be worried about, an illness in the family, something we can do to help them settle in well.
- You know your child best. How does your child show they are feeling unhappy/uncomfortable/need a break? Every child is different. For example: with some becoming quiet and withdrawing and others becoming loud and unable to focus on the task

in hand- what about your child? We want to make them feel safe and understood whilst with us.

Child/Young Person:

- What is going well?
- What is going well in school?
- How are things with friends?
- What would you like to change?
- When did this start?
- What would you notice if things are different?
- What ideas do you have about what you need to feel better at the moment?
- What is this stopping you doing
- How does it affect you?
- What helps you feel better?
- Are there things or people that help?
- What do you do when you do not go to school?
- What makes your morning easier/harder?
- If things get better, how would that look?
- If you woke up tomorrow and knew it was better, what would have changed?
- Are there any barriers to prevent you achieving your goal?

“I can see that things are difficult at the moment” *this validates their feelings*

“However, you managed to....” *acknowledges their strength and encourages and isn't just focusing on negatives.*

Let them know if you do not understand or need clarity

Answers can get muddled as children try to explain feelings they may not understand, asking clarifying questions shows you are listening and trying to understand.

- Did I understand you when you said...?
- Did I hear you correctly when you said...?
- “Let me check you feel angry/frustrated/sad because.....”
- “You’ve shared/talked about a lot of things today. So, let us recap/see where we have got to.....” *this provides another opportunity to check for accuracy and understanding and also to clarify priorities.*