

Before delivery

Before delivering face to face please check you have for each attendee:

Copy of slide handout



School attendance and mental wellbeing

An online training course for school staff from Anna Freud

School engagement initiative



3

Today's training



Anna Freud

4

Who we are

We are a world leading children's mental health charity, providing expert advice and support for children, young people, and their families for over 70 years.

Our mission is to help young people and their families by providing counselling, working with schools, and working with parents and professionals to ensure the best for every child and young person.

We are a charity that is committed to excellence and innovation in the way we work. We are a charity that is committed to the highest standards of quality and safety.



Anna Freud

020 7631 2345
www.annafreud.org.uk

5

Copy of handbook

School attendance and mental wellbeing

DELEGATE HANDBOOK



Anna Freud
building the
mental wellbeing
of the next
generation

Copy of toolkit

School attendance and mental wellbeing

DELEGATE TOOLKIT



Anna Freud
building the
mental wellbeing
of the next
generation

Freud

A large cyan rectangle, a purple circle, a pink curved shape, and a yellow rectangle are positioned on the left side of the slide.

School attendance and mental wellbeing

A workshop training course from Anna Freud for staff working in education.



Anna Freud
building the mental
wellbeing of the
next generation

Today's training



Preparation



Participation



Accessibility



Resources and links



school.training@annafreud.org



Anna Freud

Who we are

We are a **world leading** children's mental health charity, pioneering mental health care and support for children, young people, and their families for over 70 years.

Our mission is to close the gap in wellbeing and mental health by advancing, translating, delivering and sharing the best science and practice with everyone who impacts the lives of children and families.

We recognise that discrimination and inequality undermine the opportunity for every child to thrive. We aim to be ambitious in driving change in ourselves and supporting change in those we work with, towards a more equitable society.

annafreud.org/about/

annafreud.org/about/diversity/



Anna Freud

Our work

We believe that by working in collaboration with communities and professionals, together we can scale up our support for children, young people, and their families.

At Anna Freud, we champion research and innovation, along with clinical support for children and families. We continuously work in partnership with those of which we serve.

This expertise informs our training and ensures it is not only from a strong evidence base, but has the voice of children and families at its heart.



Looking after ourselves

The focus of our training is the wellbeing of children, young people, families and school staff.

Through our own lens of experience, we will relate and connect to the content in different ways, either personally, professionally or both.

It is important that you participate in a way that allows you to feel safe and comfortable.

Step away or take a break if you need to. Reach out if you need support or would like to skip an activity.

Please be respectful of differing opinions and experiences. **Share with care.**



Anna Freud

Training overview

Section	Module title	Timings
• Introductions	• Introductions and overview of policy	9.00 - 9.45
• Module 1	• What is the link between school attendance and mental wellbeing? • Why does it happen?	9.45 -11.00
	Break	11.00 -11.15
• Module 2	• A whole school approach to school attendance and mental health • Collaborative parent/carers partnership	11.15 -12.30
	Lunch	12.30 - 1.00
• Module 3	• Workshop - assessment and formulation	1.00 - 3.00
	Break	3.00 - 3.15
	• Workshop - strategies and interventions	3.15 - 4.15
	• Finish and close	4.15 - 4.30

Learning outcomes

By the end of today's training session, you will have:

- Further understanding of school attendance and mental wellbeing.
- Recognised the positive impact of using a relational approach.
- Increased awareness of the perspectives of children, young people and families who have personal experience of EBSA.
- Deepened understanding of evidence-based interventions and strategies to use as part of a whole school approach.
- Experience of selecting appropriate resources to assess and plan support of school attendance and mental wellbeing.



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Introductions



Getting to know each other



- When and where you bought them
- Where the shoes have travelled to
- The story behind them



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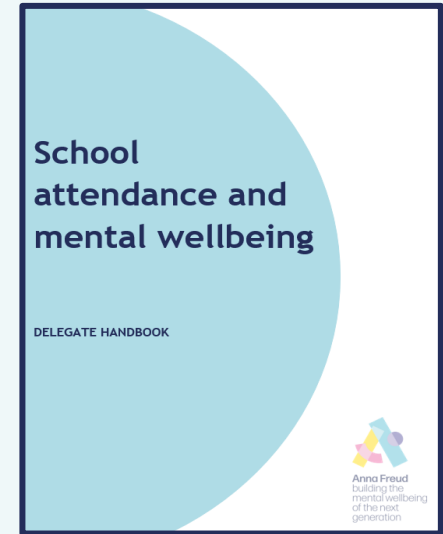
Activity: What do you hope to get out of today's training?



5 minutes

Think about your 'journey' around school attendance

- Why this training?
- Why you? Your role within your setting?



Attendance in the news

Almost two million pupils regularly missing school

14 March 2022



By Branwen Jeffreys
Education Editor

March
2022

Pupil absences remain above pre-Covid levels

23 February

Coronavirus



By Hazel Shearing

February
2023

One in five children regularly misses school, figures show

3 September



By Andre Rhoden-Paul
BBC News

September
2023

Press release

Major national drive to improve school attendance

Attendance hubs to more than double to support 1,000 more schools and £15 million investment to expand the attendance mentor pilot programme.

From: [Department for Education](#) and [The Rt Hon Gillian Keegan MP](#)
Published 8 January 2024



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January
2024

GOV.UK

Home > [Education, training and skills](#)

Press release

New regulations for schools in next stage of attendance drive

Every state school in England will now share their daily attendance registers across the education sector.

From: [Department for Education](#) and [The Rt Hon Gillian Keegan MP](#)
Published 29 February 2024

February
2024

Department for Education

Working together to improve school attendance

Statutory guidance for maintained schools, academies, independent schools and local authorities

August 2024

August
2024

What next?

A collection of colorful geometric shapes (squares, triangles, circles) in shades of blue, yellow, pink, and purple, arranged in a cluster on the left side of the slide.

Policy and practice

- Recognising and using data
- National and local guidance



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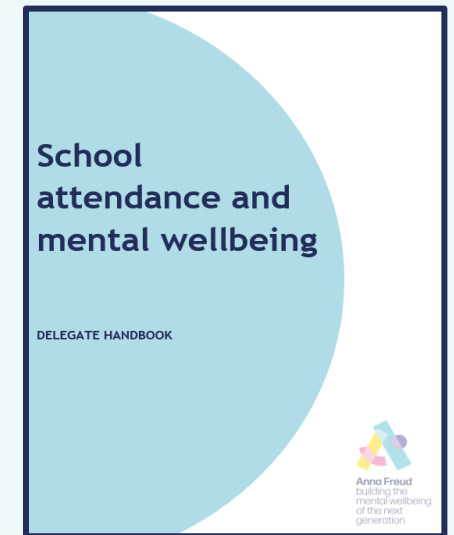
Using the handbook

Reading list

Guidance documents:

1.	Working together to improve school attendance	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	Notes
2.	Mental health issues affecting a pupil's attendance: guidance for schools	https://www.gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools	
3.	Transforming children and young people's mental health provision a green paper	https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper	
4.	Promoting children and young people's mental health and wellbeing	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf	
5.	Social, emotional and mental wellbeing in primary and secondary education NICE guidelines	https://www.nice.org.uk/guidance/ng223/resources/social-emotional-and-mental-wellbeing-in-primary-and-secondary-education-pdf-66143833987525	
6.	Resources for families	https://assets.childrenscommissioner.gov.uk/wp/uploads/2022/12/aaa-guide-for-parents-on-school-attendance.pdf	

- Today's training handbook provides a reading list for the guidance documents we will discuss.



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Working together to improve school attendance guidance



Evidence-base

All schools must have an attendance policy.

This is now statutory guidance since August 2024.



Working together to improve school attendance

Statutory guidance for maintained schools, academies, independent schools and local authorities

August 2024

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>



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Statutory since August 2024



Evidence-base

Build strong relationships and work jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them.

Develop and maintain a whole school culture that promotes the benefits of high attendance.

Have a clear school attendance policy which all staff, pupils and parents understand.

Share name and contact details of senior (SLT) member of staff as Attendance Champion.

Daily attendance returns

Regularly monitor and analyse data to identify and support

Share information and work collaboratively with other partners

Be particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities, and provide them with additional support.



Working together to improve school attendance

Statutory guidance for maintained schools, academies, independent schools and local authorities

August 2024



Anna Freud



Focus from August 2024

‘Schools must take a ‘support-first’ approach to help learners and their families to tackle barriers to attendance’.

‘Particular emphasis on the importance of support for pupils with SEND and mental ill health who often need more individual consideration due to wider barriers... encouraging early intervention and close working with families to address their individual needs’.

Every state school in England will now share their daily attendance registers across the education sector.



Live data - daily attendance returns



Evidence-base

- Headline school attendance data from national and local authorities is published on **Explore Education Statistics** every 2 weeks:

Headline facts and figures - 2024

Overall absence rate 10.2% during week commencing 15 July 2024	Authorised absence rate 5.2% during week commencing 15 July 2024	Unauthorised absence rate 5.0% during week commencing 15 July 2024
Overall absence rate 7.2% academic year 2023/24	Authorised absence rate 4.7% academic year 2023/24	Unauthorised absence rate 2.5% academic year 2023/24
Persistent absence rate 20.7% academic year 2023/24		

This release covers the full 2023/24 academic year, up to 19 July 2024.

The attendance rate (proportion of possible sessions attended) was 89.8% across all schools in the **week commencing 15 July 2024**. The absence rate was, therefore, 10.2% across all schools.

By school type, the absence rates across the week commencing 15 July 2024 were:

- 7.2% in state-funded primary schools (3.8% authorised and 3.4% unauthorised)
- 13.8% in state-funded secondary schools (6.7% authorised and 7.1% unauthorised)
- 14.5% in state-funded special schools (9.9% authorised and 4.6% unauthorised)

The data shows that the attendance rate across the **academic year 2023/24** was 92.8%. The absence rate was, therefore, 7.2% across all schools.

By school type, the absence rates across the academic year 2023/24 were:

- 5.5% in state-funded primary schools (3.9% authorised and 1.6% unauthorised)
- 9.1% in state-funded secondary schools (5.5% authorised and 3.6% unauthorised)
- 13.0% in state-funded special schools (9.7% authorised and 3.3% unauthorised)

By pupil characteristics, the absence rates across the academic year 2023/24 were:

- 11.1% for pupils who are eligible for free school meals and 5.8% for pupils who were not eligible for free school meals
- 13.3% for pupils with an Education, Health and Care (EHC) plan, 10.9% for pupils with SEN support and 6.5% with no identified SEN
- 7.3% for female pupils and 7.1% for male pupils

- The more detailed pupil attendance dashboard is updated fortnightly:

Pupil attendance and absence in schools in England

Data was last updated on 2024-08-08

Contents

The dashboard provides data on attendance and absence at national, Regional and Local Authority geographic levels. Data is available across state-funded primary, secondary and special schools and can also be broken down by individual school type. Drop-down menus at the top of the page allow customisation of breakdowns. Users will need to select a geographic level prior to selecting further options at Region or Local Authority level.

You can navigate directly to tabs of the dashboard using the 'Headlines', 'Reasons' and 'Local authority data' links below.

Headlines

The headlines tab includes information on attendance, overall absence (including authorised and unauthorised absence) in the latest week and across the year to date, depending on dropdown selected.

- Charts on this tab display overall, authorised and unauthorised absence rates
- Headline includes show the overall attendance and absence rates, in addition to illness absence rate
- This tab includes data relating to persistent absence (pupils missing 10% or more sessions). To view these, select "year to date" in the drop-down menu. Figures are not provided in the weekly or daily data because persistent absence is a measure over time and not valid for short time periods. Underlying data relating to the Summer, Spring and Autumn term and year to date is available at the link below:

[Pupil attendance in schools](#)

Reasons

The reasons tab includes information on authorised and unauthorised absence rates, alongside the individual reasons for absence, in the latest week and across the year to date, depending on dropdown selected.

- The chart on this tab displays absence rates associated with some of the most common absence reasons, including illness, holidays and medical appointments
- Headline boxes show the latest authorised and unauthorised absence rates
- Tables show absence rates associated with each of the individual reasons for absence

Local authority data

The local authority data tab includes information on the overall, authorised and unauthorised absence rates for each local authority in the latest week.

Background Info

These figures are derived from regular data automatically submitted to the Department for Education (DfE) by participating schools. These are intended to continue the series that was previously sourced from the daily Educational Settings Survey (SEDS). Due to the timeliness of the data and that they are based on a subset of schools, the figures are estimates that we expect to change as registers are adjusted. They should be viewed as an early indicator for the more detailed but less regular [National Statistics](#) on pupil absence (which will include school level breakdowns).

Coverage

15,780 schools provided information on the latest full day of data, i.e. 2024-07-19

This number is approximately 95% of the number of schools participating in the School Census. As schools opt in to sharing of data, the number of schools reporting may change over time.

Absence rates are provided broken down by state-funded primary, secondary and special schools. At national and regional level, absence figures are also provided across all schools. In recognition that response rates are not equal across school types and, therefore, not representative of the total school population, the total absence figure for all schools has been weighted based on the Spring 2023 school census. Weighted total figures are not included at local authority level due to the low number of schools involved.

National statistics

This dashboard has been developed as an accompaniment to DfE's termly national statistics on pupil absence. You can access this publication through the link below:

[Pupil absence in schools in England](#)

From the 2022/23 academic year onwards, all data relating to pupil attendance will be published at the link below:

[Pupil attendance in schools](#)

Statistics presented in this dashboard are based on a smaller, non-random sample of schools in comparison to national statistics. Absence statistics are available on a termly basis in the national statistics, while this dashboard enables more timely daily and weekly data. They should, therefore, be viewed as an early indicator for the more detailed but less regular national statistics (which will include school level breakdowns).

Data is lagged by 2 weeks in order to allow for any retrospective changes to the data in schools, for example changing an unauthorised absence to late. As a result, data presented may change between dashboard updates.

Data was last updated on 2024-08-08. The latest full week of data was the week commencing 2024-07-15.

Data prior to 11 September 2023 has not been included in the dashboard due to the impact of different start dates, inset days and phased returns. National level estimates covering the week commencing 4 September 2023 is available in the underlying data of the publication linked below:

[Pupil attendance in schools](#)

If you are a school that has not yet signed up to share your data, please visit [Share your daily school attendance data](#) for more information. This will also give you, your local authority and your multi-academy trust (if applicable) [access to daily attendance reports](#) to help identify pupils needing attendance support earlier.

<https://www.gov.uk/guidance/share-your-daily-school-attendance-data>

<https://www.gov.uk/guidance/share-your-daily-school-attendance-data#full-publication-update-history>



Anna Freud

Communicating with families

Ways to communicate

Methods of communication

Letters and emails

Text messages

Phone calls

Face to face meetings

About the research

Guidance

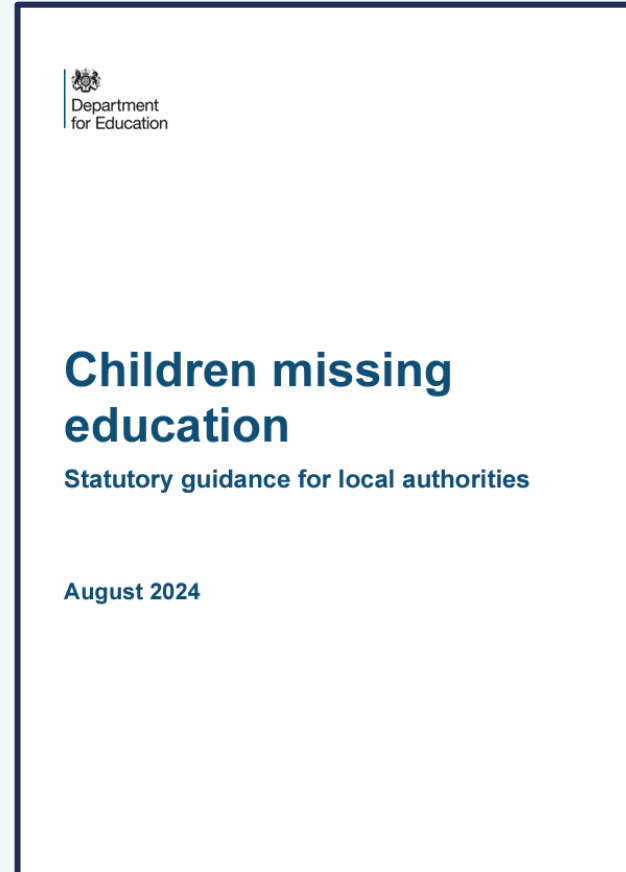
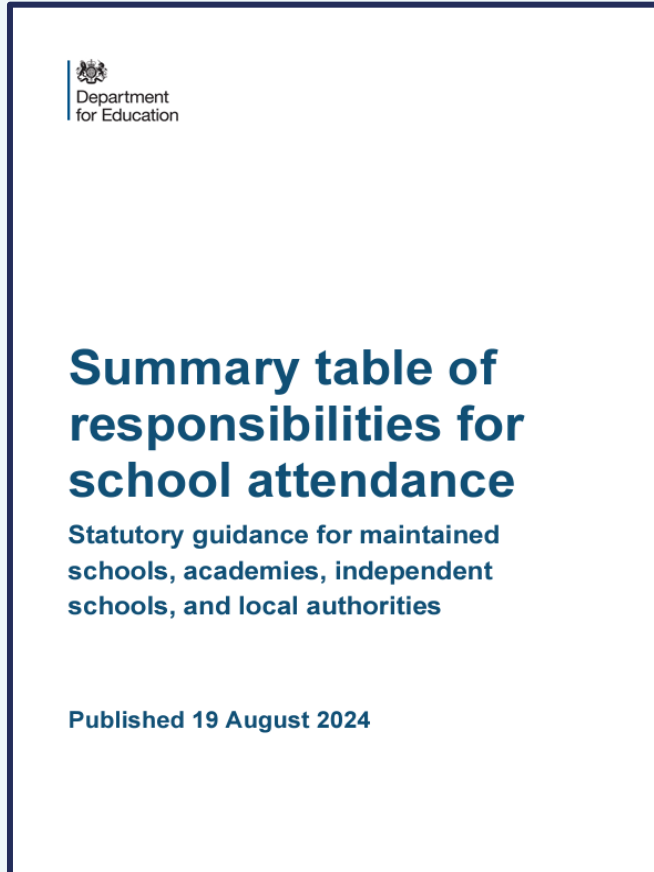
Toolkit for schools: communicating with families to support attendance

Updated 19 August 2024



Anna Freud

Statutory guidance - updated



[Summary table of responsibilities for school attendance - August 2024](https://www.gov.uk/government/publications/summary-table-of-responsibilities-for-school-attendance)

<https://www.gov.uk/government/publications/children-missing-education>



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Mental health issues affecting attendance



Evidence-base



Summary of responsibilities where a mental health issue is affecting attendance

February 2023



Support for pupils where a mental health issue is affecting attendance

Effective practice examples

February 2023

<https://www.gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools>



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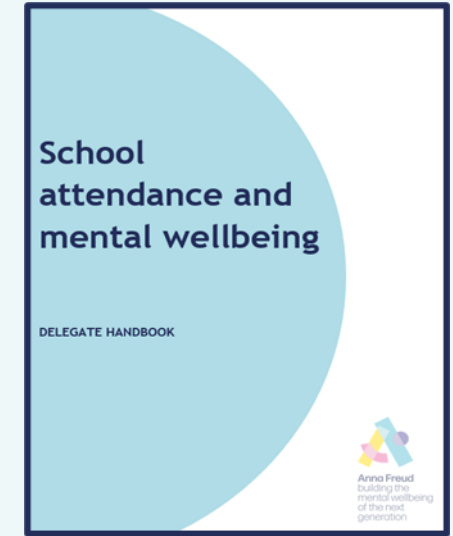
Activity: what is your local offer?



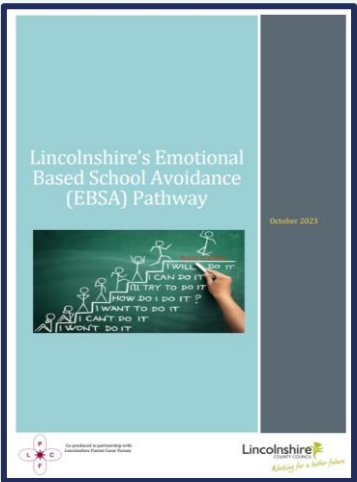
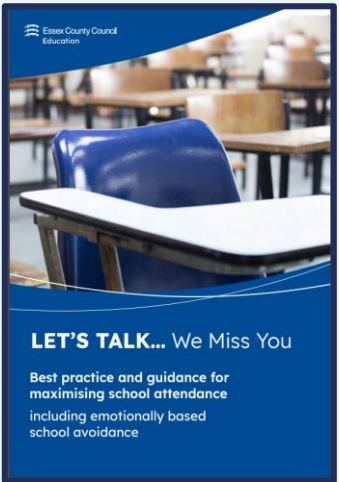
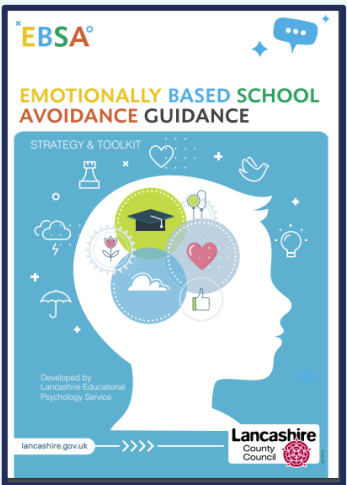
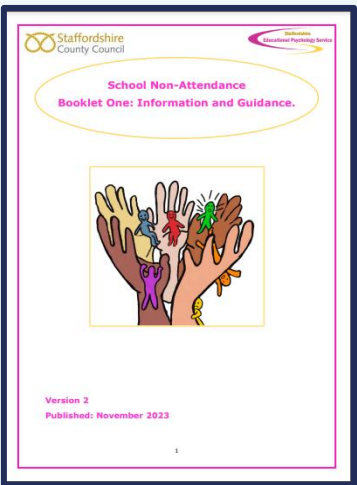
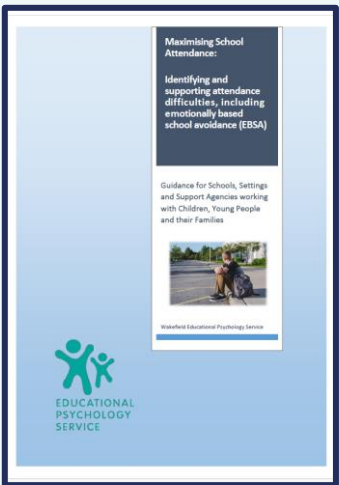
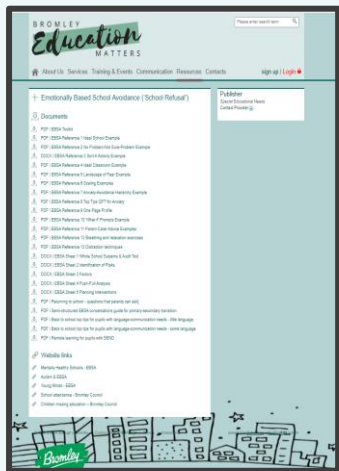
- Research what local support is available to you

Consider:

- Local authority attendance team
- MAT/academy trust
- Educational psychology team
- Charities/other



Guidance available - access these materials



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The voices of
children and young
people,
parents/carers,
and schools.



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Participation - our champions



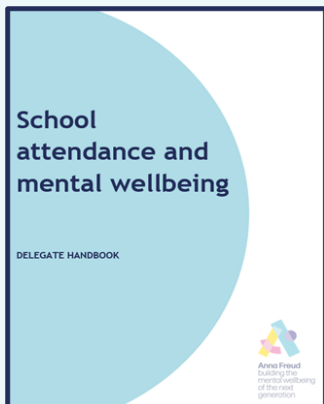
Young Champions: Emily and Kelly



Parent Champions: Nicola and Lorna



School Champion: Ben



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**If you have avoided school
what was the reason?**



Anna Freud

Activity: Menti and Discussion - Em and Kelly



5 minutes

- How did the video make you feel?
- What can we learn from the videos?



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A collection of colorful geometric shapes including triangles, squares, and circles in shades of blue, yellow, pink, and purple, arranged in a dynamic, overlapping pattern on the left side of the slide.

Module 1

What is the link between school attendance and mental wellbeing?

How do we define Emotionally Based School Avoidance and what are some of the possible causes?



Anna Freud

Emotionally Based School Avoidance (EBSA)

- EBSA is not a stand alone medical or psychological condition
- It is an umbrella term used to describe behaviours of learners who have difficulty in attending school, often due to underlying factors

Unique to each individual.



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The function of non-attendance



Evidence-base

There is no single cause of non-attendance; there are many possible factors. Research suggests however that there are four key functions (reasons) for school avoidance



Anna Freud

Adapted from Kearney, C.A. (2008) used in Staffordshire guidance

Does language matter?

Truant

Anxiety
Based School
Avoidance

Extended
School Non-
Attendance

Non -
attendance

School
refuser

Emotional
Barriers to
School
Attendance

Anxiety
Related Non -
Attendance

Emotionally
Based School
Refusal

Emotionally
Based School
Avoidance

?

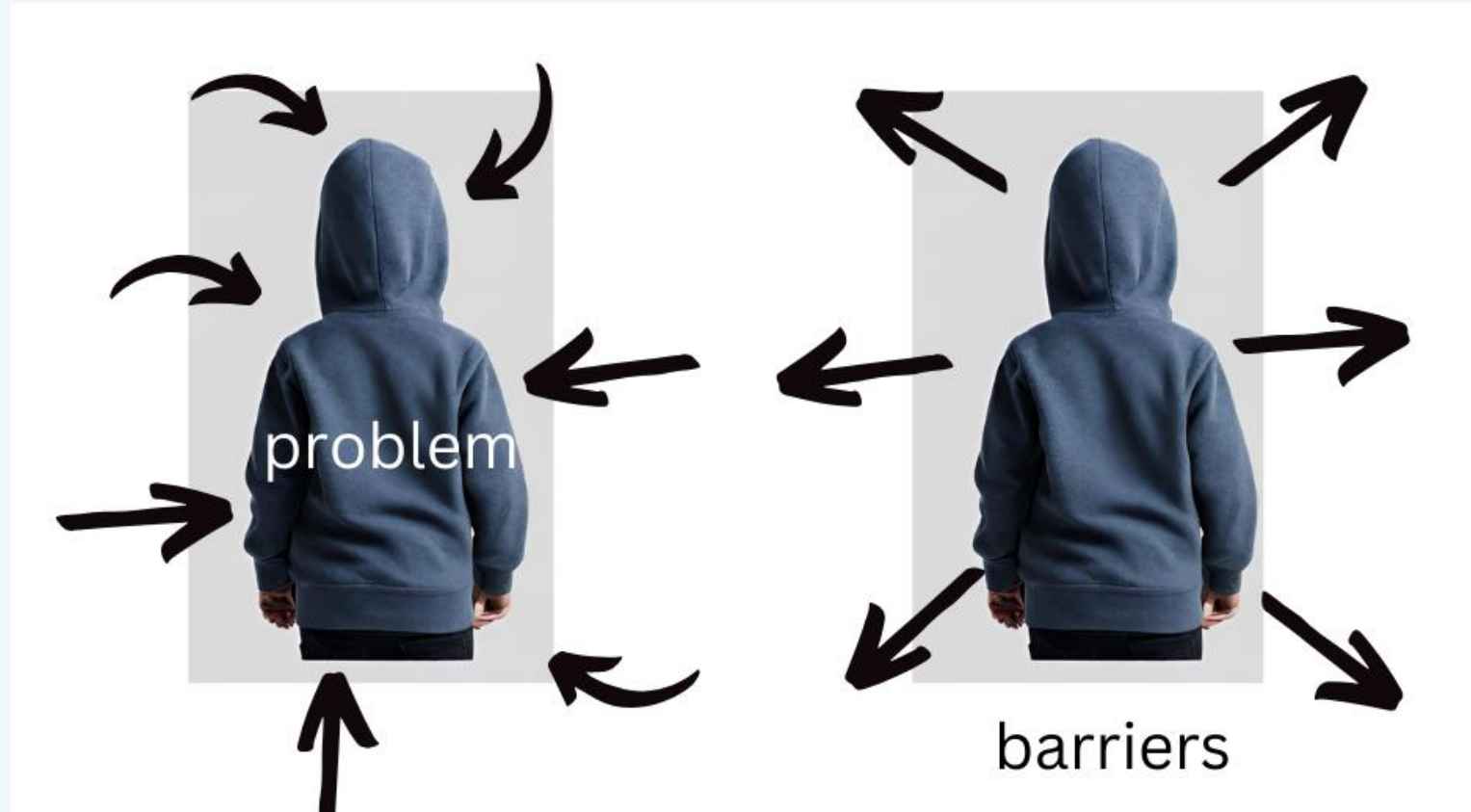


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Where does the problem lie?



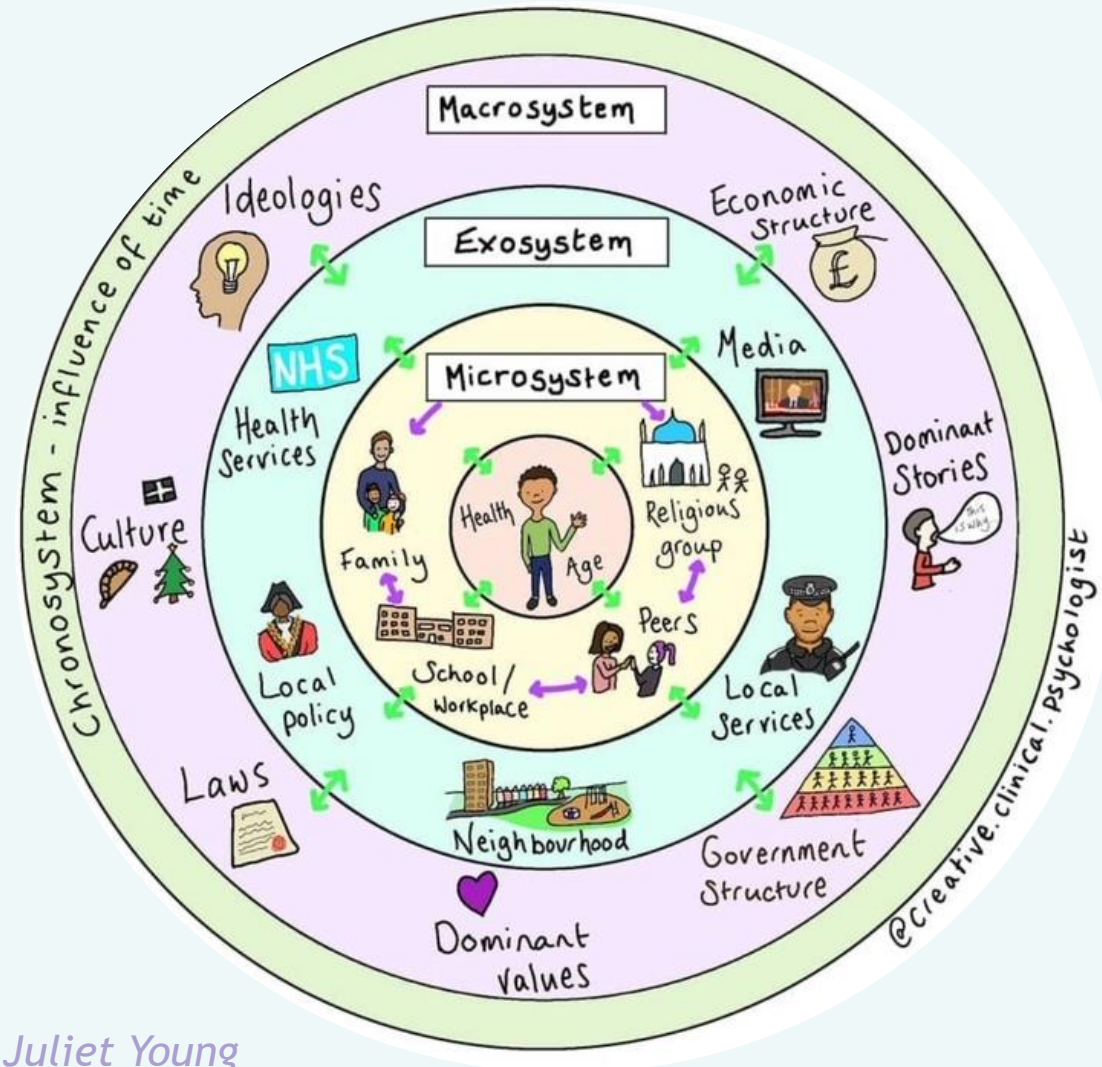
Evidence-base



Emotional wellbeing develops through our environment



Evidence-base



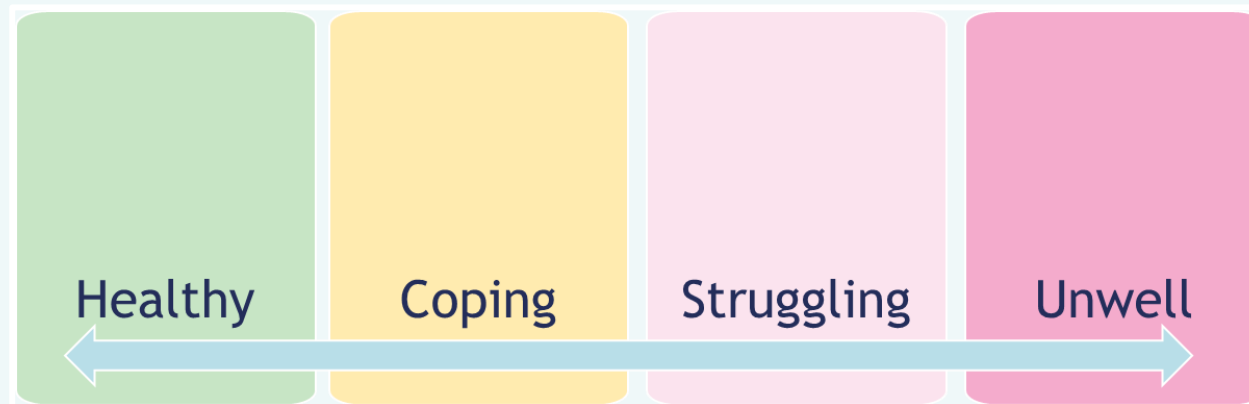
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Continuum of wellbeing



Evidence-base

- Emotional wellbeing is not a fixed state.
- It is a dynamic, constantly evolving process.
- Emotional health can fluctuate throughout a person's life.
- It can be influenced by a range of **internal** and **external** factors, such as life events, relationships, stressors, and learnt coping strategies.

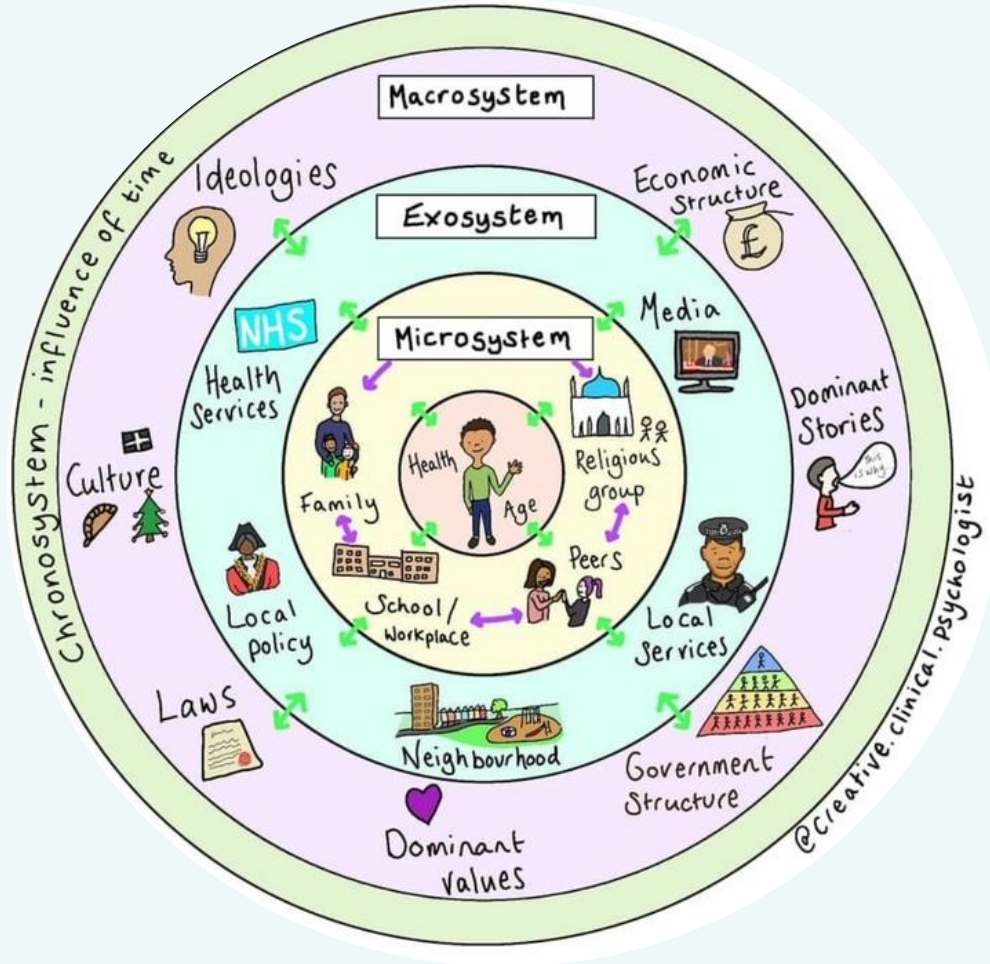


Adapted from Centre for Mental Health



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Discussion:



- In your setting, can you think of any particular children and young people who may be more vulnerable?
- Why might this be?



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Intersectionality

Social GGRRAAACCEEESSS



Evidence-base



Burnham, (2012)

Image - Dr. Juliet Young



Anna Freud

Neurodiversity

- Neurodiversity refers to the diversity of human minds meaning it is expected for brains to be different and unique.



- Neurodivergent children and young people are more likely to be impacted by EBSA.

“Although they may appear to be coping at school, autistic young people can experience high levels of stress and anxiety... If the triggers for this behaviour are not identified and addressed at school, it can lead to emotional based school avoidance and mental health needs”

Autism Education Trust



Anna Freud

Neurodivergent needs



Masking: Children often mask to fit into neurotypical norms. Masking can lead to poor mental health, exhaustion and low self-esteem.



Moods: Neurodivergent children's development is different from their neurotypical peers, including emotional regulation. The brain and body processes information differently, meaning the usual techniques may not be appropriate.



Demands: Different sensory processing needs can mean the demands of school in a neurotypical world can easily overwhelm a neurodivergent child. Meaning they can easily be triggered into meltdown or shut down, often perceived as defiance or challenging behaviour.



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Missing *in* school before missing *from* school



Risk factors that may challenge children and young people's school attendance and mental wellbeing



School

Bullying
Exam stress
Transition
Exclusion
Environment



Home

Divorce/Separation
Conflict
ACEs/Trauma
Poverty
Young Carer



Lifestyle

CCE
Illness
Poor Self Esteem
Peer Pressure
Social Media



Intersectionality

SEND
Neurodivergence
Disability
LGBTQIA+
Child looked after



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Enhancing wellbeing by increasing protective factors: The balancing act

Protective
factors

Risk factors

Coping
skills

Sense of
belonging

Safe school
environment

Transition

Peer
relationships

<https://www.annafreud.org/news/trusted-relationships-and-mental-wellbeing-what-we-learned-from-headstart/>



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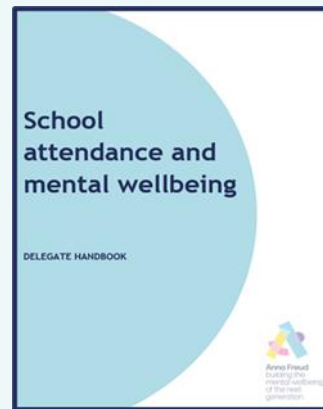
Activity: Menti and Discussion



What protective factors can the school environment offer?

You might think about this in terms of:

- Individual
- Family and Friendships
- Community
- Learning environment



Protective factors that may support children and young people's school attendance and mental wellbeing



School

Secure adult
Emotional literacy skills
Peer network
Problem solving skills



Family

Supportive relationships
Validation
Autonomy
Security



Community

Strong community
Acceptance
Belonging
Safety



Individual Resources

Positive coping strategies
Healthy self esteem
Interests and hobbies



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What does the research tell us?

Enhancing **protective factors** within the education setting:

“Think about it like building with layers of Swiss cheese. There will be gaps at each layer, and if you’re relying on just one of those layers there’s a greater chance of falling through the gap. But the more layers you build with, the more gaps are closed.”

Professor Jess Deighton



**What were some of your
challenges regarding
attendance?**

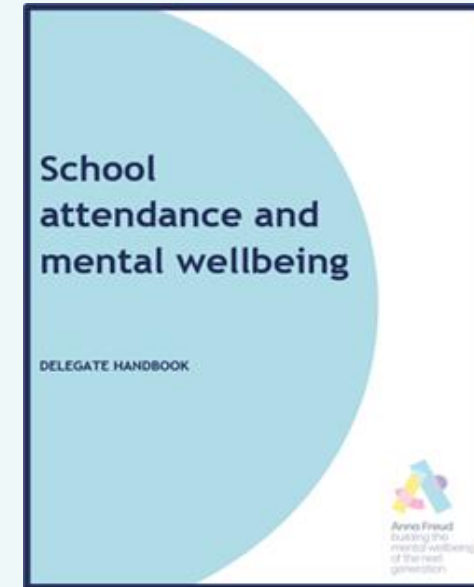


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Discussion



What can we take from Ben's approach?





Break

15 minutes



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Module 2

A whole-school approach to attendance and mental health

- Collaborative parent/carer partnership



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Using a graduated response



- Whole-school approach
- Staff Training
- Psychoeducation
- Ethos and Culture



Anna Freud

What is a whole-school approach?



Evidence-base



A whole-school approach involves all parts of the school working together and being committed. It needs partnership working between senior leaders, teachers and all school staff, as well as parents, carers and the wider community.

Public Health England. Promoting children and young people's emotional health and wellbeing: A whole school and college approach. London: Public Health England; 2015.

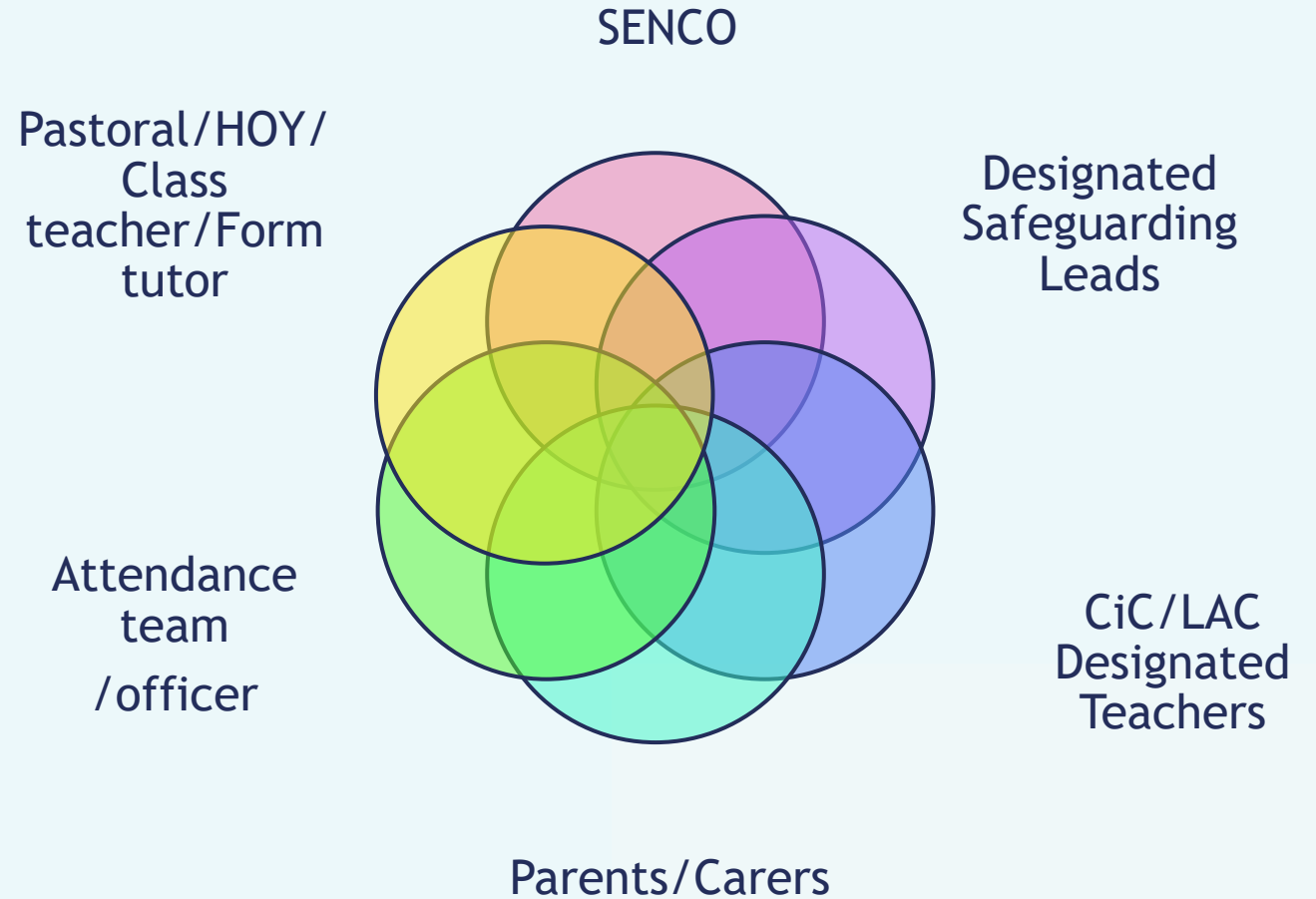


Anna Freud

School attendance is everyone's responsibility

The importance of a whole school approach

1. Shared ethos and understanding
2. Tailored, multi-faceted support



5 Steps to mental health and wellbeing framework:

A whole-school or FE college approach



Anna Freud

<https://www.annafreud.org/resources/schools-and-colleges/5-steps/>

Activity: Reflect on your current whole school approach

What would be a priority area for your setting?

- Whole school training
- Ethos
- Policy

Which do you prioritise and how?


Lincolnshire
COUNTY COUNCIL
Working for a better future

EBSA Self Audit Tool

The Emotional Based School Avoidance (EBSA) Self Audit Tool can be used as part of the Initial Steps within Lincolnshire's EBSA Pathway, where the focus is on early intervention & effective whole school systems. School plays a key role in the identification of children and young people who are currently experiencing or are at risk of EBSA. It is important for schools to develop effective whole school systems to support young people, be vigilant to early indicators and employ a thorough assess, plan, do and review cycle placing the child or young person at the heart of the interventions.

Schools should take a preventative measure towards EBSA, with a focus on early intervention and prevention. It is important to identify the early warning signs of EBSA, if unaddressed, the EBSA behaviours can become entrenched making it difficult to intervene once the child or young person has been out of education for some time.

The eight principles are linked to the DfE and Public Health England document: [Promoting children and young people's mental health and wellbeing - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/promoting-children-and-young-peoples-mental-health-and-wellbeing)

The indicators listed below are suggested points of reflection, designed to stimulate discussion and guide plans and developments. They are not an exhaustive list. Some will be more / less pertinent or relevant for settings than others. There will inevitably be cross-over with other audit documents related to areas such as mental health, attendance or whole school inclusion.

Name:		Role:	
Name of School:		Date:	

Principle 1 – Leadership and Management

There are clearly identified roles and responsibilities amongst staff, including a nominated senior member of staff who oversees EBSA policy and practice. SENCo, MH Lead and pastoral team have status within the school and work collaboratively. Senior leadership team embody and model school values from the top down

Indicators:	Yes	No	Evidence	Action or follow up (Who, what & by when)
Emotional wellbeing is seen as everyone's responsibility across the continuum from development of strengths and wellbeing to targeted intervention.				

EBSA Pathway – EBSA Self Audit Tool



School attendance and mental wellbeing

DELEGATE TOOLKIT


Anna Freud
building the
mental wellbeing
of the next
generation





Parent and carer partnership

Working collaboratively with parents and carers through building a relationship of trust.



Anna Freud

Training for managing parent/carer relationships



- 52% of respondents had never had any training.
- Those that had received some training was during initial teacher training year.



Anna Freud

**If your child avoided school
what was the reason?**

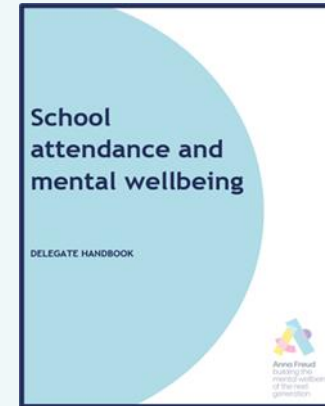


Anna Freud

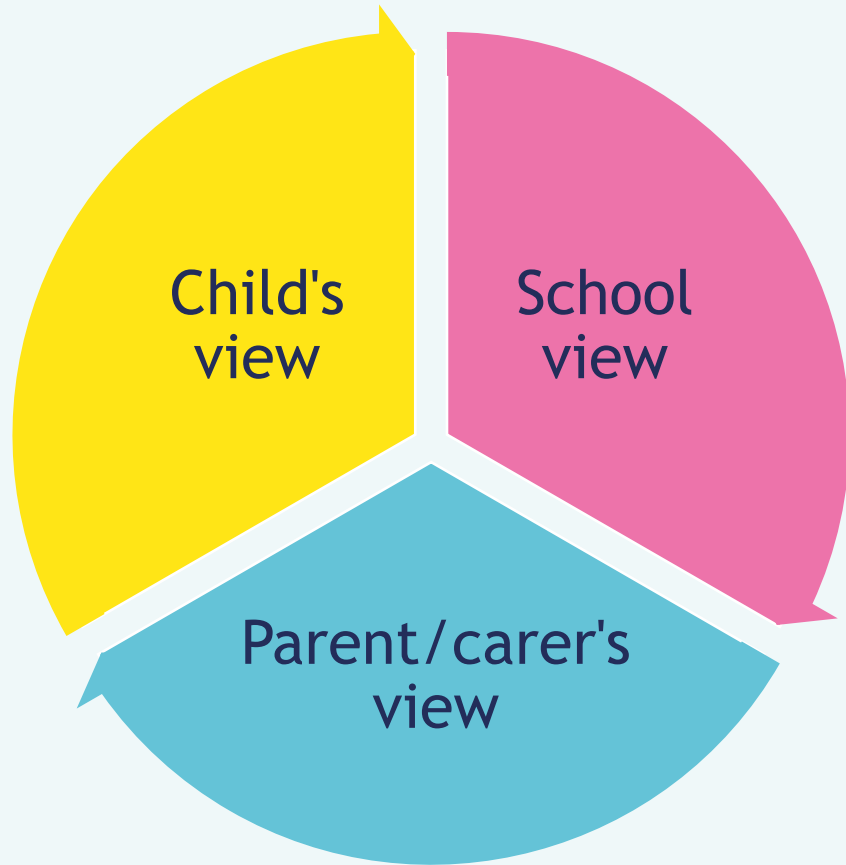
Activity: Discussion and Menti – Nicola and Lorna



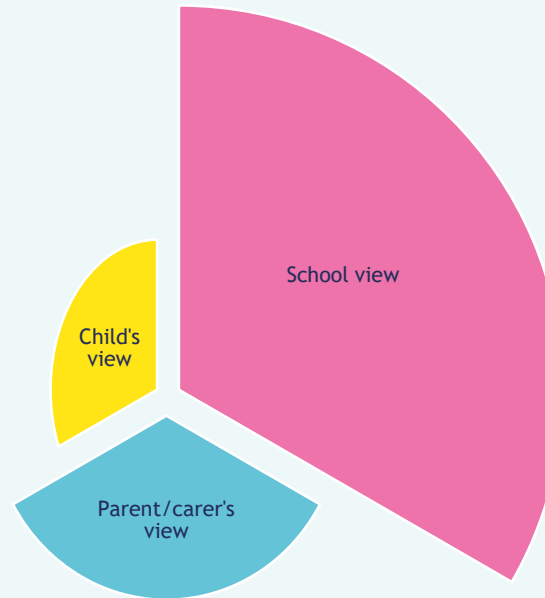
- How did the video make you feel?
- What can we learn from the videos?



Collaborative Participation



What we need to hear



What we maybe hear

- How can we facilitate space for different viewpoints, whilst creating a shared understanding?
- How can we engage the family in a way that reduces shame, accusation and judgement?



Anna Freud

Parent and carer partnership

***Partnership:** Collaborative planning and problem-solving between parents or carers and staff to solve children's behavioural and emotional challenges.*

Recognise that partnership with parents or carers is not always a given.

To best work with parents or carers, **trust** must be established.

Establishing positive relationships at the earliest point, so that when the time comes to have a “high stakes” conversations, it feels safer for those involved.

Find out which parents or carers may need that “trust building” beforehand.

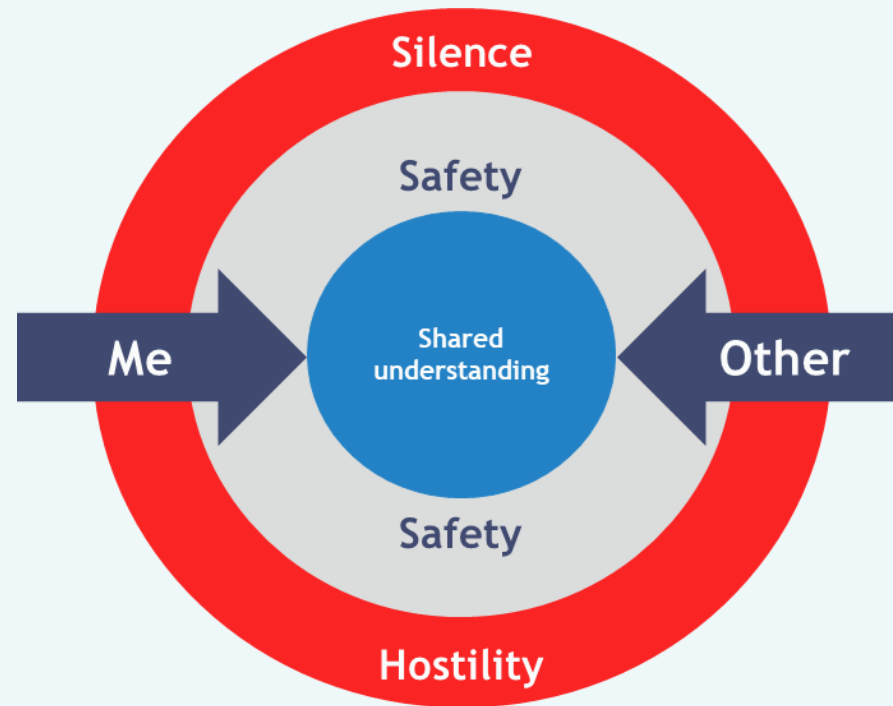


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Parent or carer partnership

High-stakes conversations

*Step out, make it
safe and step back
in again.*



Amended from: Patterson, Grenny, McMillan and Switzler (2002)



Anna Freud

Case study example



Anna Freud

Reflection



What have you taken away from these experiences?



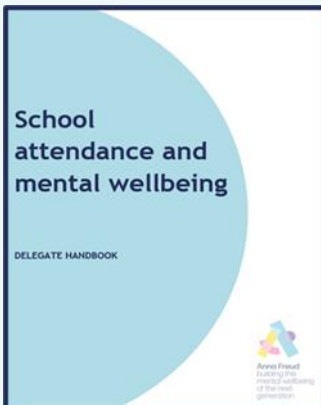
"It only takes one teacher to really care"



"Giving me the opportunity to voice what I think"



"Dealing in a sensitive, supportive way is hugely important"



"Make them feel special"



"Empathy and trying to understand"



Anna Freud



Lunch

30 mins



Anna Freud



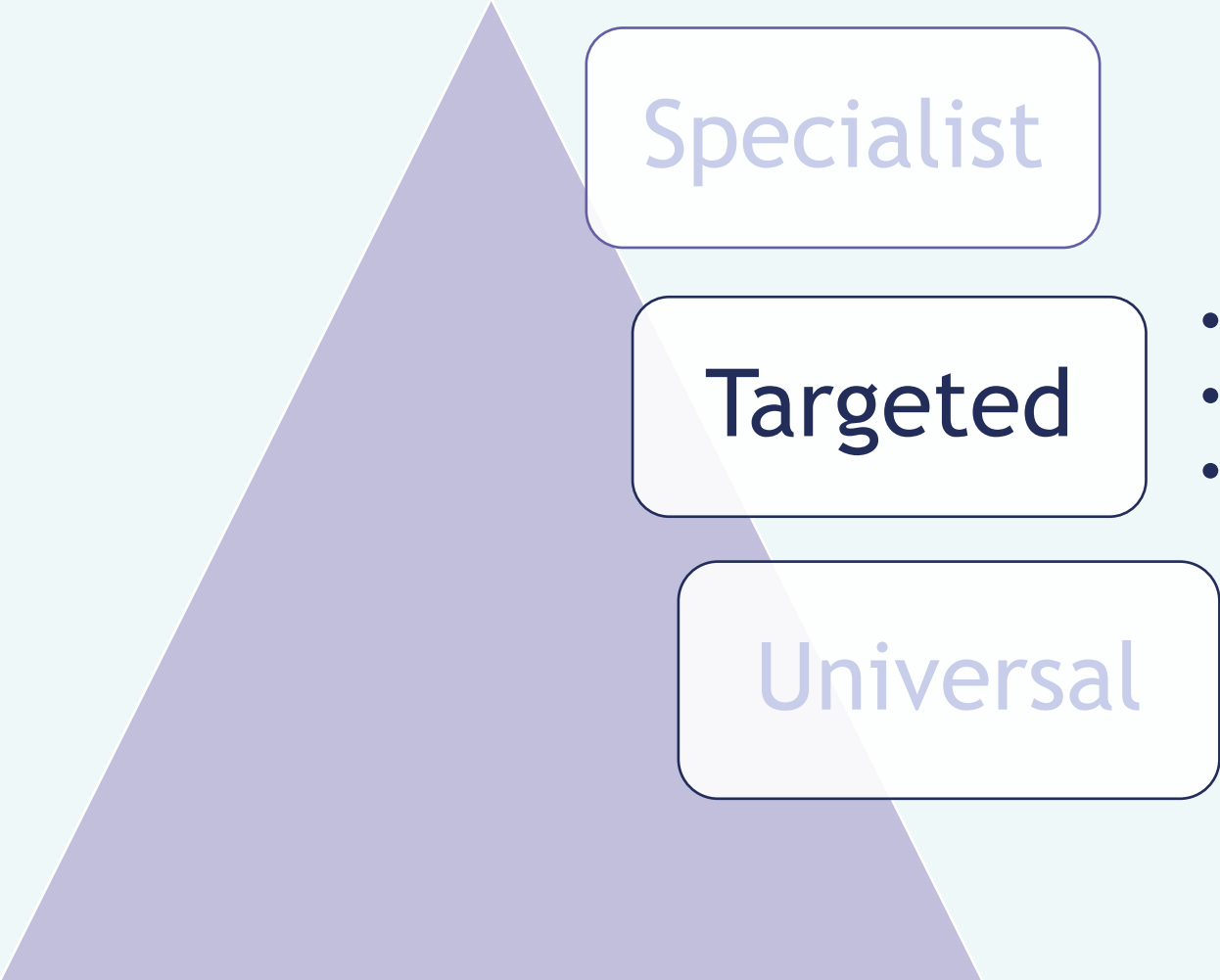
Module 3: Strategies workshop

How can we effectively support a child / young person experiencing challenges in attending school?



Anna Freud

Using a graduated response



Specialist

Targeted

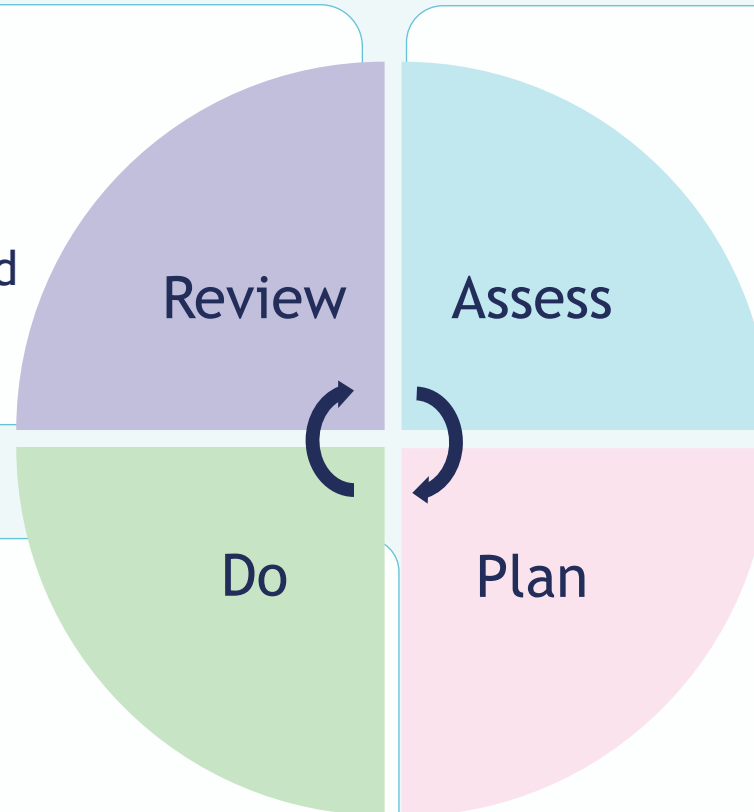
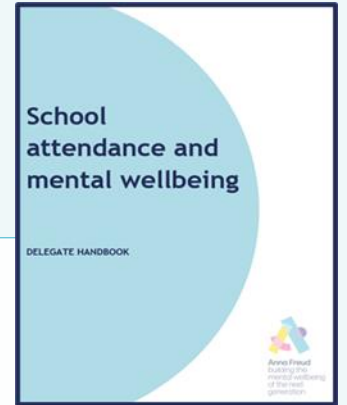
Universal

- Assess > Plan > Do > Review
- Personalised, systemic approach
- Evidence-based interventions



Anna Freud

Assess, plan, do, review



- Monitor the progress made and adjust the plan for the next steps
- Further consultation with other agencies may be needed
- Continue cycle of Assess, Plan, Do, Review

- Early identification
- Information gathering (CYP/parent/staff)
- Assessment tools
- Formulation (5Ps)

- Ensure resources and support are in place; good communication with school, family and others
- Implement interventions

- Co-produce a return to school action plan. Agree date of review. Share with all parties.
- Co-produce a return to school pupil support plan with young person. Share with all parties



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Assess

Assess

Building up a holistic picture of
the contributing factors to EBSA



Anna Freud

Top tips to “assess”

Assess

Systemic picture

e.g. 5 P's formulation

Gaining a holistic picture of the child or young person's experience. What's happening in the background. Using this understanding as a “working hypothesis”.

Using tools to refine understanding

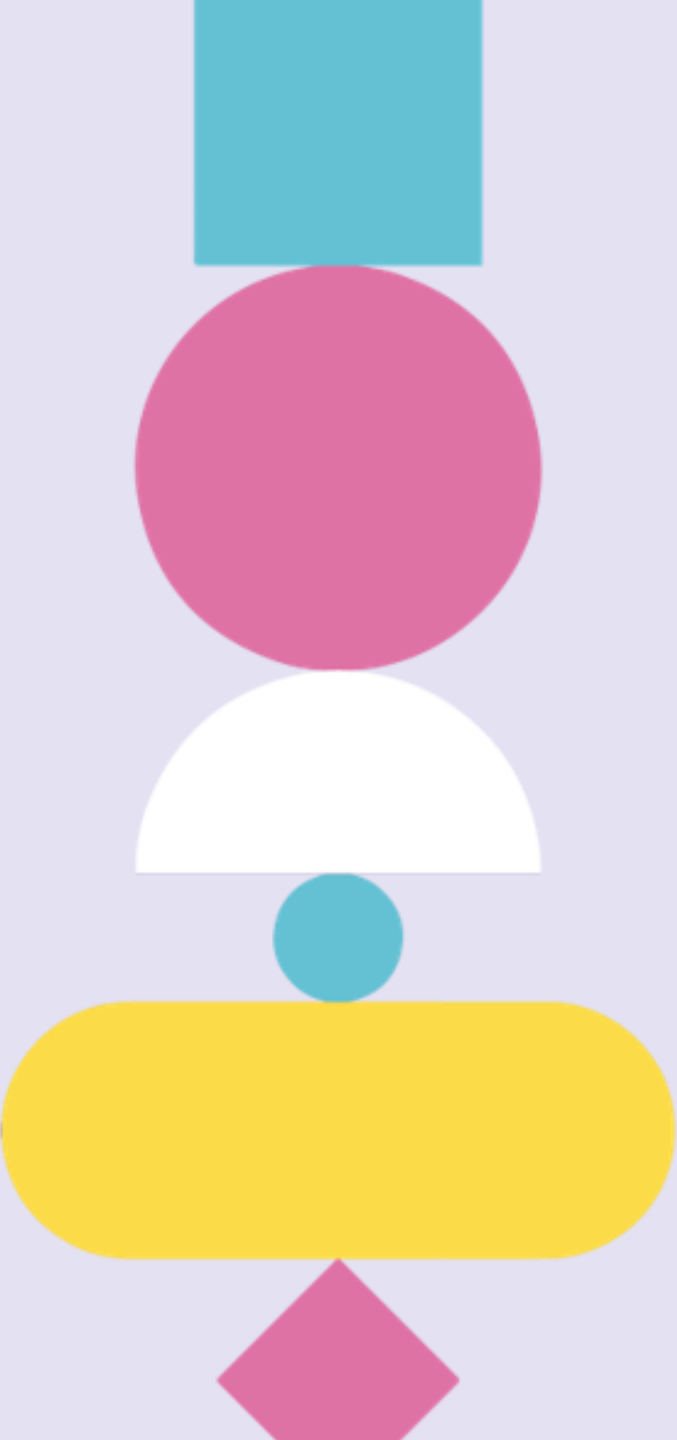
e.g. card sort activity, mapping exercise, timetable RAG

Identifying specific tools to help gain an understanding of the function of the non-attendance.

Triangulating

e.g. speaking to parents and carers, key members of staff and any mental health professionals working closely with the child or young person.

Pull together all relevant information to gain an in-depth assessment to support planning process.



Assess

Systemic Picture

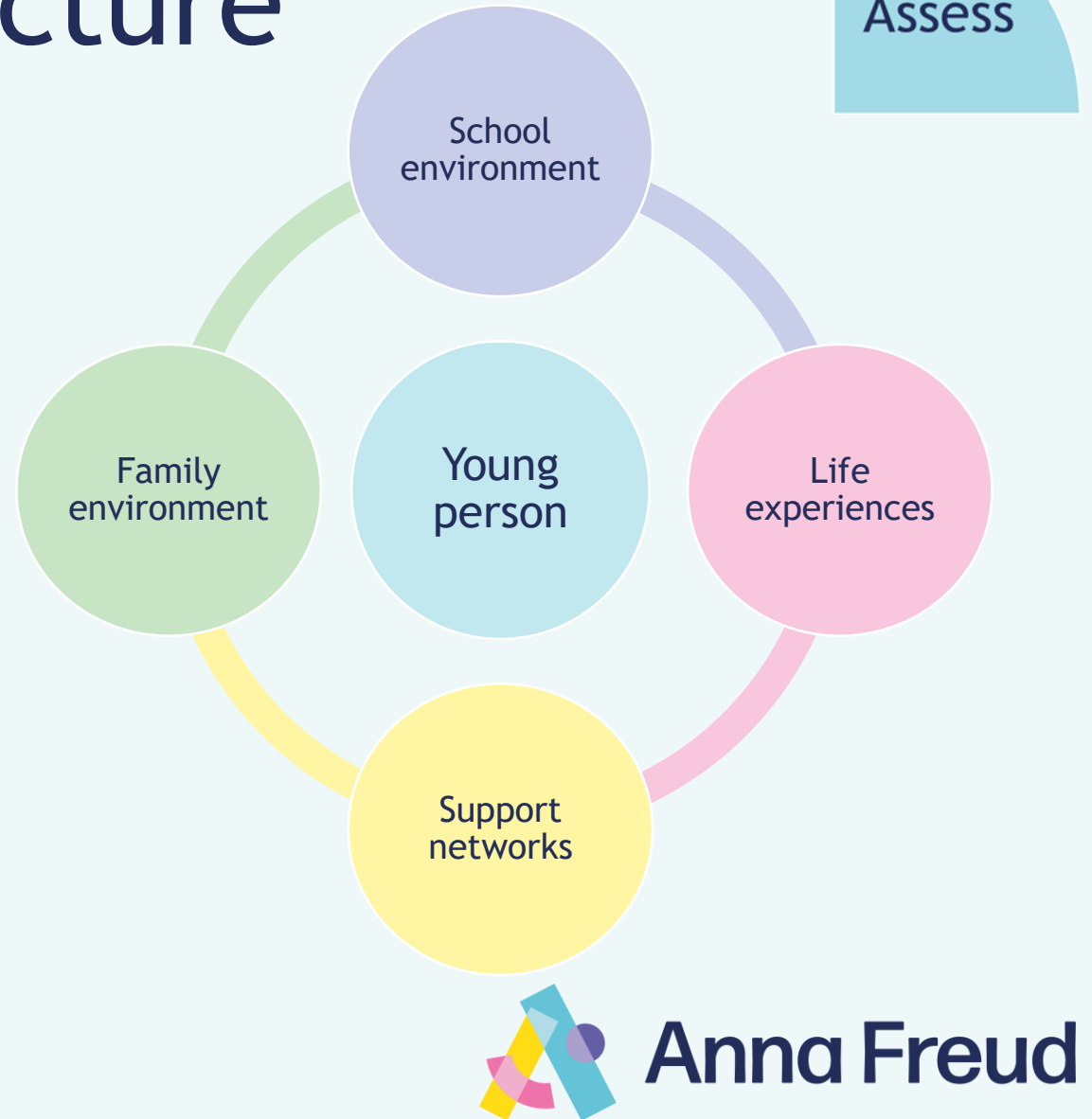
Using formulation



Anna Freud

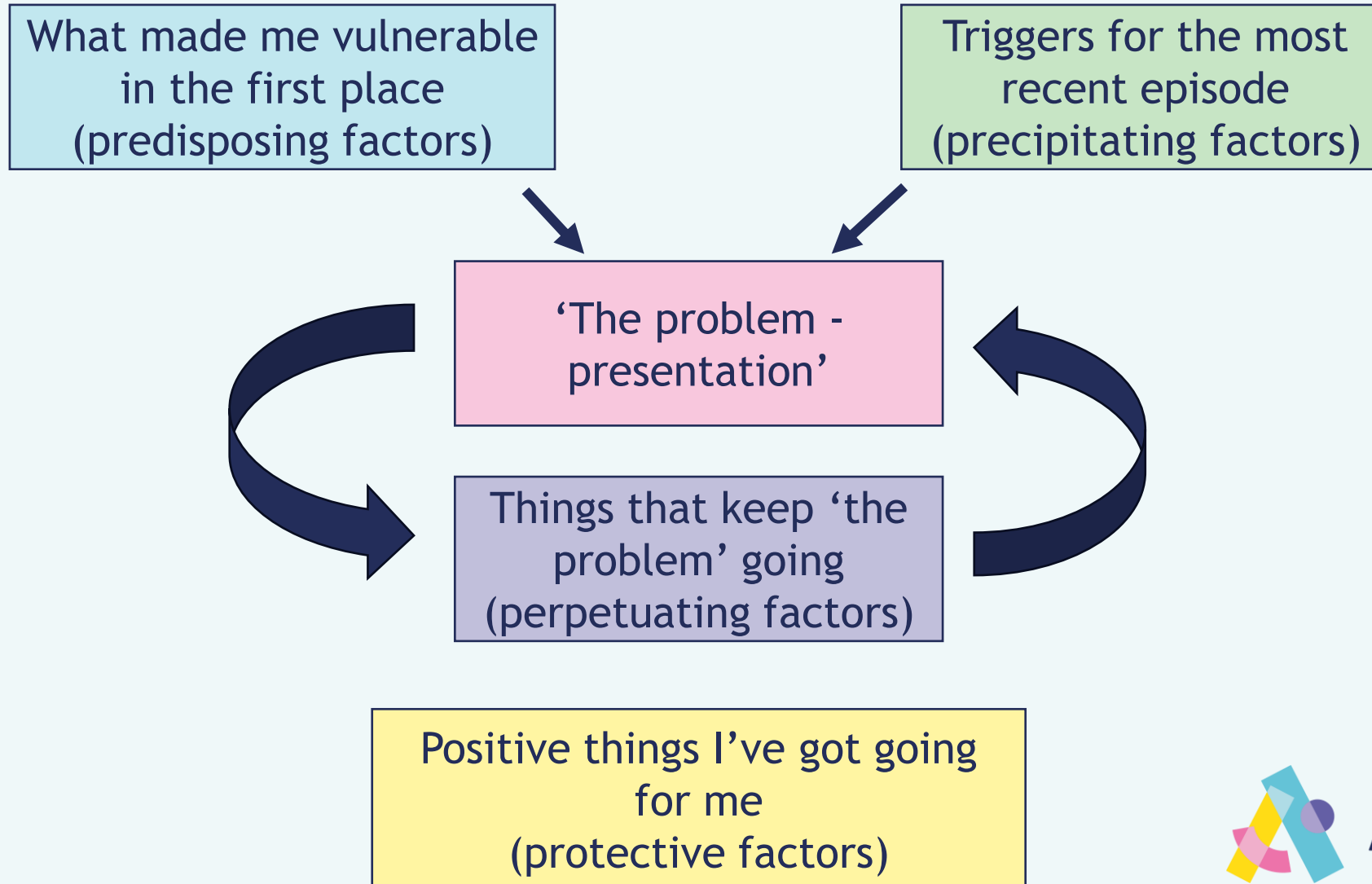
Building a systemic picture

- Considering the systems around the child / young person allows us to highlight gaps in our understanding and approach the situation more practically.
- Facilitates tailored and personalised support, helps to highlight any potential barriers early on.
- Identifies risk and protective factors.



The 5Ps formulation

Assess



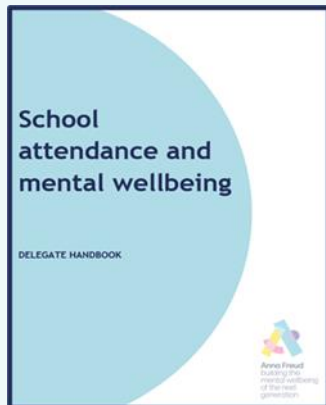
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Activity - Formulation (5Ps)



10 minutes

- Using the case study information about Layla, complete a formulation/ 5Ps in your handbook



What made me vulnerable in the first place? (Predisposing factors)	Triggers for the most recent episode (Precipitating factors)
"The problem - presentation"	
Things that keep "the problem" going (Perpetuating factors) (These might include things that I do to control the problem)	
Positive things that I've got going for me (Protective factors)	

 Anna Freud

Layla

Layla is 15 and is academically capable. Ever since she returned to school from lockdown her attendance has been inconsistent. She is a quiet student but used to have a small group of reliable friends and has always completed her classwork and homework to a high standard.

More recently her approach to her work has become less enthusiastic. Teachers have noticed that her moods can be variable. Some days she seems happy and gets on well in class, other days she's very quiet, lacks concentration and doesn't seem to want to participate in anything. She has begun to forget to complete homework and doesn't have much to say when asked about it.

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When they were at primary school, Layla and her brother witnessed a violent street incident resulting in the death of a teenager. Layla and her parents declined the school's offer of mental health support at that time.

Recently Layla's attendance has become a more serious concern. Attendance on Mondays is particularly poor. On other days of the week she frequently comes in to school late. Often her mum has to bring her and Layla sometimes becomes distressed after her mum leaves. She will usually calm down quickly and then attend classes. However, she very frequently asks to leave lessons for various reasons.

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Another student has confided in a member of staff they saw cut marks on Layla's arm. Layla doesn't seem to spend much time with her former friends.



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Reflection - Formulation (5Ps)

Assess

Adjust your 5Ps in handbook as we reflect

School attendance and mental wellbeing

DELEGATE HANDBOOK



Layla

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Positive things that I've got going for me (Protective factors)	



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Using tools to refine understanding

Ensuring tri-angulation



What lies behind non-attendance?



Evidence-base

It can be tempting to try and identify a simple reason and simple solution for the attendance behaviour.

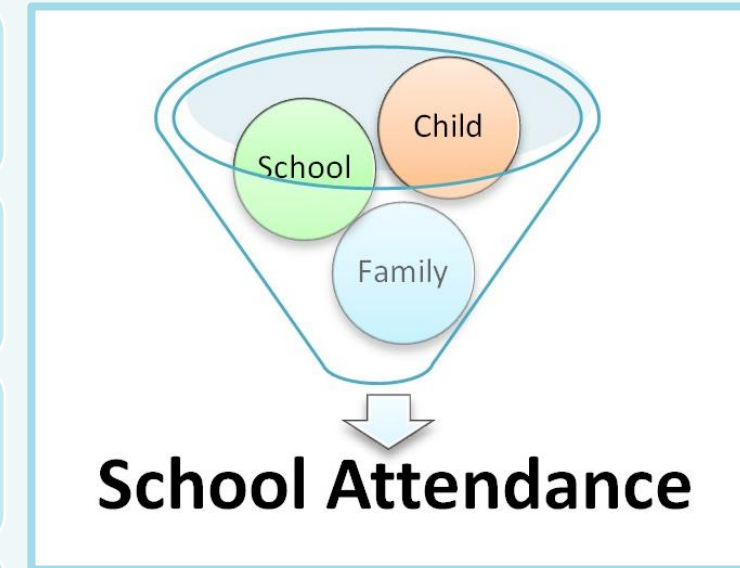
However, this is complex and often an interaction of several factors.

For assessment to be meaningful it will need to be multi-faceted and use a mixture of creative tools for drawing out views.

School should lead on this and involve the child or young person, their family, key adults in school and involved professionals.

The important element is the quality of the information that is gathered.

This allows the areas of concern to be broken down into smaller more manageable parts, identifying how they interact with and contribute to the behaviours and lead to robust planning.

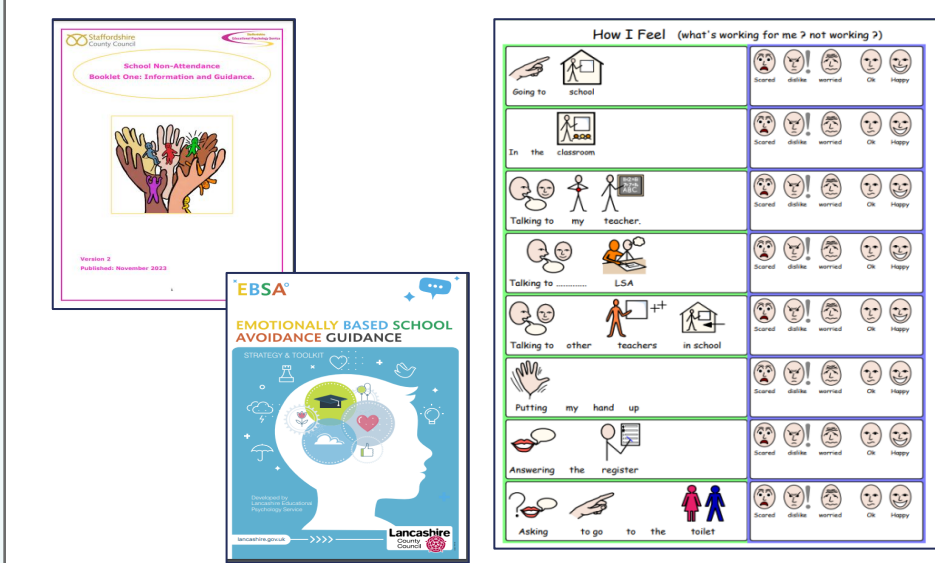


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How can we use resources?

Assess

- It is very important for at least one trusted adult to listen fully and carefully to the student's voice.
- Not all students will necessarily require resources to facilitate their conversations with staff (simply talking may be enough for some), but it is helpful to have a range of tools available in the school.
- Schools will need to select and adapt these based on:
 - Student age
 - Reading/language skills
 - Communication and/or learning difficulties
- We must always recognise the individual needs- there is no magic bullet or one tool that fits all.



How I Feel (what's working for me? not working?)

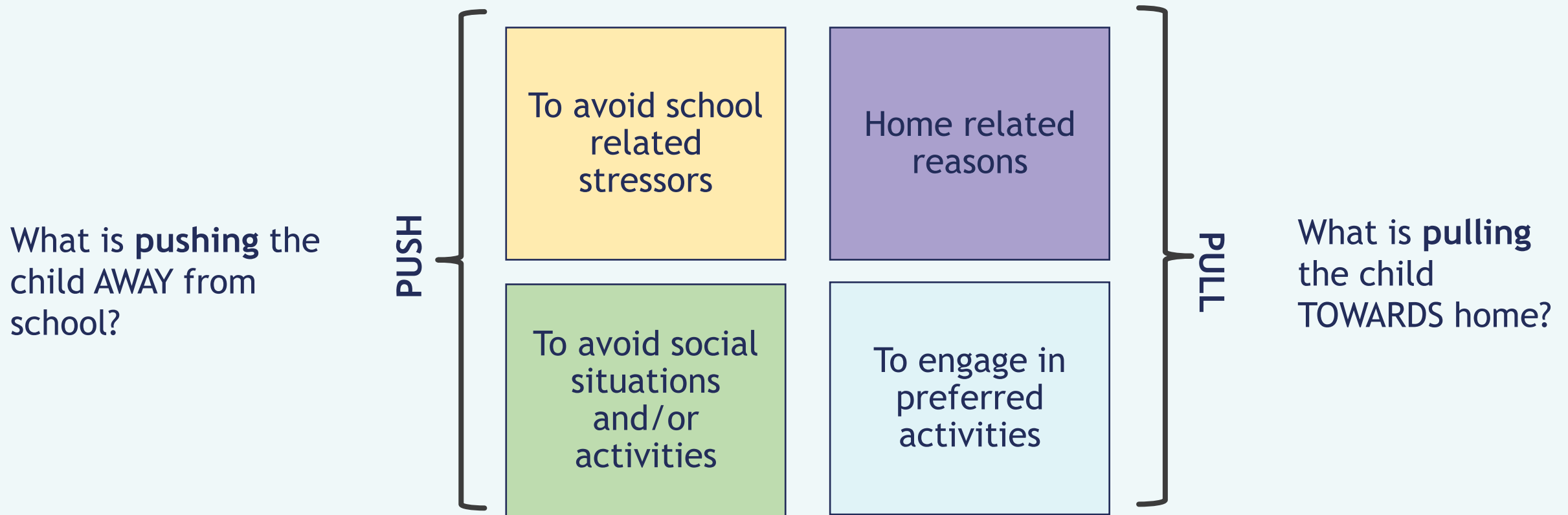
Activity	Scared	Dislike	Worried	OK	Happy
Going to school					
In the classroom					
Talking to my teacher					
Talking to LSA					
Talking to other teachers in school					
Putting my hand up					
Answering the register					
Asking to go to the toilet					

Creative expressions of how student feels



The function of non-attendance

Assess



Adapted from Kearney, C.A. (2008) used in Staffordshire guidance



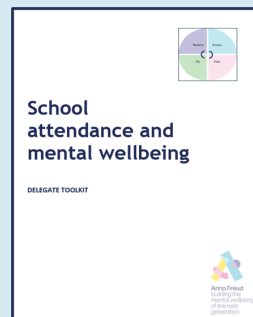
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Activity - the 'function'

Assess

Function of non-attendance

- Essex questionnaires
- Lancashire card sort
- Staffordshire card sort/tick chart



EBSA

Blue, Function 1: To avoid something or situations that elicit negative feelings of high levels of stress or anxiety (e.g. fear of the toilet, the noise in the playground, lots of people moving all together in the corridors between classes, teacher's lessons).

Red, Function 2: To escape difficult social situations (e.g. feeling left out or outplayed, reaching out fast in class or other public spaces/group tasks, winning at part of a group).

Green, Function 3: To get attention from or spend more time with significant others at home (e.g. changes in family dynamics, concern about the well-being of parents).

Yellow, Function 4: To spend more time out of school as it's more fun or stimulating (e.g. watching, go shopping, play computer games, hang out with friends).

How the statements could be used with a pupil:

- Cut up the statements
- Ask the pupil to sort the statements into three groups, shown on the white cards. At the time, most like me and least like me.
- Using this key below, consider if any patterns are noticeable and whether some functions are more prevalent than others.
- If this is possible, discuss the statements to help build a richer picture.

Consider together how this information can help to plan the next steps.

Sheffield Educational Psychology Service 2020

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1 I find it easy to understand my feelings	2 I find it easy to talk to others about my feelings	3 I know how other people are feeling	4 I think I will do well in school
5 I think the work I do in school is good	6 I have a lot of friends	7 I like being around other students/children	8 I like talking to other students/children
9 I feel ok when I have to leave my parents/carers	10 I feel good about myself	11 I know my family are ok when I am in school	12 My parents/carers do too much for me
I spend a lot of time	I can talk to my	My family do	My family get on well

40

Never 0 1 2 3 4 5 Always

2. How often do you stay away from school because it is hard to speak with the other kids at school?

3. How often do you feel you would rather be with your family than go to school?

4. When you are not in school during the week (from 9am to 3pm) how often do you leave the house to do something fun?

5. How often do you stay away from school because you will have uncomfortable feelings (e.g. sad or worried) if you go?

6. How often do you stay away from school because you feel embarrassed in front of other people at school?

7. How often do you think about your parents/carers or other family members when at school?

8. When you are not in school during the week (from 9am to 3pm) how often do you talk to or see people other than your family?

9. How often do you feel worse at school (e.g. stressed, nervous, or sad) compared to how you feel at home with friends?

10. How often do you stay away from school because you do not have many friends there?

11. How much would you rather be with your mum/dad/family than go to school?

LET'S TALK... We Help You

Level	Card No	Factors	Category Placement			Additional Exploration/Comments
			Not True	Sometimes True	Often True	
Individual	1	I find it easy to understand my feelings				
	2	I find it easy to talk to others about my feelings				
	3	I know how other people are feeling				
	4	I think I will do well in school				
	5	I think the work I do in school is good				
	6	I have a lot of friends				
	7	I like being around other students/children				
	8	I like talking to other students/children				
	9	I feel ok when I have to leave my parents/carers				
	10	I feel good about myself				
	11	I know my family are ok when I am in school				
	12	My parents/carers do too much for me				

Seeking the detail - scaling

Assess

Scaling tools give an insight into academic difficulties, relationships with teachers or other peers, or even the specific learning environment. For example, a science lab being too sensory stimulating

Bromley - When talking about different aspects of school, ask the pupil to identify quickly their initial feeling as 'no problem', 'not sure' or a 'problem'.

Lancashire - When the pupil has rated their subjects, compare a high and low scoring lesson to give some insights into triggers for anxiety.

Bromley 'Sort-it' activity

 No problem	 Sometimes a problem	 Big Problem	 Nothing to do with me
English	Maths	Science	
Art	PE	DT	
Music	ICT	Circle Time	
Talking	Friends	Writing	

Laddering Activity (example statements)

Score 1 or 2	Score 4 or 5
Science • We have to get into groups or find a partner to work with • The teacher sometimes changes his mind and takes us out of the classroom to find things • The lab smells.	Maths • We sit at our tables • I have a set place at the side of the class • People do not talk or mess about • The teacher does not shout

Scaling exercises

Assess

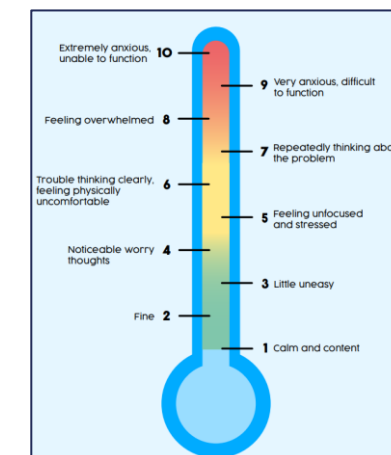
- Try using common tools to highlight key times/areas/lessons of challenge.
- Remember to include home, travel and non-school time.

Scaling

- Anxiety thermometer
- Feelings scale

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help



5	I AM GOING TO EXPLODE!!!
4	I AM GETTING ANGRY
3	I AM A LITTLE NERVOUS
2	FEELING OK
1	CALM AND RELAXED

External support identified

Throughout the process be mindful if referral to external teams is appropriate:

Safeguarding	Education Welfare	SENCO	External SEN	EHCP
• Referral needed to Front Door/SPA	• Liaison with EWS? • Personalised tracking procedures - e.g. standard letters/text messages	• Unidentified need? • Reasonable adjustments • Screening tools - Boxall	• Ed Psych • Speech and Language • ASD pathway • Occupational Therapy • Hospital school or equivalent	• Does EHCP need updating and/or provision plan changing?

- Is a multi-agency approach needed?
- Are we inviting any involved external agencies to be part of process?



Anna Freud



Plan

Plan

Planning to best support
the child or young person.



Anna Freud

Reasonable adjustments

Plan

"When a flower doesn't bloom, you fix the environment in which it grows, not the flower"

Alexander Den Heijer



Anna Freud



When co-developing any reintegration plan, factors to consider are:

Plan



Do we have an understanding of their sensory profile?

How do they manage daily transitions within the setting?

How do they feel about interactions in class?

Which members of staff are they most comfortable with?

Who are their support network at school?

Are there safe spaces for them at school?



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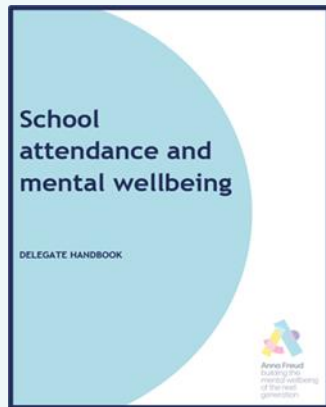
Activity – Layla’s Case Study



10 minutes

Plan

1. How can you support Layla to successfully reintegrate back into school?
2. What things would you need to consider?



Anna Freud

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Anna Freud

Reintegration planning

Plan

A good reintegration plan:

- Is **child-led** and supported by parents/carers and school.
- Is informed by what the **child finds difficult (assess)** and not by timetables or other contextual restrictions
- Has small steps to allow for confidence to develop and success celebrated.
- Is supplemented by appropriate, evidence-based interventions/referrals.

Adapted from Buckinghamshire EBSA toolkit

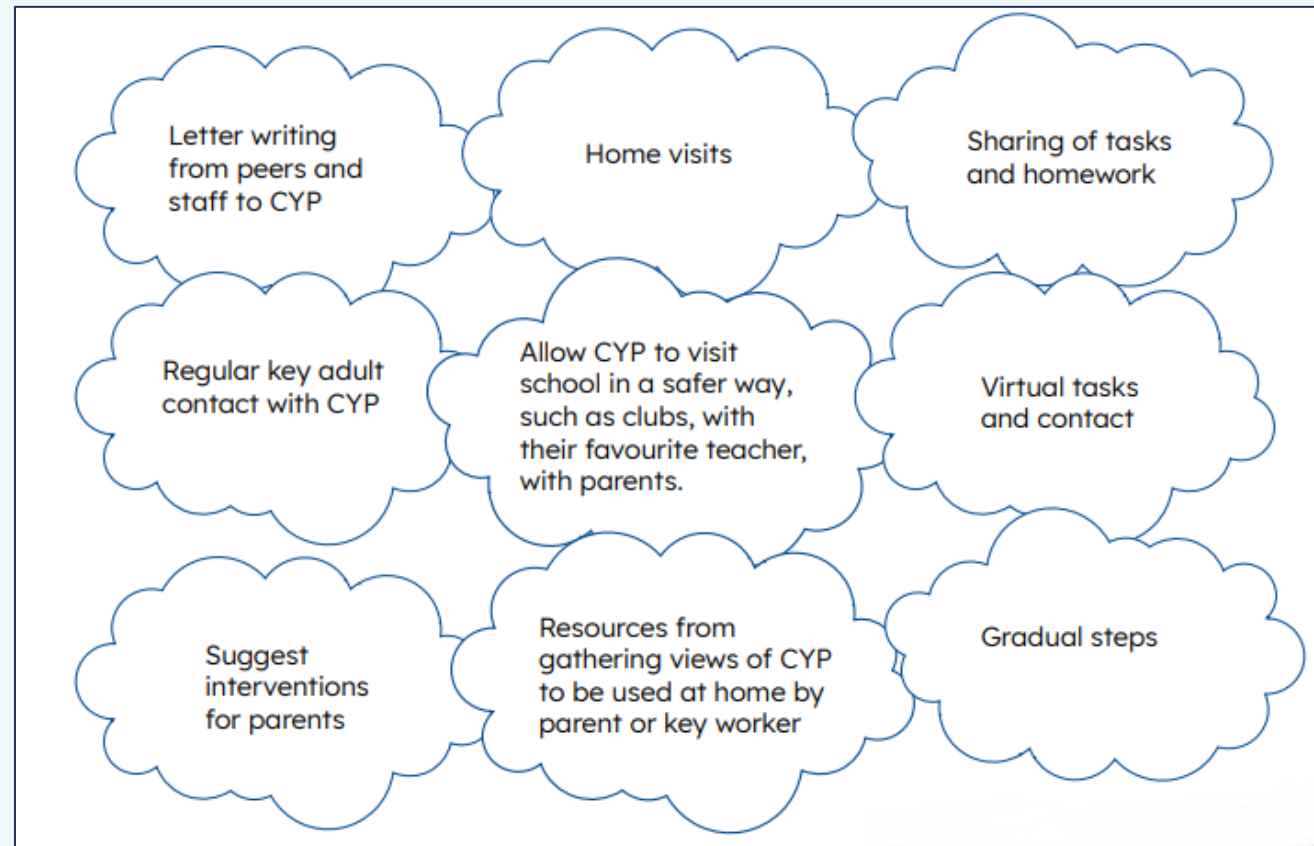


Anna Freud

Maintaining connection

Plan

How do we ensure we maintain the relationship between school and home?



Plan examples

Plan

WSCC Return to School Planning Tool - Appendix 1	
Return to School Planning - Feedback and analysis sheet	
Child or young person (CYP) name:	Staff member name:
'About Me' section: What things and people are important to the CYP?	'My Home' section: How did they feel being at home? What did they do? How did they feel about home learning?
'Return to School' section: How do they feel about returning to school? Are they looking forward to anything? What are their questions about returning to school? What would they like to get better/need support with?	
'My Coping Toolkit/When I Feel Worried' section: What activities were selected? Do they have a preference for one type?	
Integrate the information above and the pictures selected on pages 8&9 (Version A) and 7&8 (Version B) to identify:	
Push and pull factors keeping them away from school: Avoid situations which are negative, social pressures and health concerns. (Pictures with border colours light green, grey, blue and purple. These are areas to reduce through support.)	Push and pull factors encouraging them towards home: Attention and time from parents, preferring to spend time more time out of school as it is more fun or stimulating. (Pictures with border colours dark green and orange. These are areas to reduce through support.)
Push and pull factors encouraging them to attend school	
Factors to promote attendance that were selected (Pictures with yellow borders. Find opportunities to promote these)	Factors to promote growth which were not selected (Pictures with yellow borders. Find opportunities to develop these.)

4.5 Pupil / Young Person's Attendance Support Plan	
	
My Attendance Support Plan	
Name:	My plan will be reviewed on (date) by (who)
My key adults: I can get help by....	My safe place: I can go to this place by...
What I'm finding difficult at the moment: 	
My next steps are to: 	
To help me...	
My teachers will:	
My family will:	
I will:	
	
Other changes in school (e.g. timetable, lunchtimes):	





Break

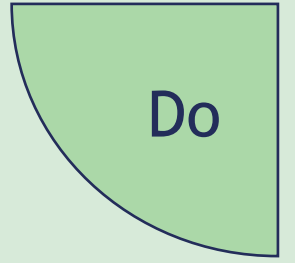
15 mins



Anna Freud



Do



Anna Freud

What is an intervention?



Evidence-base

Do



Planned programme



Based on a sound
theory



Supported by
independent research
evidence.

Interventions

Lincolnshire



Universal and Targeted Approaches

The interventions that could be used will greatly depend on the specific needs of the child or young person and the nature of the issues identified through the phases of the EBSA Pathway. Any provision that is put in place should not be considered a long-term solution but a bridge towards eventual reintegration. Continued assessments to ensure appropriate provision is in place is key. While not an exhaustive list, here are some potential interventions or adjustments:

> Checking and doing the basics:

For example:

- Getting enough sleep
- Eating healthfully
- Exercising
- Going on walks
- Connecting with people the CYP loves and/or trusts, including trusted adults at school.

> Interventions and adjustments:

For example:

- Targeted interventions on key areas of difficulty
- Revision of instructional practices
- Revision of how the information is presented and delivered
- Differentiated learning approaches
- Adjusted expectations in line with emotional needs
- Allowing a child to start a few minutes earlier or later than their class
- Change of classes / form group
- Appropriate positioning within the class to reduce the impact of sensory needs
- Allowing a child to sit with a child they have an established relationship with
- Phased return starting with favourite / least challenging lesson or time of the day, starting small and building up; for example 15 minutes if a whole lesson is too much

Essex

Function 2: Avoiding difficult social situations, evaluations or judgements in school

As above, interventions should include teaching about anxiety and how to manage it. Pupils may also need to be taught specific social skills and given opportunities to practice coping skills in real-life situations, starting small and building up to those which are most challenging for them.

If their anxiety and social difficulties are linked to neurological diversity (such as Autism Spectrum Disorder), they may need more specialised interventions. Seek further advice from your school's link Educational Psychologist or Inclusion Partner, where necessary.

Bromley

Emotionally-Based School Avoidance (EBSA) Interventions Sheet

Pupil: _____ Year: ____ Date: _____

Initial actions that may resolve specific issues/barriers

✓	Personalised support/intervention
	Address and resolve any bullying or friendship issues that may be taking place (a restorative justice approach may be appropriate)
	Ask class/subject teacher(s) to make any specific and simple reasonable adjustments, for example changing the seating plan or modifying homework expectations
	Agree a change or set of changes in the routine around school with parents/carers (for example, an exact plan for 'drop-off' or public transport in the morning might be helpful)

Class-based differentiation and strategies for teachers and support staff to support Quality First Teaching

✓	Personalised support/intervention
	All of the pupil's class teachers and support staff made aware of pupil's circumstances and relevant aspects of the plan
	Advised differentiation and personalised strategies (some of which may be specific to SEN) listed in a central place which is easily accessible to each class teacher and teaching assistant and/or provided in a one-page profile



Wrap-around support and pupil self-care resources

✓	Personalised support/intervention
	Safe space(s)
	Buddy/peer support system
	Seating plan for each subject/teacher
	Colour-coded/visual timetable including all parts of the school day (not only lessons); this might include the step-by-step school journey and required equipment, as well as before/after school provision and break time arrangements/options
	'Circle of adults' personal reference (features names and photographs of key staff that the pupil can check in with)
	Special responsibilities/jobs
	'What if' prompts personal reference (what to do in anxiety-provoking situations, e.g. 're-set activities')
	Signal card, to show a teacher/support staff if they are feeling overwhelmed (important for the pupil and staff to know what will happen when they use this – i.e. what response the pupil can expect from adults and what adults can expect the pupil to do)



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Do

Activity – Interventions



10 minutes

Do

- Are there any specific interventions that come to mind for Layla?

Now think about your current whole-school approach to mental wellbeing.

- What interventions do you already use?
- Are they applicable to supporting a CYP with emotionally based school avoidance?

Layla

Layla is 15 and is academically capable. Ever since she returned to school from lockdown her attendance has been inconsistent. She is a quiet student but used to have a small group of reliable friends and has always completed her classwork and homework to a high standard.

More recently her approach to her work has become less enthusiastic. Teachers have noticed that her moods can be variable. Some days she seems happy and gets on well in class, other days she's very quiet, lacks concentration and doesn't seem to want to participate in anything. She has begun to forget to complete homework and doesn't have much to say when asked about it.

She has asked to move seats in two of her subjects. She told one teacher that she thinks people are judging her. For a while at the start of the year she asked her form tutor if she could stay in her classroom at lunch time but that teacher has now gone on maternity leave. She frequently brings notes excusing her from PE.

Layla lives at home with her mum, dad and older brother. Her parents both work in the health service doing stressful and demanding jobs. Her older brother is in 6th form studying A levels. He is an academic high achiever, but experienced significant homophobic and racist bullying lower down in the school. Layla has a very strong relationship with her maternal grandparents who live nearby. Her grandfather retired from work recently because of ill health. Layla worries about him but also enjoys spending time with him.

When they were at primary school, Layla and her brother witnessed a violent street incident resulting in the death of a teenager. Layla and her parents declined the school's offer of mental health support at that time.

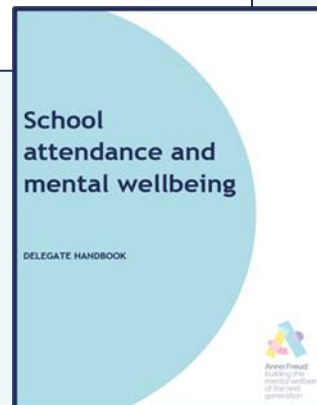
Recently Layla's attendance has become a more serious concern. Attendance on Mondays is particularly poor. On other days of the week she frequently comes in to school late. Often her mum has to bring her and Layla sometimes becomes distressed after her mum leaves. She will usually calm down quickly and then attend classes. However, she very frequently asks to leave lessons for various reasons.

Last week Layla had a dispute with a teacher because she was using her mobile phone during the lesson. Layla shouted at the teacher and wouldn't hand her phone over as required by school rules. She left the classroom and then went home without permission. Layla has not come to school since.

Another student has confided in a member of staff they saw cut marks on Layla's arm. Layla doesn't seem to spend much time with her former friends.



Anna Freud



What if prompts

Do

If I don't know where my classroom is...

I will get my plan from my student planner and see if I can work it out

I will try and ask someone in my class

I will ask my teacher

If someone calls me an unkind name...

I will try and walk away and not swear or shout

I will tell a teacher why I feel upset

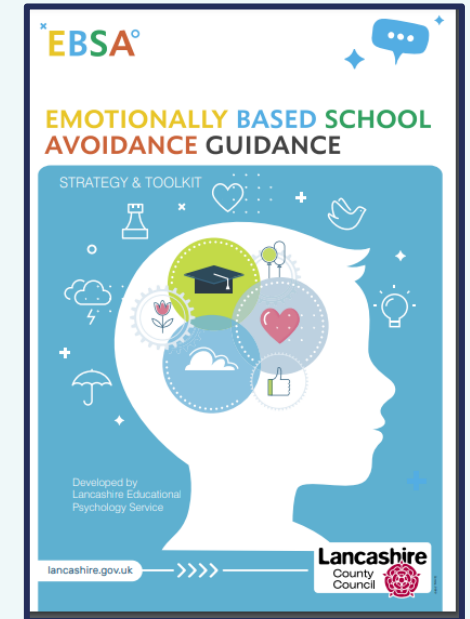
My teacher will deal with it and talk to that person

What if I have nothing to do at breaktime...

I could go to the library

I could buy a snack and eat it in the dining hall

I could find my buddy



Review

Review



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Review



Action and support plan should be regularly reviewed with the child or young person, parents and carers, key staff (SENCo, key person, etc.) and other professionals (MHSTs, social workers, family support workers, etc.).

- Celebrate progress.
- Remember that progress isn't always linear.
- Identify if there needs to be further consultation with, or referrals to, other agencies.
- Consider any new information or changes to the situation and plan next steps.
- Continue the cycle of **Assess, Plan, Do, Review**.



Using a graduated response

Review

Specialist

Targeted

Universal

Referrals to specialist support:
School Attendance Support Team
Ed Psych team
CYPMHS
Social Care
Virtual Schools (for LAC)
Youth Justice
SEN/Disability Teams



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Apply strategies

Applying strategies and resources to case studies to develop a plan.



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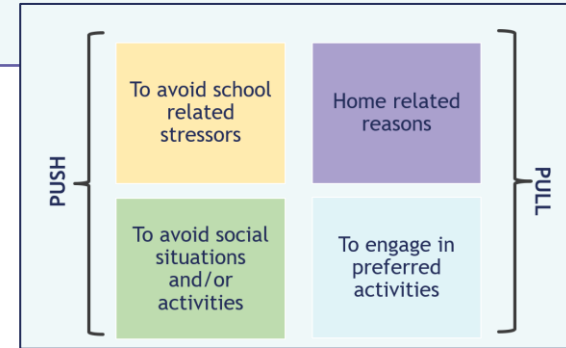
Activity – case studies



20 minutes

Select one of the case studies on your table (Mateo or Fatima) or use an example from your own setting to:

- Carry out a formulation using the 5Ps.
- Work out the ‘function’ of avoidance.
- Consider and select appropriate assessment tools that you would use, in order to...
- Create a plan, incorporating elements of the whole-school approach and including any interventions that might be necessary.
- Present back and justify choice of tools, using the 'Assess/Plan/Do/ Review' structure.



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Case study - Mateo

Mateo is a 5 year old boy. He has just moved to the area with his mum, joining the school in the middle of the Autumn term. His mum recently lost her job and so moved to be closer to family.

Mateo is generally well-behaved in class and in school. He is polite and appears to enjoy learning; he would be considered academically able.

Mateo has become particularly friendly with one other child but otherwise comes across as quite shy and insular; he often looks unsure and unhappy if that friend isn't at school.

When Mum drops him off at school he becomes visibly upset when she tries to leave, refusing to let go of his mum. Often, staff have to physically lead Mateo into school. Lunchtime supervisors have reported to Mateo's teacher that he often complains of a tummy ache at lunchtime.



Case study - Fatima

Fatima is a 15-year-old girl at secondary school. She would be considered a high achiever and very academic. Both her parents are heavily invested in her education and are both doctors in the local village. Fatima doesn't appear to have a solid friendship group and in class appears withdrawn and often looks unhappy.

It has been observed that at lunchtime she goes to the toilets and cries. She presents as being quite closed off and reluctant to speak and reports to tutor that she experiences heightened anxiety and panic when asked to speak in front of others.

Fatima's attendance is at 75% and school are concerned. Fatima says that she feels sick as the reason she doesn't want to go to school. Mum encourages her to go to school and would tell her to 'buck up' and get on with things.



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Good practice

Preparing for success.



Anna Freud

Work through your process

Emotionally Based School Avoidance (EBSA) One-page essential school practice checklist

EBSA is a complex, multi-variant phenomenon and unique for each pupil and their family, often but not always intersecting with possible or identified SEND. Schools are strongly advised to make use of the concise Bromley EBSA Toolkit, available with supplementary EBSA resources provided on the [SENCO Hub](#) and the [SEMH Padlet](#). This includes a set of eight supplementary self-guidance and training materials, providing more detail, alongside other curated resources.

This checklist provides an 'at-a-glance' one-page list of essential points of school practice to prevent, reduce and manage persistent absenteeism where EBSA is likely or known feature.

Key points of expected practice:

☐	Identify indicators of EBSA (attendance, patterns of work, peer relationships, adult relationships, school belonging, personal, physical, environmental, etc.)
☐	Explore risk factors of EBSA (school factors, family factors, pupil factors) and protective factors in these areas.
☐	Identify the functions (reasons) of the EBSA as negatively and positively reinforcing (i.e. things the pupil wants to avoid or gain by not attending school).
☐	Explore push and pull factors (pushing towards attending school, pulling away from attending school).
☐	Establish a formulation (overview/summary of all of the above → hypotheses).
☐	Devise and monitor a solution-focused plan of support (including referrals, class-based approaches, reasonable adjustments, wrap-around and self-care strategies, structured interventions and return to school plan if necessary).

Common activities as part of this work:

☐	Attendance tracking and enhanced attendance/education welfare interventions
☐	Screening and checklists for SEND, including SEMH (particularly anxiety) → making referrals for SEND assessments, if appropriate (e.g. Bromley Y, CAMHS, Community Paediatrics, Speech and Language Therapy, Occupational Therapy, EP)
☐	School refusal screening
☐	Gathering information from pupil, staff, parents/carers (e.g. card sorts, scaling, ideal classroom activity, round robins, surveys, conversations/meetings, etc.), including use of Early Help Assessment, if appropriate
☐	Risk assessments
☐	Pastoral contacts and referrals – e.g. Children & Families Hub, Bromley Children Project, Virtual School (if CLA)
☐	Classroom-based approaches with teachers to adapt HQT; may include use of one-page pupil profile/passport
☐	Reasonable adjustments (e.g. equipment, passes, exams, trips, uniform)
☐	Safe spaces and key adults in the school identified and provided
☐	School day enhancements (e.g. clubs)
☐	Wrap-around and self-care/coping strategies (e.g. exercises, visuals, apps, helplines, home-based approaches with parents/carers and community supports)
☐	Structured interventions (e.g. CBT programs, anxiety management, social skills)

Interventions if EBSA is more entrenched:

☐	Personalised timetables (e.g. full school day but some lessons out of class/alternative)
☐	Reduced/part-time timetables with suitable remote learning and support arrangements
☐	Step-by-step plan for a gradual return to school (involves finely graded steps)
☐	Referral to Gateway Panel if persistently absent and with health evidence that pupil is too unwell to attend school; the pupil may require short-term personalised education

Have you done everything?

What has changed? – stepped approach

Could some elements be repeated?

How will you hold this whilst waiting for external support?



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What did young people said would help them thrive in school?

1

Listen

-Daisy

2

Be curious

-Robyn

3

Prioritise wellbeing

-Erin

4

Take action

-Jane

5

Be more informed

-Alex

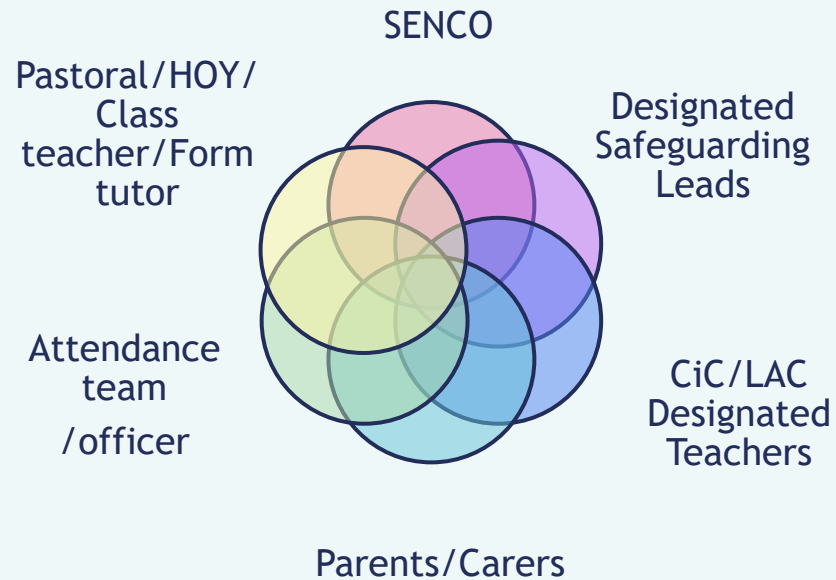


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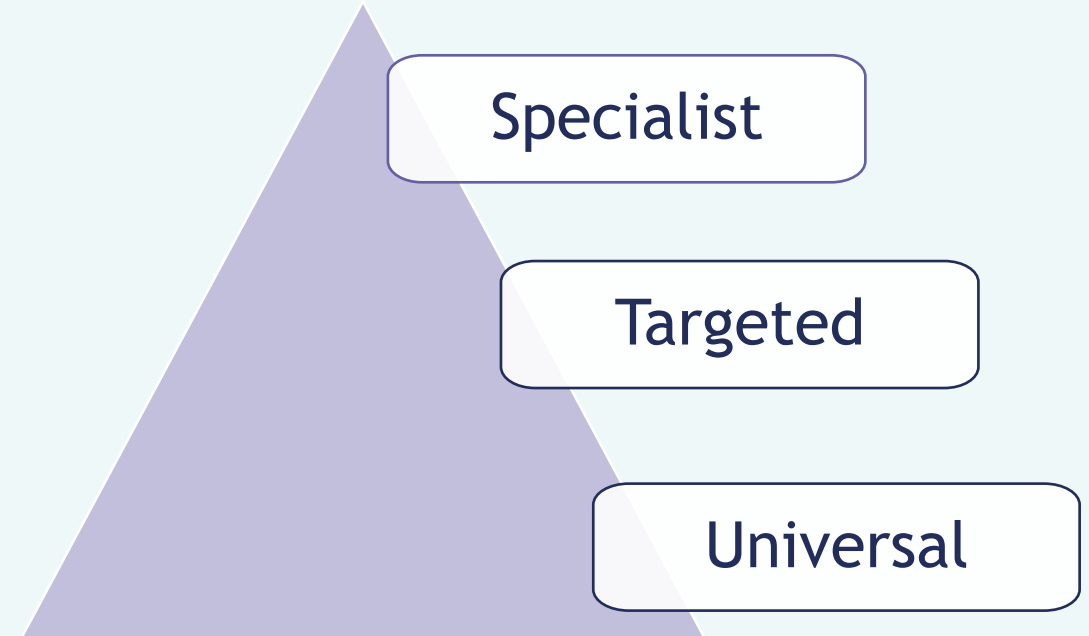
First steps and next steps

Think about:

- Who will you work with?



- What is your graduated approach?



- How are you protecting your staff who are crucial to these relationships and assessment?
 - Give them time
 - Celebrate and support relationships



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Review

An opportunity to reflect on
today's training



Anna Freud

Learning outcomes

By the end of today's training session, you will have:

- Further understanding of school attendance and mental wellbeing.
- Recognised the positive impact of using a relational approach.
- Increased awareness of the perspectives of children, young people and families who have personal experience of EBSA.
- Deepened understanding of evidence-based interventions and strategies to use as part of a whole school approach.
- Experience of selecting appropriate resources to assess and plan support of school attendance and mental wellbeing.



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Feedback form

Thank you for taking a moment to complete our feedback form for today's training.

For any questions following today's training, including training requests for your school, please email school.training@annafreud.org

Schools Training Feedback



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Personal reflection

What is your starting point for tomorrow?

What is one thing you will do?

Who will you share with?

Complete a
whole
school audit

Prioritise a
focused
group

Link with a
Governor/
trustee

Develop a
whole
school
approach

Meet with
SLT

Check policy



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Questions?

For any questions following today's training,
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building the mental
wellbeing of the
next generation





Key resources

To accompany this training and support your development.



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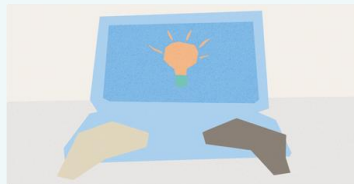
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Anti-racism and mental health in schools e-learning

[A podcast, 10 practical resources and an e-learning course on anti-racism and mental health in schools.](#)

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Thank you

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