EBSA Support Pathway
Process Guide

Multiagency response to meeting the needs of children/ young people who experience emotionally based school avoidance (EBSA)

Process document to support an early, co-ordinated and graduated approach

Jointly developed by the Educational Psychology Service, Education Welfare Service, Early Help Team and CAMHS

Drawing on materials developed by Salford and West Sussex Educational Psychology Services

November 2021

Contents

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Shared Ambition and Purpose

The EBSA Support Pathway has been developed to co-ordinate multiagency support around children and young people who are anxious about attending school or college, either as a result of pre-existing concerns about attending school, or more specific COVID-19 related anxieties.

The purpose is to provide schools, colleges and professionals with a clear, **graduated approach** when responding to need, alongside a common language and set of tools and assessments to ensure young people and their family's views are gathered effectively and used to inform support plans. The Thrive Framework is adopted to support early identification, early intervention, and a flexible graduated approach.

Thrive Framework

The Thrive Framework (Wolpert et al, 2019) is a person-centred approach to delivering support services for children, young people and families. It aims to talk about mental health and wellbeing support using a common language that everyone understands. The Framework is needs-led which means that mental health needs are defined by children, young people and their families, alongside professionals, through shared decision making. Needs are not based on severity, diagnosis or care pathways.

The Thrive Framework thinks about mental health and wellbeing needs across five different groupings, which children, young people and families may move between at different times depending on their support needs. Emphasis is placed on the prevention and promotion of mental health and wellbeing for everyone (Anna Freud Centre). The five groupings are:

- **Thriving** - those who can maintain mental wellbeing through effective prevention and wellbeing promotion strategies available for everyone.
- **Getting Advice** - those who need advice and signposting to further support.
- **Getting Help** - those who need focussed goals-based input.
- **Getting More Help** - those who need more extensive and specialised goals-based help.
- **Getting Risk Support** - those who have not benefited from or are unable to access support and require more bespoke help from services.

The Thrive Tables on pages 16 to 21 describes recommended EBSA support across each of these groupings.

Overview and Supporting Resources

This Process Guide sits alongside a number of resources which have been developed for schools, professionals, parents/carers and young people and are available online to download from **The Bury Directory** [Support for Children & Young People | The Bury Directory](#)

This includes:

- **Emotionally Based School Avoidance (EBSA) good practice guidance for schools and support agencies** Detailed guidance including intervention plans and templates.
- **Are you feeling sad or worried about school?** Booklet for children to complete, to explore things they like, dislike or may feel worried about at school.
- **Do you worry about going to school?** Information booklet for young people.
- **Emotionally Based School Avoidance (EBSA)- Information for parents and carers** Information booklet explaining EBSA for parents/carers.

A centralised EBSA training offer is <u>free</u> for schools and colleges to access. The session content will also be available as a recorded webinar, accessible at any time. Virtual **training dates** for school staff and **Q&A/ group problem solving sessions** with professionals are also detailed on [The Bury Directory](#). Schools and colleges can commission training specifically for their own staff and this is highly recommended for large primary schools and secondary schools. Bespoke training can also be developed upon request based on local area or school/college specific needs.

To support consistent, early intervention, a **Good Practice Flow Chart** is included in Appendix 1, which can support schools and colleges in structuring their response to this type of need. The Appendix also includes:

- Parent consent form.
- Return to school questions to consider - to explore COVID-19 specific parental concerns about attending school.
- Question prompts to support staff wellbeing.
- Meeting agenda and recording templates, including a completed example.

Collaboration between the following services will also offer support to school/college staff, parents, children and young people where there is a greater level of complexity:

- Education Welfare Service
- Early Help Team
- Inclusion Service
- CAMHS (Child and Adolescent Mental Health Service, formerly known as Health Young Minds)

This may include referrals onto other services as needed using the Thrive framework, for example:

- First Point Family Support
- Early Break / Streetwise
- Youth Service

Referrals for additional support should be made using the consent form in the Appendix 2 and sent to the Early Help inbox: Earlyhelp@bury.gov.uk. The Team Around the School (TAS) approach will identify the lead professional. The named Early Help Social Worker for the school will coordinate the TAS and invite an Education Welfare Officer to attend.

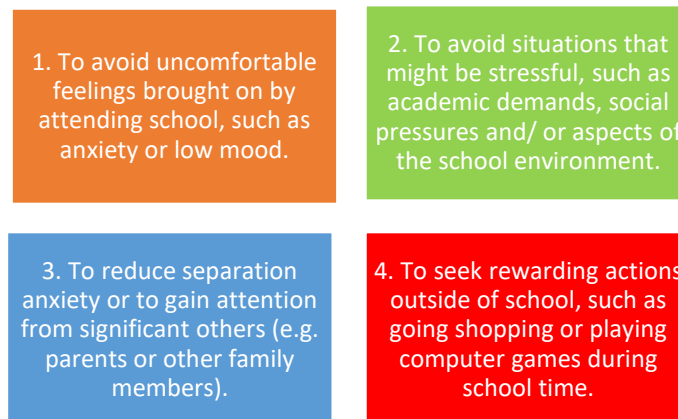Prior to making a referral please consider the information included on page 9 (*Making a referral into the EBSA Pathway*).

Where there are pre-existing concerns and involvement from professionals, it is envisaged this pathway can be used to co-ordinate support.

The template in Appendix 7 (Agencies Around Schools) can be used to capture the professionals linked to each school to support multiagency working.

What is emotionally based school avoidance (EBSA)?

EBSA is a broad term to describe a group of young people who experience significant difficulties in attending school due to emotional factors.

Why does EBSA happen?

There is no single cause for EBSA, and lots of different factors could be contributing to why a young person may not feel able to attend school which need to be considered when devising a support plan (involving the young person, the family and school environment). Research suggests that there are four key reasons (or **functions**) for school avoidance (Kearney and Silverman, 1990). EBSA is often complex, so the reasons may be interlinked:

1. To avoid uncomfortable feelings brought on by attending school, such as anxiety or low mood.	2. To avoid situations that might be stressful, such as academic demands, social pressures and/ or aspects of the school environment.
3. To reduce separation anxiety or to gain attention from significant others (e.g. parents or other family members).	4. To seek rewarding actions outside of school, such as going shopping or playing computer games during school time.

Functions of EBSA: Please see the *Good Practice Guidance for Schools and Supporting Services* pages 4-9.

Sometimes there can be a *triggering* event or cause leading to anxiety about attending school, but following a period of absence from school, over a period of time other *maintaining factors* come into play (e.g. worry about catching up with school work, what other people will say about their absence, enjoying being at home during the school day) which will also need to be addressed as part of the return to school plan. Exploring 'push' factors (those that push the child or young person towards school) and 'pull' factors (those that pull them away from attending school) with a child and young person (for example using the Card Sort activity or Return to School Questionnaires) can be a helpful way to explore current anxieties and ensure intervention or support plans are correctly focused and targeted (please see the Good Practice Guidance, pages 6, 9&16). The diagram below **shows examples of initial anxiety causing non-attendance and possible secondary maintenance factors.**
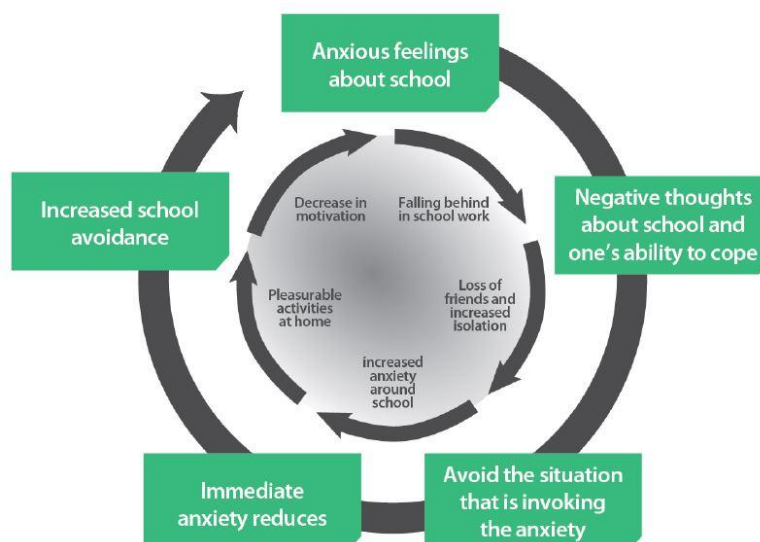
Taking a whole school/college approach

It is important that any work with an individual is embedded within school/college-wide systems, which promote emotional well-being and prevent EBSA wherever possible (see *Good Practice Guidance*, pages 10 and 27).

Key elements to a successful whole-school/college approach to supporting mental health and emotional wellbeing include:

An organisational vision that is driven by the Senior Leadership team, with the support of the school Governors.

Support that is targeted towards prevention and promoting the wellbeing of all members of the school community, as well as early intervention to meet identified needs.

Staff access to training to develop their understanding of young people's mental health and emotional wellbeing needs and how to support these using evidence-based approaches that can be tailored to meet individual needs.

Salford Educational Psychology Service's Emotionally Friendly Settings (EFS) programme is an example of a whole-setting approach to mental health and wellbeing, based upon these principles. School/college interventions can also be supported with a multiagency approach.

As a starting point, it may be helpful to audit whole-setting systems, to identify existing good practice and areas for development (*Good Practice Guidance*, Appendix 5 p.57). It will also be helpful for staff to have a shared understanding of EBSA and the agreed approach to supporting this, through staff training and professional learning, which can be accessed via workshops and a recorded webinar provided by the Educational Psychology Service, Education Welfare Service and CAMHS (formerly Healthy Young Minds).

Ideas for supporting the whole setting community at the Thriving (universal) stage are included in the Thrive Table (page 16). For children and young people who are experiencing difficulties attending school, the Flow Chart and the Getting Advice, Getting Help, Getting More Help and Getting Risk Support sections (pages 17 to 21) should ensure a co-ordinated and graduated multiagency response to individual needs.

What can schools and colleges do to support young people with EBSA and their families?

Evidence suggests factors which are associated with positive outcomes for addressing EBSA include:

Early Intervention	Joint working	Flexibility	Rapid return to school
•It is crucial to identify and address concerns about attending school/college as soon as possible. •The longer a young person is out of school/college, the more entrenched the EBSA behaviour can become. •Support should be part of a graduated approach (see Good Practice Flow Chart and the Thrive Table).	•Joint working which integrates the views of: •Parents/ carers •School staff •Child/ young person •Reviews should be frequent and it is useful to agree who will support progess between meetings.	•Adapting approaches and systems. •Being mindful of the factors and circumstances present in each case. •The approach taken to address and support a young person experiencing EBSA will differ depending on the underlying reason(s) for the non-attending behaviour (please see *Good practice guide* p.24-26).	•Emphasise the need for a rapid return to school alongside good support and adaptations within the school/college environment. •School/college should follow a thorough assess, plan, do and review cycle placing the young person at the heart of the planning and interventions (See *Good practice guidance,* p. 14, Appendix 3 and 4).

Where significant risks of EBSA are identified, it's essential to gather detailed information from the young person, parent/carers and staff and put into place strategies to support the young person as soon as possible (*Good Practice Guidance* p.14). **Swift action can prevent EBSA from becoming entrenched and result in much better outcomes.**

Tools which may support with this include:
- a consistently used question prompt sheet during phone call(s) home at initial stages of non-attendance, so key information is gathered by all staff making these calls (a COVID-19 specific example can be found on page 26);
- use of the Good Practice Flow Chart (Appendix 1) and consistent systems in school/college so concerns can be acted upon quickly;
- use of whole setting audit tools and risk of EBSA profiles for vulnerable groups (see *Good Practice Guidance,* pages 45 and 57);
- identification of an EBSA Champion in school/college who has attended training and can lead and co-ordinate school/college based support;
- use of information gathering and assessment tools when a concern is identified, to ensure early intervention – please see the following pages and the *Good Practice Guidance,* p. 14, 50 and 53);
- An Early Help Assessment (to explore wider contextual/ family needs).

Useful Tools and Resources for schools and colleges

EBSA resources can be accessed from The Bury Directory
https://theburydirectory.co.uk/support-for-children-young-people:

Guidance and information booklets:

- *Emotionally Based School Avoidance (EBSA) Good Practice Guidance for Schools and Support Services* Detailed guidance including intervention plans and templates.
- *Are you feeling sad or worried about school?* Booklet for children to complete, to explore things they like, dislike or may feel worried about at school (primary age).
- *Do you worry about going to school?* Information booklet for young people (secondary and college age).
- *Emotionally Based School Avoidance (EBSA). Information for parents and carers* Information booklet explaining EBSA for parents/carers.

Assessment and information gathering tools

- *Return to School Questionnaire*s to explore young people's experiences at home and their concerns about returning to school. There is an accompanying analysis tool to help you summarise the information to develop an action plan (adapted for use in Salford from the West Sussex Educational Psychology Service's materials; see The Bury Directory Support for Children & Young People | The Bury Directory).
- *School Refusal Assessment Scale – Revised.* Young person and parent versions. Explores four functions of school avoidance and ranks them in terms of current significance (Kearney and Albano, 2007)
  - Parent version:
    https://www.oxfordclinicalpsych.com/view/10.1093/med:psych/9780195308297.001.0001/med-9780195308297-interactive-pdf-004.pdf
  - Young person's version:
    https://www.oxfordclinicalpsych.com/view/10.1093/med:psych/9780195308297.001.0001/med-9780195308297-interactive-pdf-003.pdf
- *Card Sort Activity.* Explores 'push' and 'pull' factors which may be pushing or pulling a young person from school and/or towards home, to gain an understanding of why a young person may not want to go to school (Dr. Clare Nuttall, Educational Psychologist).
- *C.A.R.E Schedule*. Questionnaire, young person (Year 5 upwards) and teacher versions. Helps to explore a young person's school experiences further and provides a score, which can be used to rank which factor is having the most impact.
- *Multi-Element Plan (MEP)* parent and young person questionnaires to explore more generally why a young person maybe experiencing school based difficulties (Derby Council, 2009)

> These resources should be used as a **starting point** in initial information gathering, to ensure children and young people's views are central to support planning. They can also be used to **track and review** how children and young people's views or perspective may change over time in response to intervention. For example, the Card Sort Activity could be revisited to see if initial concerns have been addressed and/or if there is anything additional that would benefit from support and inclusion in an personalised *anxiety hierarchy* (see page 24 of the *Good Practice Guide)*.

Making a referral into the EBSA Pathway

Referrals for support should be made using the consent form in the Appendix 2 and sent to the Early Help inbox: Earlyhelp@bury.gov.uk

The Team Around the School (TAS) approach will identify the lead professional. The named Early Help Social Worker for the school will coordinate the TAS and invite an Education Welfare Officer to attend.

As detailed on the consent form, it is expected that certain actions will have been completed prior to a referral into the pathway. This Process Guide, the Thrive Table and Flow Chart (pages 16-22), *Good Practice Guide*, and the virtual training sessions / recorded webinar should support you in this. Without this supporting information referrals may not be allocated and returned with a request for further information.

The virtual training and Q&A sessions, alongside your link Education Welfare Officer or Early Help Social Worker will be able to support you initially through the use of assessment tools and early intervention approaches, with the expectation that school/college's EBSA Champions or leads will become more independent in this process over time. The information booklets on the EBSA webpage can support early conversations with parents/ carers and young people.

It is recommended that assessment tools (e.g. Return to School Questionnaire) are used as soon as concerns are identified (e.g. as soon as any anxiety about school/college is identified, even if attendance is still 100%), as **swift action can prevent EBSA from becoming entrenched and result in much better outcomes).** Once assessment information has been gathered it is important to act on this through individualised support plans.

If you are unsure of how to act on assessment information, are highly concerned about a young person, or have completed cycles of plan-do-review with little or no impact, then please do refer into the pathway.

Prior to making a request it is important to consider:

- What assessment and information gathering tools have been completed? (e.g. Return to School Questionnaire, School Refusal Assessment Scale; see pages 8).
- How has assessment information been analysed to support a better understanding of the current situation and the young person and their family's views (e.g. Use of the *Return to School Plan Summary* Template, Appendix 8)
- How has assessment information been acted upon?
- What actions have been taken?
- How have these been reviewed and what has been the impact?
- How has communication with parent/ carers been supported?

Suggested preparation and agenda for holding initial and review meetings

Before the meeting:

- Ensure some information gathering has been completed before the meeting, so there is a clear understanding of the child/young person's and parent/carer views and perspectives - so these can be used to inform meeting discussions and support planning (e.g. Return to School Questionnaire, School Refusal Assessment Scale, Push and Pull Card Sort).
- It is helpful to begin filling in the *Return To School Plan Summary* with the information gathered ahead of the meeting (see worked example, Appendix 8). This pulls everything into one document and helps keep meetings on track and solution focused.
- It is best practice to invite parents/carers alongside school/college representatives to the initial meeting, but depending on the case, you may decide it will be helpful to hold a professionals' meeting first. If so, it will be important to agree who will feed back the outcome to the parents/carers and child or young person.
- Agree who will chair and who will minute in the meeting.

During the meeting

- Welcome and introductions.
- Brief overview of current situation and what has happened previously.
- Discussion of the assessment results:
  - it can be helpful to use the *Return to School Plan Summary Template* to structure this part of the conversation - to focus the discussion on the functions of the non-attendance and any push and pull factors which may be acting as a barrier to returning to school.
  - Explore if there are any differences between young person/ school / parent views.
  - Use the assessment information to plan the next steps and keep the discussion moving forward and solution focused.
- Plan actions and next steps:
  - Use the *Core Approaches* image on page 11 or the table in Appendix 5 to decide how support will be offered by each service. For example, who will lead on a particular aspects the plan, or who will take a lead in supporting: 1)the young person; 2) school/college staff and school adjustments; and 3) support for parents/carers and any home adjustments. It can be helpful if one service leads in each strand of the support plan to avoid duplication, but this may not always be necessary (e.g. EWO, Early Help Practitioner, Early Help Social Worker, CAMHS Link Worker or Mental Health practitioner). The details in relation to actions can be agreed through Team Around the Family (TAF) planning to ensure coordination of the overall plan.
  - For some initial meetings the next steps may be to gather further information, or to involve parents/carers, but it is more time efficient if this considered in advance (see *Before the meeting*, above).

- o If no EWO time is being commissioned, then it will need to be clear in the plan who from school/college will lead and be responsible for actions being completed.
- o Agree who will feedback to parents/carers if not present.
- o Agree who will feedback to the young person and support them to develop a child friendly return to school plan and an avoidance hierarchy (if needed/ age appropriate).
- o Discuss and agree if any further support, for example using the CAMHS professional consultation line, or if further referrals are needed as guided by the Thrive framework (e.g. Inclusion Service, CAMHS via Link Worker, SENDIASS).
- Agree a review date.
- The *Return to School Plan Summary* Template can be used to record and review the actions (please see the anonymised worked example in Appendix 8).

EBSA Core Approaches

Please refer to the *Good Practice Guidance for Schools* for further details about each approach listed in the diagram.
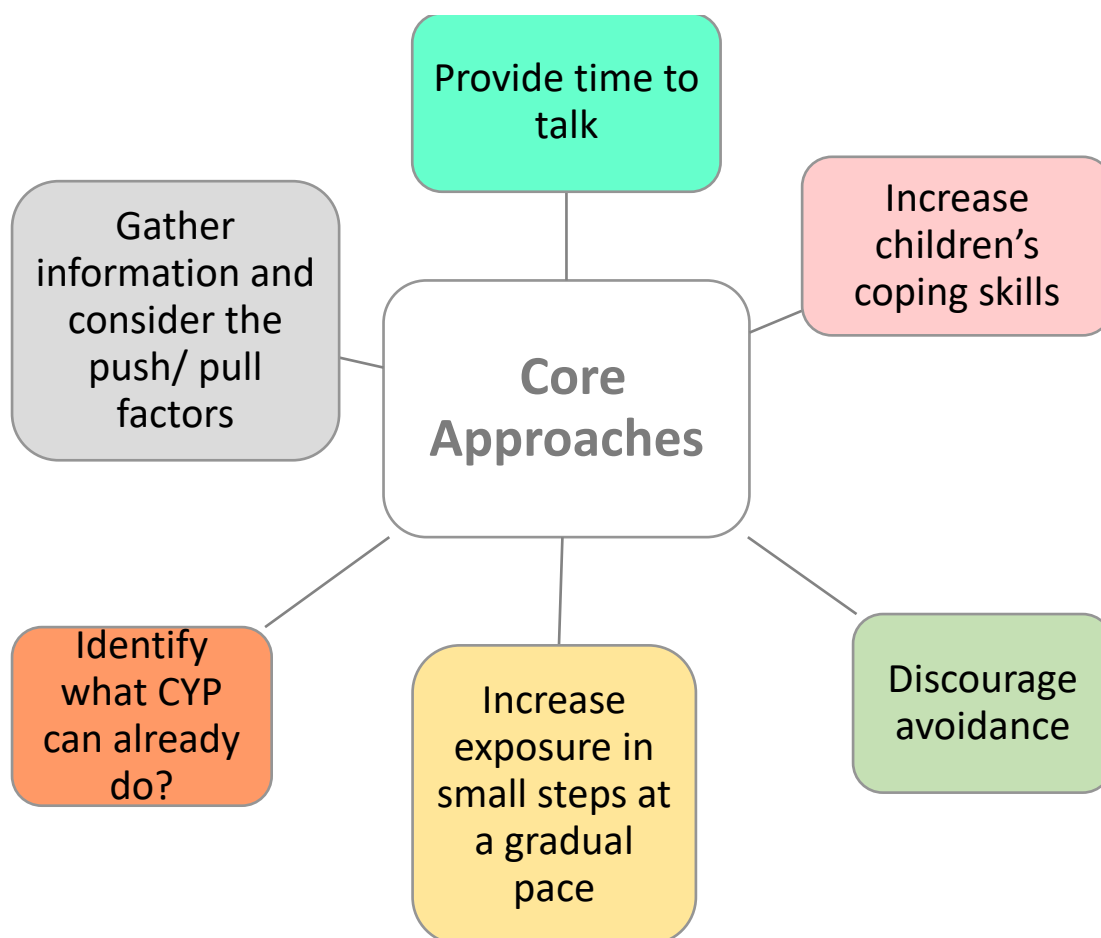
Review meeting prompts

- What has gone well?
- What has gone less well?
- What are the young person's views?
- Have all the actions from the last meeting been addressed/ actioned? If not is this because they need breaking down further to make them achievable?
- Has the child/ young person/ families situation changed since the last meeting?
- Is there further information we need to gather?
- Are there any new push/pull factors to consider?
- Are there other approaches we need to try?
- Are there other professionals we need to involve?

Recording templates

The *Return to School Summary Plan* provides a framework for recording assessment information alongside agreed strategies and actions. A blank template is available on The Bury Directory alongside the Return to School Questionnaires. A completed example can be found in Appendix 8.

Changing a behaviour is hard work and takes time, so there may be 'wobbles' along the way (e.g. following a holiday, a change in circumstances, or a transition). It may feel like things have gone back to the start at times. You can keep positive change going by knowing and recording what has worked well previously. This will help identify wobbles quickly and ensure known effective strategies are in place or re-introduced as quickly as possible, to help things back on track much quicker. A *Wobble Plan* will help you recognise what has worked, how to identify a wobble and what to do to get back on track. The Wobble Plan template (Appendix 6) can be used in an ongoing way to offer support to children, young people and their families.

Local and National Support Services

Support in Bury

- *Inclusion Service* - Support teams, including the Primary SEMH Team, who work closely with schools to offer staff training, holistic assessment, and intervention support (accessed via referral through through the local SEMH Partnership Panels or the Inclusion Allocation Panel): Inclusion Service | The Bury Directory

- *Getting Help Line*
    - Support mental wellbeing in Bury for all ages.
    - Phoneline: is open Monday to Saturday 8am – 8pm, for all ages, number is 0161 464 3679.
    - Email:GettingHelpLine@earlybreak.co.uk
    - Online: https://earlybreak.co.uk/what-we-do/emotional-health-wellbeing-services/getting-help-line/

- *CAMHS Consultation Line for Professionals*
    - The consultation line is available to professionals who would like to discuss concerns and receive advice and guidance from a senior mental health professional, about any young person they are working who they may have concerns about, but are not open to the Child and Adolescent Mental Health Service (CAMHS). The consultation line will be open from 9am-5pm, Monday to Friday. The contact number is 07912 453942. If the line is busy, please leave a message and we will get back to you as soon as possible – this may not be the same day. If your query is urgent, please contact the CAMHS Duty Manager on 0161 716 1100.

- *Child and Adolescent Mental Health Service (CAMHS)* - Any professional with concerns regarding a child's mental health/wellbeing can make a referral to CAMHS Single Point of Entry (SPOE) using the CAMHS SPOE referral form. CAMHS are a SPOE for the following services:
    - CAMHS (core, neurodevelopmental, link worker and transitions teams)
    - Mindfulness and holistic support at Early Break
    - Streetwise Counselling (for ages 14-16)
    - Loss and bereavement at Early Break
    - First point parenting/family support
    - First point post diagnostic workshops for diagnosed ADHD and ASC

    *It is the referrer's responsibility to ensure the family are aware HYM are a SPOE service and to advise the referral will be directed to the most appropriate service listed above or may make recommendations for you to refer externally. Once the referral form has been completed please email this to the HYM referral email address: pcn-tr.burycamhscypiapt@nhs.net

- *SC CAMH (Social Care Child and Adolescent Mental Health Service)* - The local authority SC CAMH Service is a team of specialist Child and Adolescent Mental Health therapeutic social workers who offer consultation, assessment and direct therapeutic intervention to

children and young people age 5-18 who are experiencing mental health difficulties. They work specifically with children and young people who have a social worker and are subject to Child in Need, Child Protection or are a care experienced young person. A key aspect of their role is to support the system around the child/ young person including parents, carers, and professionals to develop a shared understanding of their psychological needs and how best to promote positive mental health and emotional wellbeing. Referrals can be made by the child's Bury social worker to burycamhs@bury.gov.uk

- *Greater Manchester Health and Social Care Partnership – Resource Hub*
Free access to a useful range of documents and films around mental health, includes a COVID-19 specific section: https://hub.gmhsc.org.uk/mental-health/

National support services

- *Kooth*
Online mental wellbeing support which is free, safe and anonymous. Includes access to online tips and advice from other young people and the Kooth Team, discussion boards, a chat service and online journal. https://www.kooth.com/

- *Shout 24*
24/7 text service, free on all major mobile networks, for anyone in crisis anytime, anywhere. A place to go if you're struggling to cope and you need immediate help. Text 85258. https://www.giveusashout.org/

- *SilverCloud*
Online therapy programme proven to help with stress, anxiety, low-mood and depression, with courses specifically adapted for young people. https://www.silvercloudhealth.com/uk/our-solution

- *Blue Ice*
App to help young people manage their emotions and reduce urges to self harm. https://www.oxfordhealth.nhs.uk/blueice/

- *Childline*
Childline comforts, advises and protects children 24 hours a day and offers free confidential counselling.
Phone **0800 1111** (24 hours) **www.childline.org**

- *The Mix*
The Mix provides information, support and listening for people under 25.
Phone **0808 808 4994** (24 hours) www.themix.org.uk

- *Young Minds* – Coping with anxiety about the return to school. Information for parents/ carers and young people from the UK's leading charity for children and young people's mental health.

- *Get Self Help*
  https://www.getselfhelp.co.uk
  CBT, self-help and therapy resource site.

- *Heads together*
  https://headstogether.org.uk
  Find the right support group for you.

- NHS resource library.
  https://nhs.uk/apps-library/

- Power2 – youth development charity programmes designed to develop crucial life skills, improve confidence and boost self esteem through mentoring and positive psychology.

RECOGNISING SYMPTOMS OF ANXIETY AND EMOTIONALLY BASED SCHOOL REFUSAL

Anxiety is a normal, human emotion everyone experiences at times, and feeling anxious is a perfectly natural reaction to some situations.

Anxiety becomes a problem when it is persistent and causing significant distress, impacting on daily life, and functioning and impacting on physical and mental health.

Anxiety signs and symptoms in children
- finding it hard to concentrate
- not sleeping, or waking in the night with bad dreams
- not eating properly
- quickly getting angry or irritable, and being out of control during outbursts
- constantly worrying or having negative thoughts
- feeling tense and fidgety, or using the toilet often
- always crying
- being clingy and hypervigilant
- complaining of tummy aches and feeling unwell
- avoidant behaviours at home and school
- safety behaviours

Anxiety symptoms in young people
Emotional
- Tearfulness
- Irritability
- Difficulty concentrating
- Restlessness
- Unexplained outbursts

Physical
- Sleep and appetite difficulties (feeling sick)
- Physical panic attacks signs – difficulty to breath, dizziness, fast heartbeat, trembling
- Frequent headaches and gastrointestinal problems
- Unexplained aches and pains
- Excessive fatigue
- Complaints of not feeling well with no obvious medical cause

Social
- Avoiding social interactions with usual friends
- Avoiding social activities that were enjoyable previously
- Isolating from peer group
- Spending increased time alone

Behavioural
- Self-harm

EMOTIONALLY BASED SCHOOL AVOIDANCE (EBSA) THRIVE TABLE

THRIVING – WHOLE SCHOOL APPROACHES

APPROACHES FOR ALL CHILDREN AND YOUNG PEOPLE (CYP)

- o Staff training on EBSA (centralised virtual training available across the year, alongside a recorded webinar accessible at all times – see The Bury Directory for information) or individual school training recommended for secondary schools and larger primary schools).
- o Identify staff leads and EBSA Champions.
- o Whole school projects and assemblies with a focus on supporting the emotional wellbeing of staff, pupils and community recovery.
- o EBSA posters around school/ within pastoral spaces.
- o Display information about local and national emotional wellbeing and mental health services (see pages 12-14).
- o Whole school audit to identify preventative approaches and actions (e.g use of the EBSA whole school audit tool, included in the Good Practice Guidance for Schools and Supporting Service, p. 57).
- o Whole school assessments of resilience or wellbeing (see BoingBoing, Anna Freud Centre Toolkit).
- o Emotional Wellbeing check in for all pupils. Asking children and young people to note down one trusted adult in school who they can talk to.
- o Supportive and flexible systems that are consistently adhered to throughout school and are regularly reviewed and updated.

RESOURCES

- o EBSA Good Practice Guidance for Schools and Support Services.
- o Education Welfare Service's Attendance Toolkit for Schools.
- o 'Return to school - Questions to consider' prompt sheet for school staff (see Appendix 3, COVID-19 specific).
- o Educational Psychology Service's trauma-informed transition materials and virtual support sessions which focus on community recovery as well as individual needs (see the Emotionally Friendly Settings Website - Wellbeing for Education Return).
- o CYP in Bury can access free online counselling and emotional wellbeing support through Kooth.
- o Text support is also available to CYP experiencing anxiety or depression through Shout to communicate with trained crisis volunteers (supported by clinical supervisors) by text message, 24 hours a day, 7 days a week, by texting GMBury to 85258 (see pages 12-14 for local and national support services).

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Getting Advice and Signposting

CYP/families who report some anxiety about school and may require additional information, guidance or support via a key person in school pastoral teams, online information to families, use of apps and signposting.

SUGGESTED APPROACHES

- Hand of Support to help CYP identify a team of adults who can support them in school (CYP draws around hand and writes in the fingers and palms who they can go to for support). As well as support available online (see Thriving section).
- Safety maps, identifying where in school the CYP may feel the most/ least confident.
- Encourage conversations about emotional wellbeing (e.g. sentence starters and Emotional Wheel).
- Staff training/awareness raising around EBSA (see centralised training offer on The Bury Directory: Support for Children & Young People | The Bury Directory.
- Staff training / awareness raising around anxiety and trauma-informed (see Thriving section) and use of materials from Emotionally Friendly Settings manual and website.
- Use of the Getting Advice document from CAMHS for links and signposting around a variety of emotional health and wellbeing needs.
- *'Return to school - Questions to consider'* (Appendix 3) used to gather and record information in a consistent way when making phone calls home if absences start to occur.
- All staff making phone calls home in relation to attendance to be aware of the *good practice flow chart* (Appendix 1).
- CYP contacted by familiar/ trusted adult at school ahead of returning to school following a holiday or absence to welcome them back and explain the changes and what their first few days at school will look like.
- Provide a 'soft landing' on entry to school, for example being greeted by a familiar person, or arriving when it is less busy.
- Provide extra breaks ('re-set' points) at planned times during the day for check-ins and to complete relaxation or grounding activities.
- Share the Information booklets about EBSA with parents/ carers and CYP to open up the conversation. Signpost to support services for parents (e.g. Bury Local Offer, and SENDIAS).
- Problem solve with link Education Welfare Officer. Explore behavioural drivers with support from relevant services and prioritise top three things to work on (e.g. solution circle with support from Inclusion Leads or Early Help Social Worker). Review after an agreed timescale (e.g. 2 weeks).
- Professionals can contact the CAMHS consultation line if they would like to discuss concerns and receive guidance from a senior mental health professional about any young person who is not open to CAMHS. The consultation line is open Monday-Friday 9am-5 pm on 07912453942.
- Parents and CYP can use the Early Break Getting Help Line (0161 464 3679, Monday-Saturday 8am to 8pm) to access advice and support.

Getting Help

CYP who are presenting with symptoms of anxiety around attending school; or may require additional information, guidance or planned support to address their concerns.

SUGGESTED APPROACHES

- Use of the EBSA good practice flow chart (first stages).
- All staff making phone calls home in relation to attendance to be aware of the good practice flow chart (Appendix 1).
- CYP contacted by familiar/ trusted adult at school ahead of returning to school to welcome them back and explain the changes and what their first few days at school will look like.
- Use materials for parents and families to develop understanding around anxiety and EBSA (Information booklets available on The Bury Directory).
- Devise morning or Sunday night relaxation routines with parents/carers (to reduce anxiety at home) and provide a 'soft landing' on entry to school. Provide extra breaks ('re-set points') at planned times during the day for check-ins and to complete relaxation or grounding activities.
- Use of specific measures to try and identify any issues that seem to be linked to the CYP's/parent's individual needs (see information gathering and assessment tools detailed on page 8 and flow chart, alongside suggested timescales).
- Use of EBSA information gathering and assessment tools. Devise an action and intervention plan based on the identified function of the EBSA (see guidance and suggested templates in the Good Practice Guide).
- Consider completing a Story So Far (to explore wider contextual/ family needs and use of Family Partnership Model to empower parents to make changes/ support CYP to made changes).
- Use the approaches recommended in the Anxiety section on The Bury Directory and Getting Help guidance from CAMHS.
- Access to interventions in school: using CBT informed resources (e.g. Starving the Anxiety Gremlin), CAMHS i-Reach CBT informed interventions, Mental Health Practitioners or counselling services based in school.
- If the child is attending a school with an Emotional Wellbeing Practitioner (Early Break) attached to it, staff member to have a consultation with the school mental health lead.
- Access to support and projects via the Youth Service (IYSS), as appropriate.
- Involve the SENCO network for alternative ideas to strategies already tried in school.
- If attendance becomes a concern, arrange a meeting in school with parents, school staff and ideally the young person ASAP (may need to consider alternatives e.g., conducting a home visit or having a virtual meeting using a secure online platform. Create an action plan to support a return to school that is agreed and recorded (this may include the development of an anxiety/ avoidance hierarchy – see Good Practice Guide, if needed, seek support from the EWO, Early Help Social Worker, or EPS via virtual training and group problem solving meetings, and group problem solving

meetings – dates can be found on the Bury Directory). Include an agreed plan for the first day back at school and the night before. Agree a short timescale to review any agreed plans (e.g. 2-4 weeks).

- If limited progress, consider Team Around the School (TAS) approach to refer into EBSA Pathway.
- Professionals can contact the CAMHS consultation line for advice and guidance. The consultation line is open Monday-Friday 9am-5 pm on 07912453942.
- Parents and CYP can use the Early Break Getting Help Line (0161 464 3679, Monday-Saturday 8am to 8pm) to access advice and guidance.
- Referral to CAMHS SPOE (if appropriate). This is a single point of access service for; CAMHS (core, neurodevelopmental, link worker and transitions teams), Mindfulness and holistics at Early Break, Streetwise Counselling (for ages 14-16), Loss and bereavement at Early Break, First Point parenting/family support, First Point post diagnostic workshops for diagnosed ADHD and ASC. Referrals to enclose the school refusal questionnaire where completed.

Getting More Help

CYP who are presenting with more entrenched anxiety related difficulties resulting in a reduction in attendance, longer or more frequent absences from school, withdrawal from social situations and a negative impact on their mental health.

SUGGESTED APPROACHES
- Joint, multi-agency approach including school staff, EWO, CAMHS and Mental Health Practitioners (such as Psychological Wellbeing Practitioners and Early Break as appropriate) with possible referrals to other services such as adult mental health, Early Help, Early Break/Holding Families to support the family as needed.
- Vulnerable pupil meetings.
- Referral into Team Around the School (TAS) to co-ordinate Team Around the Family (TAF) meetings with all relevant partnership professionals.
- Identification of a key adult and communication link in school who will maintain contact with the CYP and their family on a regular basis, who is part of the multiagency group (especially important if CYP is not in school).
- Referrals into core CAMHS to be supported by the use of robust measures and information gathering tools to obtain CYP views about attending school (e.g. School Refusal Assessment Scale – Revised).
- If the child is open to social care, social worker to access consultation with social care CAMHS.
- Approach to provide more intensive anxiety-based interventions including: Coaching /mentoring/ individualised goal setting with young person, and/or CBT via CAMHS, as part of an individualised return to school care plan based on robust information gathering around the functions of the EBSA behaviours.
- Use the approaches recommended in the Anxiety section on The Bury Directory and Getting More Help guidance from CAMHS.
- Use of materials for parents and families to develop understanding around anxiety and EBSA (see information leaflets on The Bury Directory and Good Practice Guide).
- Ongoing support from Mental Health Practitioners as appropriate to devise anxiety/ avoidance hierarchy and advice support plans.
- Involvement in Youth Service Projects if out of school.
- Agreed plan to allow access to education whilst out of school (e.g. online access, access to tuition at home), to reduce longer-term anxieties about missed schoolwork.
- Referral to the Inclusion Allocation Panel.
- Consider referral to the Inclusion & Disadvantaged Children Panel.
- Consideration of an Education, Health and Care needs assessment.

Getting Risk Support

CYP where non-attendance has been prolonged, are presenting with complex anxiety accompanied by disengagement from education, complex family circumstances, involvement in harmful/risky behaviours and may have a history of services being unable to complete assessment or treatment, or where there are safeguarding concerns.

SUGGESTED APPROACHES

- Joint, multi-agency approach including school staff, EWO, Early Help Social workers, Team Around the School (TAS) Meeting , Early Help Social Worker in School and CAMHS (as appropriate), with possible referrals to other services such as adult mental health or Children's Services/ complex safeguarding to support the CYP/family as needed.
- Identification of a key adult and communication link in school who will maintain contact with the CYP and their family on a regular basis (especially important if CYP is not in school), who is part of the multiagency group.
- Early and co-ordinated planning to explore the possibility of returning to education (EWO/ EH (TAS) / CAMHS).
- Referrals into core CAMHS to be supported by the use of robust measures and information gathering tools to obtain CYP views about attending school (e.g. School Refusal Assessment Scale – Revised).
- EWO/EPS/CAMHS support to school to develop an anxiety/ avoidance hierarchy or personalised plan with CYP that can inform the setting, and review of short and long-term targets, via training and group problem solving meetings.
- Consider referrals to Spring Lane School, Children's Society, Integrated Community (ICR) Service and exploration of Alternative Provision options to support learning and re-engagement with education.
- Identification of a mentor who can provide 1:1 coaching/mentoring in an environment CYP feels most safe in (e.g. at home initially) and support to identify and work towards short-term goals (e.g. confidence to leave the house, access lessons/sessions in the community/ visit an educational setting).
- Links to post-16 settings as a goal to work towards for KS4 CYP such as Connexions for Year 11s.
- Completion of risk assessments and safety plans as needed. Links to specialist MH services or Rapid Response Teams as necessary.
- Referral to the Inclusion Allocation Panel.
- Consider referral to the Inclusion & Disadvantaged Children Panel.
- Consideration of an Education, Health and Care needs assessment.

Appendix 1: EBSA Good Practice Flow Chart

Non-attendance triggers a phone call home to gather more infomation and parent/carer views.

Phone call made by nominated member of staff.

Question prompt sheet can be used to guide conversation and record information.

Meeting in school with parents, staff and ideally the young person arranged ASAP (may need to consider alternatives e.g. home visit).

Young person's views could be gathered using the **Are you feeling sad or worried about school? booklet or Return to School Questionnaire.**

Action plan to support a return to school agreed and recorded.

Timescale to review agreed (e.g. 2-4 weeks).

Issue resolved or usual attendance processes followed.

Two to four weeks

Ongoing absence still a concern. Greater assessment and exploration of the function of non-attendance needed. Tools to support this may include:

- **Card Sort Activity (push and pull factors)**

- **School Refusal Assessment Scale - Revised (YP and parent version)**

- **C.A.R.E Schedule (YP and teacher version)**

- **An Early Help Assessment (to explore wider contextual/ family needs)**

Use **example recording templates** to support the interpretion of the infomation gathered to devise an action and intervention plan based on the identified function of the non-attendance.

Use the EBSA Thrive Table to consider resources and approaches. Involve link EWO or Early Help Social Worker support if needed.

Timescale to review agreed (e.g. 2-4 weeks).

Consider the appropriateness of fines with EWO depending on identified function of behaviour (i.e. not appropriate if anxiety-driven).

Consider how access to education will be faciliated to reduce anxiety about missed school work (e.g. set up arrangements to send work home, provide access to online learning systems).

Ongoing Plan-Do-Review-Learn cycles, closely monitoring progress

Cycle of Plan-Do-Review-Learn, closely monitoring impact (e.g.2-4 weeks)

If little or no progress has been evident, a plan for **further referrals to external services and multi-agency reviews should be agreed (e.g. TAS Appoach).**

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EBSA Support Pathway
- CONSENT FORM -

Multiagency response to children anxious to return to school (emotionally based school avoidance; EBSA)

To co-ordinate multiagency support around children and young people who are anxious about attending school or college (emotionally based school avoidance; EBSA) a new way to access support has been developed.

This includes a graduated approach to meeting need using the Thrive Framework and collaboration between different services (Early Help, Educational Welfare Service, Inclusion Service, CAMHS Link Programme, Educational Psychology). For children and young people with complex support needs this consent form will allow your child/ young person's needs to be discussed as part of the Early Help service's Team Around the School (TAS) approach, to identify a Lead Professional to co-ordinate support. Further consent for the direct involvement of specialist services will be sought from you as needed (e.g. CAMHS, Educational Psychology).

Name of pupil:		DOB:	
School / provision:			
Year Group			
Current attendance:			
Key contact in school:			
Contact details:	Email		Tel.

Parent/carer details:			Tel.	
			Tel.	

Services already involved:	

Early Intervention
Steps taken and support offered to date (to be completed by school/setting/ referrer)

It is expected that prior to a referral into the pathway assessment tools will have been completed and used to inform plan-do-review intervention cycles. Please attach completed assessment tools/ analysis summaries and support plans, and summarise any actions taken and the impact of these below.

PARENTAL CONSENT:

☐ For the information on this form to go on the computer database (Educational Management system).

☐ For liaison with other professionals including (but not limited to) those listed above (this could be conversations or sharing written information).

☐ For advice/ support to be given to your child/ young person's school by professionals from the services listed above. This may include the use of tools to gather your/ your child's views in relation to school.

☐ Referrals for direct support (e.g. assessment, observation, consultation with staff, direct work with your child). Further consent for the direct involvement of specialist services will be sought (e.g. Educational Psychology, CAMHS).

Please sign below:

Parent/carer:…………………………………………………………….Date…………………………

Name and role of person who obtained consent:…………………………………………………………..

☐ Tick here if you <u>do not</u> wish for anonymised information to be used in training case studies (this will not affect the referral).

Signature:	Parent		Date	
	Professional		Date	

Please return completed forms to the Early Help inbox:

Earlyhelp@bury.gov.uk

Appendix 3: Return to school/college questions to consider (COVID-19 Specific)

Name of pupil:
Person contacting family: *Date:*

How does (pupil) feel about returning to school?

How do you feel about (pupil) returning to school?

Are there any concerns? What are the concerns?
- Need more information on how it will work
- Safety in school
- Shielding at home
- Pupil Health
- Family Health
- Anxious as not been in school for a while
- Historical anxiety
- Other

Listen to concern and categorise in the following
- Low risk
- Anxious but returning
- Historical Attendance concern
- Highly Anxious/unable to attend

Parent may/will be contacted back to discuss concerns.
Agreed date to contact again:

Agreed Actions:

Bury Education Welfare Service (adapted from Salford Education Welfare Service resources)

Appendix 4: Supporting Staff Wellbeing. Questions for staff to consider.

- How do you feel today?
- What is it you want to achieve today?
- What would that success look like?
- Be kind to yourself, your colleagues and pupils, give hope.
- What have your experiences been over the past months? Perhaps share your experiences with others, acknowledging loss or illness. Give the pupils an opportunity to do this also.
- What positive moments have you experienced? Celebrate what you and your pupils have achieved during lockdown and share with each other remembering to give specific praise.
- Is your 'new normal' consistent and predictable for yourself, colleagues and pupils?
- Try and regain control within your own limitations. Pupils returning to school may feel a lack of control, this is where kindness will help.
- How do you greet your pupils? Does your body language show you are happy to see them; remember a smile is contagious.
- What does your body language look like, does it offer reassurance to pupils?
- Have you set a calm example and normalised the uncertainty you may feel?
- If feeling overwhelmed, break the moment; try mindfulness exercises, breathing deeply, walk outside or have a plan with another staff member which enables you to leave an area if you are overwhelmed. Could you have a signal for feeling overwhelmed? For both pupils and staff.
- How will you recognise if you or your colleague may not be coping, what would you do in this instance?
- Allow yourself, colleagues and pupils to re-set, re-gain focus and start again. This may take several attempts.
- Do you have clear boundaries for yourself? What would you accept, consider others may have different boundaries?
- Share it/shelve it/shout it. To help support any issues you may come across.
- Could you pick up the phone and share success with parents however small to offer reassurance?
- Many children will experience anxiety over the weekend, could you develop a Sunday night plan, what is the family's routine and what would success look like for that child and family?
- Always work as a team with the child at the centre.
- Remember, it's good to check in at the end of the day, reflect on positive practice, what went well, what could I do differently to help tomorrow. Could I involve the pupils and ask how they felt today and what would help them tomorrow? (An example from a SEND secondary school pupil - picking lunch in the morning without seeing the choices was very anxiety inducing. Offering a visual choice via pictures was supportive and reduced this anxiety; small adjustments can matter).

Bury Education Welfare Service (adapted from Salford Education Welfare Service resources)
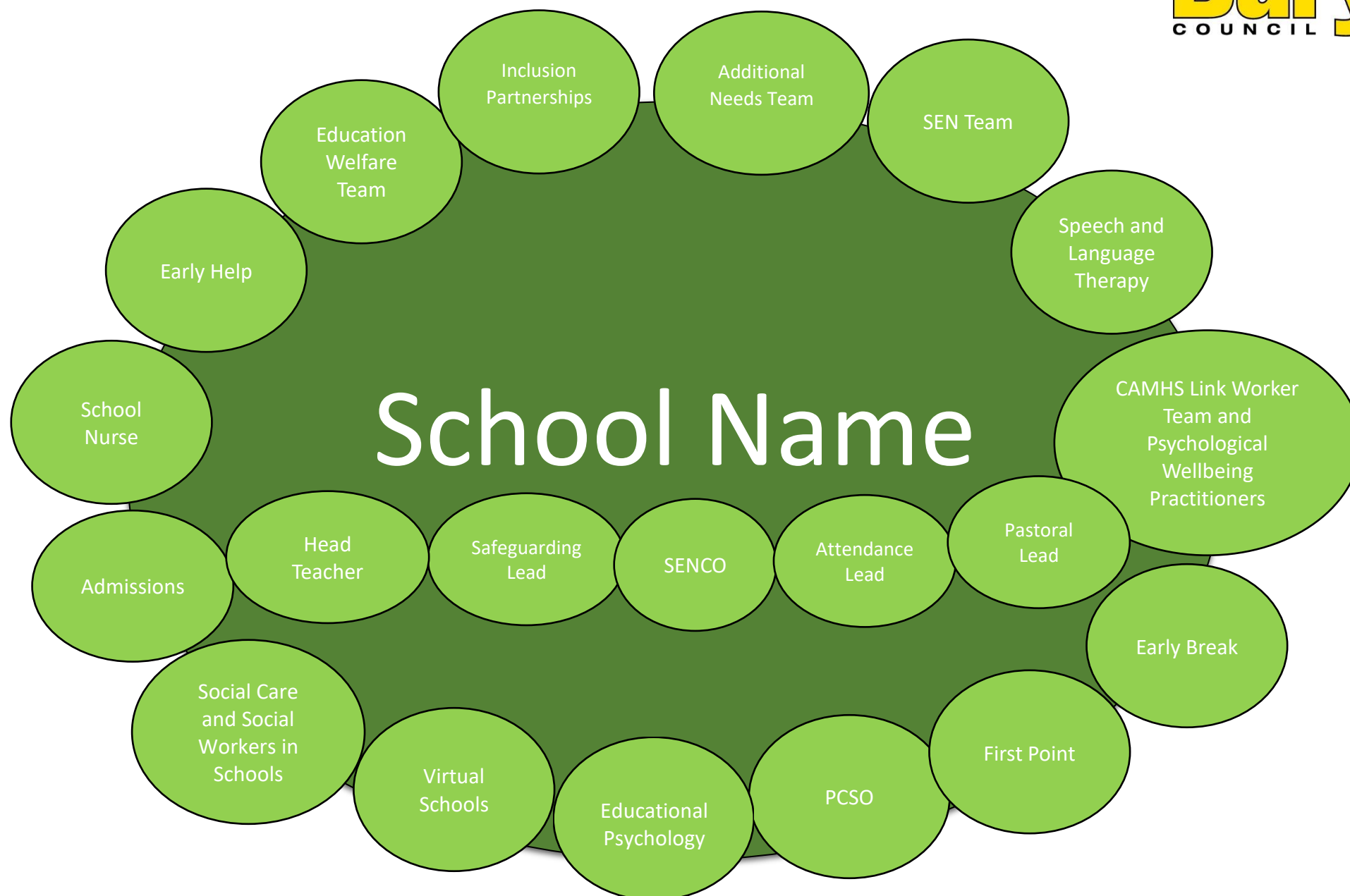
Appendix 5: Support Plan Template

Child/young person (identify who will support this work)	School/college (identify who will be working with school)	Family (identify who will be working with the family)
• Psychoeducational work around anxiety (what is it/how does it feel/ clear message around avoidance making it worse) – Anxiety Gremlin stuff is nice for primary, or Think Good Feel Good. • Model and practise regulation techniques (e.g. breathing/grounding/self-talk etc.).	• Support psychoeducational work with clear ways for child to indicate how feeling & what could/should happen at each stage (e.g. traffic light you describe, or Incredible 5 Point Scale). • Adults to prompt and encourage use of self-soothing techniques.	• Build understanding of cycle of avoidance & importance of encouraging attendance, and avoiding excessive reassurance. • Are the family also anxious? Is this communicated to child? Messages of hope are important (e.g. 'I know you will be back in school' etc rather than, 'it's so difficult').
• Creating an avoidance hierarchy (small steps plan) from least anxiety provoking situation to most.	• School to have in place access to quiet space, 'reset time', key adult check ins as part of general good practice around EBSA. • Key adult to support child to work through avoidance hierarchy and encourage self-regulation strategies at each step, as well as any individual planning needed for each step within school.	• Input into avoidance hierarchy so they can support steps with positive messages at home.
	General (based on views shared): • Access to calm, quiet break out space. • Audit of environment from sensory perspective? Is it just noise child dislikes? • Consistent routines and access to consistent key adult • Acknowledge child dislikes reading aloud & won't be asked to do this. • Access to 're-set' time during the day (e.g. 5-10 minutes of calming activity/key adult time in morning & afternoon). • Opportunities to promote confidence & self esteem as a learner (e.g. achievement book/postcards/jar of strengths). • Opportunities for child to check in with parents (if needed) as part of planning.	**General (based on function 3 & 4 boxes which were ticked).** • Support around home routines; access to fun activities/games/tv/time with parent or carer to be, wherever possible, outside school times & used as a positive thing following engagement within school (e.g. special activity/time with parent for trying really hard/going into school etc.).

Appendix 6: Wobble Plan Template

WOBBLE PLAN

You can keep positive changes going long term by knowing what has worked and keeping these going. There may be WOBBLES along the way. This plan will help you recognise what has worked, how to identify a wobble and what to do to get back on track.

WHAT HAS WORKED TO GET YOUR CHILD BACK AT SCHOOL.
IDENTIFY 3 THINGS THAT EACH OF THE FOLLOWING HAVE DONE THAT HAS CREATED CHANGE:

PARENTS/ CARERS	CHILD	SCHOOL /COLLEGE	OTHER

Identify what might be most likely slip or stop

Identify if there is a wobble what you may be thinking or feeling?

What thought can you replace it with?

Identify How to get this back on track as easy as possible.

Identify who can help you best and who is a back up in case they aren't available.

What do they need to do or say?

What are your top three actions to get back on track
1.

2.

3.

WOBBLES ARE NORMAL

Remember changing a behaviour is hard work and takes time. It may feel like things have gone back to the start at times. If you identify this as quickly as possible and make sure you are continuing to put everything in place (that worked) you will be able to get things back on track much quicker.

Appendix 7: Agencies Around the School template

Bury Council

School Name

- Inclusion Partnerships
- Additional Needs Team
- SEN Team
- Education Welfare Team
- Speech and Language Therapy
- Early Help
- School Nurse
- CAMHS Link Worker Team and Psychological Wellbeing Practitioners
- Admissions
- Head Teacher
- Safeguarding Lead
- SENCO
- Attendance Lead
- Pastoral Lead
- Early Break
- Social Care and Social Workers in Schools
- Virtual Schools
- Educational Psychology
- PCSO
- First Point

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Appendix 8: Return to School Plan Summary – Completed Example	
Child or young person (CYP) name: Harry (Y8)	**School:**
About me Section: *What things and people are important to the CYP?* **Home:** • Family • Grandad • Playing out • Chill out • Having fun **School** • Friends • Respect to teachers	**My home Section**: *How did they feel being at home? What did they do? How did they feel about home learning?* • Staying at home has made me feel happy and relaxed (10/10 on happiness line; Learning at home 8/10) **Things Harry likes about being at home:** • It's not boring • I don't have to walk around everywhere – in one place • Quieter • Too busy at dinner time • Too much writing at school – always catching up • Can concentrate better

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?*

- Not feeling good about the return to school (1/10). Feel like it's a waste of time and I dislike being there too long. Full time feels too long and I would prefer to have a teacher at home.
- I do want an education, but I find it hard to be in school.
- People I can talk to are Miss Slater and my form tutor.
- Anxiety when in school - my belly and head hurts and I start to get angry. Cry when upset.

Things Harry is most looking forward to about returning to school:
1. Seeing my friends (most)
2. Having routines
3. Breaktimes
4. Seeing my teachers
5. Learning
6. Time away from home (least)

Questions Harry has about school that need to be addressed in his Return to School plan:
- What help will I get with my learning?
- Who will help me?
- How can I cope with my feelings?

- How will school keep me safe?
- Why do I have to go?
- My timetable (and how this will change as his hours increase)
- The new school rules and layout

My Coping Toolkit/When I feel worried Section: What activities were selected? Do they have preference for one type?
- Exercise
- Talking to a friend or someone I trust
- Being around other people (friends)
- Being creative (e.g. art or writing stories)
- Having some quiet time

Push and pull factors discouraging attendance at school	
Push and pull factors keeping them away from school	**Push and pull factors encouraging them towards home:**
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.**)* Concerns about school work, lessons and the support he can access in school: - I worry about school work - I need help with learning - I don't understand what the teacher is saying - I dislike reading aloud; this makes me worried. - I don't like some lessons - I don't feel supported - I don't like some of the teachers - I don't like getting to school - School is too noisy or busy - I don't like changes to routine Negative feelings linked to school: - I feel worried	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**.)* - Things I can do to make myself feel better when I am in school – come home - I worry about leaving my parent (Mum has some health concerns which has required stays in hospital) - I prefer to spend time doing fun stuff at home and I would rather spend time on my phone/ games - I would rather be at home and I prefer to spend time with my family School Refusal Assessment Scale (Harry's scores) indicated function 3 (time with a special person) as the second ranking function of his EBSA. Parent scores indicated functions 3 and 4 were the equally weighted as second. *[Embed completed School Refusal Assessment Scale PDFs]*

• I feel stressed • I feel sad • I feel my head is too full • I feel helpless • I feel confused • I feel lonely School Refusal Assessment Scale (Harry and Parent scores) clearly indicated function 1 (avoidance of an anxiety provoking situation) as the main function of his EBSA.	
Push and pull factors encouraging them to attend school	
Factor to promote attendance that were selected *(Pictures with yellow borders.* ***Find opportunities to promote these)*** • I believe people care about me at school • I have friends at school • I feel safe when I am at school	Factors to promote growth which were <u>not</u> selected and could be built upon to strengthen the push to school *(Pictures with yellow borders.* ***Find opportunities to develop these.)*** • Feeling listened to – answer his questions about school. • Provide him with clear information about how he will be supported in lessons – offer this support at the start of lessons before he starts to feel behind (e.g. TA availability at start, only need to write date not LO if this is already recorded on Google Classroom) • Good learner / belief in his abilities – increased use of specific praise. Use of 'experiments' to test out and challenge some of his worries. • I feel like I am calm when I am at school – develop his understanding of anxiety and the coping skills and strategies he can use in school through 1:1 work with a TA and/or iReach. ***Other areas which could also be promoted to strength the push to school (to be discussed further on 8/12/20)*** • I know what I want to do when I leave school • I feel like I belong in school

Agreed actions:

- Attendance Leas to complete **Hand of Support and Safety map** (EP to email with information).
- Identified TA to use this to complete Harry's Return to School Plan (informed by the information in his Return to School Questionnaire and his Hand of Support/ Safety Map – EP has started this, see attached). It is important this Return to School Plan is completed with Harry before the increase in his hours.
- **Mr Thomas to ensure all staff are aware of Harry's support plan and appropriate strategies** (e.g. recording of LO; consideration of seating position, use of ADHD strategies within the classroom) → to address Harry's concerns about learning. Support in school to be clearly communicated to Harry using the Return to School plan (to ensure he feels listened to and to reassure him that he does have support).
- Mr Thomas to identify a **TA who can work with Harry on a 1:1 basis, to complete his anxiety hierarchy** (see school Good Practice Guide page 24, EP can support as needed).
- **TA to work with Harry on a regular basis to develop his understanding of anxiety,** reassure him of the support he has in place within school and develop his confidence in the coping/ calming strategies he can use → psychoeducation to reduce the negative feelings he associates with school (EP to email some resources to help with this e.g. anxiety gremlin, sailing the anxiety boat).
- EP and Mr Thomas to meet with iReach practitioner to discuss referral to their low-intensity CBT course for anxiety.
- **Harry to build up his time in school prior to the Christmas break** (e.g. first week stay for lunch and be collected at 1pm, following week 2pm). This to be agreed alongside his anxiety hierarchy so Harry feels involved in the plan and decision making.
- **Sarah to talk to Harry about any concerns he may have about her health** and how this may increase his concern about being away from her.
- A plan to be agreed to **allow Harry contact with Sarah as his hours are increased** and this to be built into his timetable (e.g. text message check in at an agreed time). This can be gradually faded out as his confidence in school increases.
- More quality time with Sarah at the weekends to be used as an incentive and reward for longer hours at school.
- *See Core Approaches summary in Appendix 1.*

Date to Review: