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 (p26) 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 (p8):

- 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 (p10, 28-34)** 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 - see Consent Form p24 and guidance p9).