

# Reducing Emotionally Based School Avoidance

*Emotionally Based School Avoidance (EBSA) is a broad umbrella term used to describe a group of children and young people who experience significant and enduring challenges in attending school due to emotional factors, mainly feelings of fear and anxiety.*

*The EBSA is more than just a child or young person's perceived dislike for school. The school avoidance is rooted in emotional and physical anguish, and the difficulties can escalate to such an extent that the child no longer feels able to attend school at all. (Dr. Jerrica Holder EdPsychEd)*

EBSA is often complex and multi-faceted. EBSA is the result of a combination of predisposing factors and maintaining factors which are largely unique to the individual child, their family and school context, and which interact with a particular trigger. Triggers commonly include: transition between primary and secondary school; loss or bereavement within the family; a change in friendship groups or bullying. Many pupils may find it harder to return to school following a prolonged absence, due to illness or a school holiday. The signs and associated responses of EBSA can present in a variety of ways for different pupils.

This guidance document has been prepared for professionals working with children and young people in education, health and care.

It is intended to:

1. Support schools, colleges and wider education, health and care professionals to identify, monitor and respond to pupils whose attendance is a concern due to emotion-based factors
2. Summarise the best practice implications of findings from the EBSA research
3. Provide guidance on how to match support to the level of absence
4. Demonstrate how the best practice implications for EBSA link to leading and developing a whole-school approach to support mental health and wellbeing ([Education inspection framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/education-inspection-framework))
5. Link best practice indicators to sources of support, guidance and training
6. Provide a best practice audit tool to identify areas for further development

[THRIVE Framework for system change | i-THRIVE \(implementingthrive.org\)](https://www.ngthrive.org/)



## The 7-Step Person-Centred Pathway: Reducing Emotionally Based School Avoidance

Step 1: Family communication and support

Step 2: The role of the key adult

Step 3: Pupil voice

Step 4: Assessment

A: School-based prevention  
B: School-based early identification and intervention  
C: School-based targeted intervention  
D: School and agency targeted intervention  
E: Bespoke intervention and provision planning

Step 7: Monitoring and review

Step 6: Social and emotional learning and intervention






Step 5: Adaptation and adjustment

[Promoting children and young people's mental health and wellbeing \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671111/mental_health_and_wellbeing.pdf)



[Working together to improve school attendance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671111/mental_health_and_wellbeing.pdf)  
[Summary of responsibilities where a mental health issue is affecting attendance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671111/mental_health_and_wellbeing.pdf)

## Provision levels A-E

A: School-based prevention	Consult this provision level to support the auditing and planning of universal systems	
B: School-based early identification and intervention	Consult this provision level when a child's attendance has decreased or in-school attendance or engagement is raised as a concern e.g. pattern of lateness, in school non-attendance, concern raised by family, pleas for non-attendance, avoidant behaviours in the morning etc.	
C: School-based targeted intervention	Consult this provision level when there is an established pattern of non-attendance and / persistent absence (90% or below)	
D: School and agency targeted intervention	Consult this provision level when there is severe absence (50% or below)	
E: Bespoke intervention and provision planning	Consult this provision level when severe absence is ongoing and success criteria developed through individual action plans are consistently not met	

## Getting started:

### Developing systems

Start with provision level A: using the audit tool below, evaluate your school-based provision and identify next steps to embed a whole school approach, with clear internal communication systems

### Individual planning

- a) Use your data to identify which provision level is the best fit for the child – B, C or D
- b) Work through the pathway steps 1-7 using the suggested tools and check that all the practice indicators within the previous provision level have been put in place
- c) Record your next steps and success criteria on the seven step 'Person-Centred Attendance Support Plan' (Appendix 1) and schedule the review
- d) Review your data and success criteria to inform a move to a different pathway (ideally pathway A)
- e) Should success criteria consistently not be met on pathway D, consult the team around the child and the Local Authority to consider a move to pathway E

## Guidance and audit tool for all provision levels

The 7 Step pathway (Tools to use)	Provision level and best practice indicators	Red, Amber, Green
<p><b>1. Family communication and support</b></p> <p><a href="#">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Is my child too ill for school? - NHS (www.nhs.uk)</a></p> <p><a href="#">SEND Local Offer (wigan.gov.uk)</a> <a href="#">Family Hubs (wigan.gov.uk)</a></p> <p><a href="#">Children's mental health - Every Mind Matters - NHS (www.nhs.uk)</a></p> <p><a href="#">Keeping children safe in education 2023 (publishing.service.gov.uk)</a></p> <p><a href="#">Thresholds of Need guidance (wiganlscb.com)</a></p> <p><a href="https://www.wigan.gov.uk/pub/SchoolDownloads/EBSA-parent-information-sheet.pptx">https://www.wigan.gov.uk/pub/SchoolDownloads/EBSA-parent-information-sheet.pptx</a></p>	<p><b>A: School-based prevention</b></p> <p>A clear message has been sent to all parents / carers regarding high expectations for attendance and the school's priority to maximise face to face contact (DfE)</p> <p>Parents/carers have access to information and support to promote positive mental health and high attendance</p> <p>Parents/carers have access to information and support to help them to notice the early signs of EBSA and to be aware of who to contact in school to facilitate the earliest action</p> <p>Lead professionals to know, understand and disseminate the support offer for families within the school and local community</p>	
	<p><b>B: School-based early identification and intervention</b></p> <p>As early as possible, open communication is facilitated with parents / carers which focuses upon deep listening and understanding the child and family's perspective through person-centred practice</p> <p>The family are provided with information about the school's universal whole school mental health and wellbeing offer, specifically detailing information about how children's worries / anxieties are heard, understood and supported in school</p> <p>The family have an opportunity to discuss the cycle of avoidance and reinforcement and how it may relate to their child</p> <p>The Thresholds of Need document is used to determine the child's level of need and appropriate services / resources to engage e.g. school nurse, attendance support, family hub</p> <p>The format and frequency of home-school contact is agreed</p>	

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<a href="#">THRIVE Directory - Children and Young People's Mental Health Services   Healthwatch Wiganandleigh</a>  <a href="#">Person-centred Thinking Tools   HSA   Consultancy   Training (helensandersonassociates.co.uk)</a>	<p><b>C: School-based targeted intervention</b></p> <p>Early Help Assessment and Planning is initiated and a lead professional identified  A frequent pattern of home-school contact is established with a staff member who knows the child well and has oversight of their person-centred attendance plan</p> <p>Bespoke community support, training and workshop offers are shared with the family</p>	
	<p><b>D: School and agency targeted intervention</b></p> <p>A frequent pattern of home-school contact is established with a staff member who knows the child well and has oversight of their person-centred attendance plan (at least weekly)  The Thresholds of Need document continues to be used to determine the child's level of need and appropriate services / resources to engage</p>	
	<p><b>E: Bespoke intervention and provision planning</b></p> <p>As above – ongoing frequent home-school contact alongside the enhanced offer of family support</p>	

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<p>2. The role of the key adult</p> <p><a href="#">Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk)</a></p> <p><a href="#">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Training &amp; Events   Be Wigan   Services for Schools</a></p>	<p><b>A: School-based prevention</b></p> <p>A whole school approach to mental health and wellbeing is actively promoted by the senior leadership team A whole school approach to attendance is actively promoted by the senior leadership team</p> <p>Systems to promote a sense of control, competence and consistency are in place to support transitions for children, both within school and from school to school</p> <p>Attendance monitoring systems are in place to ensure that patterns and concerns are identified at the earliest possible stage, focusing on groups of children potentially at risk of reduced attendance e.g. Children Looked After (CLA), children with a social worker, children with autism, children with SEND, children with high anxiety etc.</p> <p>Staff have accessed Whole School Attendance Training (Attendance Service)</p> <p>Staff have accessed training on Emotionally Based School Avoidance and have an awareness of how to notice the early signs and intervene</p>	

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<p>Emotionally Friendly Schools <a href="#">Home</a> <a href="#">Emotionally Friendly Settings</a></p> <p><a href="https://www.wigan.gov.uk/pub/SchoolDownloads/EBSA-with-audio.pptx">https://www.wigan.gov.uk/pub/SchoolDownloads/EBSA-with-audio.pptx</a></p> <p><a href="#">Resilience Framework Co-produced with Children in Blackpool - Boingboing</a></p> <p><a href="#">Microsoft Word - PACE School.docx (fife.scot)</a></p> <p><a href="#">Emotion Coaching - United Kingdom (emotioncoachinguk.com)</a></p> <p><a href="#">ten-ways-to-support-school-staff-wellbeing.pdf (annafreud.org)</a></p> <p><a href="#">Solution Circles   Group Solutions   Circle Solutions (inclusive- solutions.com)</a></p>	<p><b>B: School-based early identification and intervention</b></p> <p>The child has opportunities to build relationships / warm connections with key staff members on a more individual / small group basis, whereby they are encouraged and supported to engage in positive school-based experiences</p> <p>A mentor / key adult is appointed in consultation with the child and ‘check-ins’ and / ‘meet and greet’ are planned in an environment in which the child feels comfortable</p> <p>Through positive attention, the mentor / key adult focuses on developing the child’s feelings of safety, security, self-acceptance, sense of belonging and resilience, considering how to increase confidence and self-esteem and how to support aspiration and motivation</p> <p>During individual discussion, the key adult:</p> <ol style="list-style-type: none"> <li>1. Provides an opportunity to jointly reflect with the child about their pattern of attendance, demonstrating curiosity and an opportunity to share their views</li> <li>2. Acknowledges the child’s thoughts and feelings about factors which may be impacting them, including those about school or aspects of school</li> <li>3. Lets them know that the adults at home and at school will work with them to create a plan to support them</li> <li>4. Explains that avoidance can make worries worse, so it’s best to work together to try to find solutions</li> <li>5. Talks to the child about encouraging support from peers</li> <li>6. Celebrates progress</li> </ol>	



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<a href="#">Utilising the Noble Truths to support children and young people</a> <a href="#">- Schools mental health guide - Boingboing</a>	<p>Staff working closely with children and young people presenting with EBSA:-</p> <ol style="list-style-type: none"> <li>1. Receive additional support and supervision, for example coaching, peer networks, peer supervision and opportunities to use joint problem-solving frameworks, such as Solution Circles</li> <li>2. Understand The Noble Truths outlined in the Boing Boing Resilience Framework (Accepting, Committing, Conserving, Enlisting), and how to use them to guide their work</li> </ol>	
	<p><b>C: School-based targeted intervention</b></p> <p>A mentor / key adult is appointed in consultation with the child to provide person-centred mentoring In addition to the above, the key adult:</p> <ol style="list-style-type: none"> <li>1. Prioritises pupil voice during mentoring, using person-centred thinking tools to find out more about the child's strengths, interests, challenges and solutions</li> <li>2. Considers the best environment for the child in expressing their views, exploring contexts creatively e.g. walking and talking</li> <li>3. Advocates for the child during meetings and / supports them to advocate for themselves</li> <li>4. Facilitates communication and action in the team around the child</li> <li>5. Develops a child-friendly version of the agreed person-centred attendance action plan with the child and ensures that they have a copy of this and somewhere discreet to keep it, so that they can use it as a resource day to day.</li> </ol> <p>Key information to include for the child may be:</p> <p><i>My key adult in school will be ...</i>  <i>I will meet them .....</i>  <i>They will keep in touch by ...</i>  <i>I can also find them ...</i>  <i>The plan to support my attendance is ...</i>  <i>I will keep strong by ...</i>  <i>We will review the plan on ...</i></p>	

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	<ol style="list-style-type: none"> <li>6. Oversees the child's person-centred attendance action plan, regularly reviewing progress with the child</li> <li>7. Maintains contact with the child during absences</li> </ol> <p>In addition to the above, staff working closely with children and young people presenting with EBSA receive additional training to further support and enhance their knowledge, skills and understanding in relation to Anxiety, Autism, ADHD, Transition and Person-Centred Practice</p>	
	<p><b>D: School and agency targeted intervention</b> A mentor / key adult is appointed in consultation with the child to provide person-centred mentoring In addition to the above, the key adult:</p> <ol style="list-style-type: none"> <li>1. In consultation with the team around the child, explores creative ways to maintain communication with the child throughout absences</li> <li>2. During communications with the child, uses proactive strategies to demonstrate that they are 'held in mind' when not in school</li> </ol>	
	<p><b>E: Bespoke intervention and provision planning</b></p> <p>As above</p>	

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<p><b>3. Pupil voice</b></p> <p><a href="#">Participation Strategy 2022-2025 (wigan.gov.uk)</a></p> <p><a href="#">Talking Mats   Improving communication, improving lives</a></p> <p><a href="#">Person-centred Thinking Tools   HSA   Consultancy   Training (helensandersonassociates.co.uk)</a></p> <p><a href="#">Personalising Education Transition One-page profile HSA Train (helensandersonassociates.co.uk)</a></p> <p>Emotionally Friendly Schools manual section 3: Exploring the child / young person's world <a href="#">Home</a>   <a href="#">Emotionally Friendly Settings</a></p>	<p><b>A: School-based prevention</b></p> <p>High expectations regarding attendance are communicated to all children, alongside the benefits of attendance and risks / impact of non-attendance</p> <p>Children participate in the development of good attendance systems - their views in relation to attendance barriers and facilitators are elicited, heard and taken into account</p> <p>There is clear verbal and written communication to all children regarding support available to them should they be worried about school for any reason, including a range of ways for children to raise worries</p> <p>There is a system for responding to such communications which actively involves children in identifying strategies to support them to manage in school, and to attend or contribute to meetings</p>	
	<p><b>B: School-based early identification and intervention</b></p> <p>The child is enabled to communicate and explore their strengths, interests, challenges and solutions (Space, Voice, Audience, Influence – Lundy Model 2007) – they are offered a range of means through which to do this</p> <p>Insights from their communications are actively incorporated into their person-centred attendance action plan</p> <p><i>What is important to the child? What's working / not working? What lessons do they enjoy / not enjoy? What does a good / not so good day look like? What are their hopes, goals and aspirations for the future?</i></p>	

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<p><a href="#">Enabling the meaningful participation of children and young people globally: The Lundy Model (qub.ac.uk)</a></p> <p><a href="https://www.wigan.gov.uk/pub/SchoolDownloads/EBSA-younger-person-sheet.pptx">https://www.wigan.gov.uk/pub/SchoolDownloads/EBSA-younger-person-sheet.pptx</a></p> <p><a href="https://www.wigan.gov.uk/pub/SchoolDownloads/EBSA-young-person-sheet.pptx">https://www.wigan.gov.uk/pub/SchoolDownloads/EBSA-young-person-sheet.pptx</a></p>	<p><b>C: School-based targeted intervention</b></p> <p>In addition to the above, the child is enabled to communicate and explore the ‘pull’ factors that promote school avoidance and the ‘push’ factors that encourage school attendance</p> <p>Insights from their ongoing communications are actively incorporated into their person-centred attendance action plan, with adaptations made over time in accordance with their views</p>	
	<p><b>D: School and agency targeted intervention</b></p> <p>In addition to the above, the child is enabled to communicate and explore ways in which they can maintain a sense of community connection and belonging and maintain relationships with key people in light of their attendance difficulties</p> <p>Insights from their ongoing communications are actively incorporated into their person-centred attendance action plan, with adaptations made over time in accordance with their views</p>	
	<p><b>E: Bespoke intervention and provision planning</b></p> <p>In addition to the above, the child is enabled to understand and express their views regarding potential changes or adaptations within their educational offer and / provision</p> <p>Insights from their ongoing communications are actively incorporated into their person-centred attendance action plan, with adaptations made over time in accordance with their views</p>	

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<p><b>4. Assessment</b></p> <p><a href="#">SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Training &amp; Events   Be Wigan   Services for Schools</a></p> <p>Graduated approach training</p> <p><a href="#">Information for professionals (wigan.gov.uk)</a></p> <p><a href="#">Emotionally Based School Avoidance   West Sussex Services for Schools</a></p>	<p><b>A: School-based prevention</b></p> <p>Whole school systems are in place for gathering and analysing attendance data, so that immediate action can be taken and additional support provided in light of trends or concerns with groups / individuals</p> <p>Information regarding attendance, trends, patterns or concerns are communicated effectively with staff and time prioritised to explore challenges and solutions</p>	
	<p><b>B: School-based early identification and intervention</b></p> <p>The outcomes of Early Help assessment are reviewed</p> <p>The full range of possible barriers to attendance are considered e.g. SEND, medical needs, emotional factors, transport, school- based issues, bullying, home factors etc.</p> <p>For all children, school-based data has been reviewed regarding strengths, attainment and approach to learning and key staff have been consulted</p> <p>For children with no identified SEND, this data has been used to consider if the child may have unidentified SEND and the SENCO and TESS have been consulted as appropriate</p> <p>For children with identified SEND accessing SEN support, the SENCO has revisited the 'Assess' stage of the Assess Plan Do Review Cycle in light of the attendance concerns, liaising with appropriate LA services to support this process</p> <p>For children with identified SEND with an Education, Health and Care Plan (EHCP), SENCO to incorporate updated assessment information into the ongoing implementation, monitoring and review process</p> <p>For all children, the following information has been gathered regarding their attendance, prior to action planning, involving parents/ carers and key staff :-</p> <ul style="list-style-type: none"> <li>- Description (rate of attendance, patterns, history)</li> <li>- Risk factors (school, child and family)</li> <li>- Strengths and protective factors</li> </ul> <p>Shared understanding of the potential reasons for and functions of school avoidance is used to inform planning</p>	

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	<p><b>C: School-based targeted intervention</b></p> <p>In addition to the above, if not in place, Educational Psychology (EP) involvement is considered to further support formulation and action planning  Functional assessment is used to inform intervention  The team around the child have jointly considered whether there are gaps in the assessment e.g. possible neurodevelopmental or sensory needs  Assessment focuses on achieving a holistic understanding of the child's needs across education, health and care</p>	
	<p><b>D: School and agency targeted intervention</b></p> <p>As above</p>	
	<p><b>E: Bespoke intervention and provision planning</b></p> <p>As above</p>	

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<p>5. Adaptation and adjustment</p> <p><a href="#">Summary of responsibilities where a mental health issue is affecting attendance (publishing.service.gov.uk)</a></p> <p><a href="#">PATH   Person Centred Planning   Person Centred Planning Tools (inclusive-solutions.com)</a></p> <p><a href="#">Emotionally Based School Avoidance   West Sussex Services for Schools EBSA guidance document pp.37-40</a></p> <p><a href="#">Landing Page   Autism Barriers to Education</a></p> <p><a href="#">School uniforms - GOV.UK (www.gov.uk)</a></p>	<p><b>A: School-based prevention</b></p> <p>The physical school environment is designed to evoke feelings of calm, nurture and wellbeing and quiet, sensory-friendly spaces are available Groups of children and young people potentially at risk during any transition / change are identified early and provided with additional support e.g. Children Looked After (CLA), children with Autism, children with SEND There are buddy systems and peer support mechanisms in place to reduce potential for social isolation in school</p>	
	<p><b>B: School-based early identification and intervention</b></p> <p>A personalised, strength-based, person-centred attendance action plan is developed (see appendix) Funding for SEN support is allocated as appropriate to support the implementation of this plan (Element 2 Notional SEN Budget) Long-term outcomes are broken down into component steps and actions are agreed which prioritise a sense of safety and control for the child The review process for the plan is agreed, incorporating both formal review (e.g. through Early Help meetings or EP consultation) and very regular informal review (e.g. through key adult and child / family liaison at least weekly) For children with EHCPs, the SENCO alerts the SEND team and next steps are agreed, for example an EHC review The person-centred attendance action plan needs to:-</p> <ul style="list-style-type: none"> <li>• Prioritise safety, control and belonging</li> <li>• Address the specific issues identified during the assessment, including sensory adaptations</li> <li>• Emphasise routine and detail small, incremental steps towards increased attendance and / engagement (SMART targets)</li> <li>• Prioritise learning and social inclusion</li> <li>• Include planning for potential setbacks and challenges</li> <li>• Include provision for teaching / coaching in skills for coping and self-management (breathing techniques, mindfulness, balanced thinking strategies)</li> </ul>	

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<a href="http://wigan.gov.uk">Engagement centres (wigan.gov.uk)</a>	<p><b>C: School-based targeted intervention</b></p> <p>In addition to the above, school to develop a costed provision map and review SEN funding to meet need (Element 2 Notional SEN Budget)</p> <p>Multi-agency contribution to the action plan is facilitated, involving external partners from education, health and care as appropriate</p> <p>School to consult with the child and family and consider requesting short term intervention from the Engagement Centres (Engagement Centres Emotionally Based School Avoidance Offer)</p> <p>For children with EHCPs, alert the SEND team to raise concerns regarding implementation of the child's plan and liaise to agree next steps and plan an EHC review</p>	
<a href="http://wigan.gov.uk">Alternative education provision (wigan.gov.uk)</a>  <a href="http://wigan.gov.uk">Access to Education Policy (wigan.gov.uk)</a>  <a href="http://wigan.gov.uk">Education of pupils with medical needs (wigan.gov.uk)</a>	<p><b>D: School and agency targeted intervention</b></p> <p>In addition to the above, the following have been considered (if not already in place):</p> <ul style="list-style-type: none"> <li>• Bespoke arrangements for journeys to and from, and transitions within school, including timings</li> <li>• The introduction of flexibility into the timetable, including blended, off-site or pre-teaching learning opportunities or tutoring</li> </ul> <p>A plan for ongoing substantive feedback to children regarding any learning activities carried out or accessed flexibly or off- site</p> <p><b>E: Bespoke intervention and provision planning</b></p> <p>In addition to the above, collate process evidence detailing the child's response to provision level D (appendix 1) Consult the team around the child to consider next steps</p> <p>If relevant criteria are met, it may be appropriate to consider:</p> <ul style="list-style-type: none"> <li>• Options for Alternative Provision</li> <li>• An EHCP needs assessment request</li> <li>• Medical Needs referral</li> <li>• Contact to the Local Authority to ascertain if there are any potential avenues for additional support</li> </ul> <p>For children with an EHCP, liaise with SEND team to review section F (provision)</p>	



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<p>6.Social and emotional learning and intervention</p> <p><a href="#">Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)</a></p>	<p><b>A: School-based prevention</b></p> <p>Children and young people access curriculum teaching about anxiety which presents normal but challenging stressors and associated physiological responses as helpful and controllable</p> <p>A transition programme is available to support all children and young people through periods of loss and change - big feelings associated with loss and change are normalised through the social and emotional learning curriculum</p>	
<p><a href="#">Self Care, Anxiety, Depression, Coping Strategies   On My Mind   Anna Freud Centre</a></p> <p><a href="#">Anxiety Webinar for Young People - YouTube</a> (CAMHS Link Team)</p> <p><a href="#">Let's talk about anxiety: animation and teacher toolkit (annafreud.org)</a></p> <p><a href="#">If you're in an unhappy place (wigan.gov.uk)</a></p>	<p><b>B: School-based early identification and intervention</b></p> <p>Curriculum materials focused on understanding the range of emotions, how to recognise and talk about emotions and self-care are revisited either 1:1 or in a small group</p> <p>The child is supported to develop and implement a personalised self-care plan</p> <p>The child is supported to understand appropriate online and face to face mental health and wellbeing services and sources of information, alongside community-based activities available to them, and to access early support</p> <p>A referral to the CAMHS School Link Team for consultation has been considered (some children may already have mental health agency involvement)</p>	
	<p><b>C: School-based targeted intervention</b></p> <p>In addition to the above, the child is offered short-term, evidence-based intervention with clear goals to support their wellbeing</p> <p>e.g. from internal / school-based mental health / pastoral staff, school-based counsellor, TESS SEMH practitioner, CAMHS School Link Team, Mental Health Support Team</p> <p>For children accessing specialist agency intervention to support educational / community engagement and mental health and wellbeing, facilitate discussion within the team around the child so that learning from this involvement can inform attendance action planning</p>	

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	<p><b>D: School and agency targeted intervention</b></p> <p>If not in place, explore specialist agency intervention to support educational / community engagement and mental health and wellbeing e.g. from Aspiring Futures, TYSS, Mental Health Support Team, CAMHS, BASE Outreach etc.</p> <p>Facilitate discussion within the team around the child so that learning from specialist agency involvement can inform attendance action planning</p> <p>Should the child be currently unable to benefit from evidence-based treatment or intervention, continue to offer mental health advice and signposting, alongside multi-agency co-ordinated care and risk management</p>	
	<p><b>E: Bespoke intervention and provision planning</b></p> <p>As above</p>	
<p><b>7. Monitoring and review</b></p> <p><a href="#">Working together to improve school attendance (publishing.service.gov.uk)</a>  <a href="#">DfE whole school attendance</a></p>	<p><b>A: School-based prevention</b></p> <p>Absence is widely understood as a potential safeguarding risk and attendance monitoring systems are in place to ensure that patterns and concerns are identified at the earliest possible stage and follow up of absence (internal and external) and punctuality is in place</p> <p>There are systems for monitoring groups of children potentially at risk of reduced attendance e.g. Children Looked After (CLA), children with a Social Worker, children with Autism, children with SEND, children presenting with high anxiety etc.</p> <p>Staff in school providing absence follow up to families understand the rise in absence due to mental health and actively encourage open communication regarding potential emotional factors to support earliest intervention</p> <p>Whole school systems are in place for the monitoring of wellbeing e.g. through screening, and pupil and parent voice</p>	

The 7 Step pathway (Tools to use)	Provision level and best practice indicators	Red, Amber, Green
	<p><b>B: School-based early identification and intervention</b></p> <p>A plan is developed for the monitoring of progress in two ways:</p> <ol style="list-style-type: none"> <li>1. Through agreed informal, regular, brief check ins with the child and family to maintain motivation and momentum, work through setbacks and make small changes as required</li> <li>2. Through formal review of the person-centred attendance action plan developed, with active involvement of the child and family (e.g. as part of Early Help review, EHC review or EP consultation review). A suggested review structure could be to: <ul style="list-style-type: none"> <li>• Update regarding the current adaptations in place</li> <li>• Identify and celebrate progress against success criteria</li> <li>• Incorporate pupil and parent / carer views</li> <li>• Review new information</li> <li>• Summarise ongoing challenges to be addressed</li> <li>• Agree next steps (for example, making tweaks / changes to the current support plan, agreeing new outcomes and actions, agreeing agency involvement as required, moving to a different provision level)</li> </ul> </li> </ol>	
<a href="https://www.annafreud.org/media/11456/mwb-toolki-final-draft-4.pdf">https://www.annafreud.org/media/11456/mwb-toolki-final-draft-4.pdf</a>  <a href="https://www.annafreud.org/schools-and-colleges/resources/using-measurement-tools-to-understand-pupils-needs/">https://www.annafreud.org/schools-and-colleges/resources/using-measurement-tools-to-understand-pupils-needs/</a>	<p><b>C: School-based targeted intervention</b></p> <p>In addition to the above, monitor progress on goals identified for intervention using success criteria, outcome measures, pupil voice, parent /carer voice, scaling etc.</p> <p>Use team learning about the child's response to intervention to inform next steps on the person-centred attendance action plan</p>	
	<p><b>D: School and agency targeted intervention</b></p> <p>As above</p>	
	<p><b>E: Bespoke intervention and provision planning</b></p> <p>As above</p>	

Appendix 1: (NB The Person-Centred Attendance Plan is designed to be incorporated into existing planning documentation relevant to the child e.g. Early Help Plan, SEN Support Plan, Child in Need Plan etc.

### Person-Centred Attendance Action Plan

Name:

Year group:

Team around the Child: Plan 1- Date:

The 7-step pathway	Next step(s) to promote resilience and increase engagement and attendance	Success criteria	Review (date.....)
1. Family communication and support pp. 5-6			
2. The role of the key adult pp. 7-9			
3. Pupil voice pp. 10-11			
4. Assessment pp. 12-13			
5. Adaptation and adjustment pp. 14-15			
6. Social and emotional learning and intervention pp. 16 - 17			
7. Monitoring and review pp. 17-18			

Plan 2-Date:

The 7-step pathway	Next step(s) to promote resilience and increase engagement and attendance	Success criteria	Review (date.....)
1. Family communication and support pp. 5-6			
2. The role of the key adult pp. 7-9			
3. Pupil voice pp. 10-11			
4. Assessment pp. 12-13			
5. Adaptation and adjustment pp. 14-15			
6. Social and emotional learning and intervention pp. 16 - 17			
7. Monitoring and review pp.17-18			