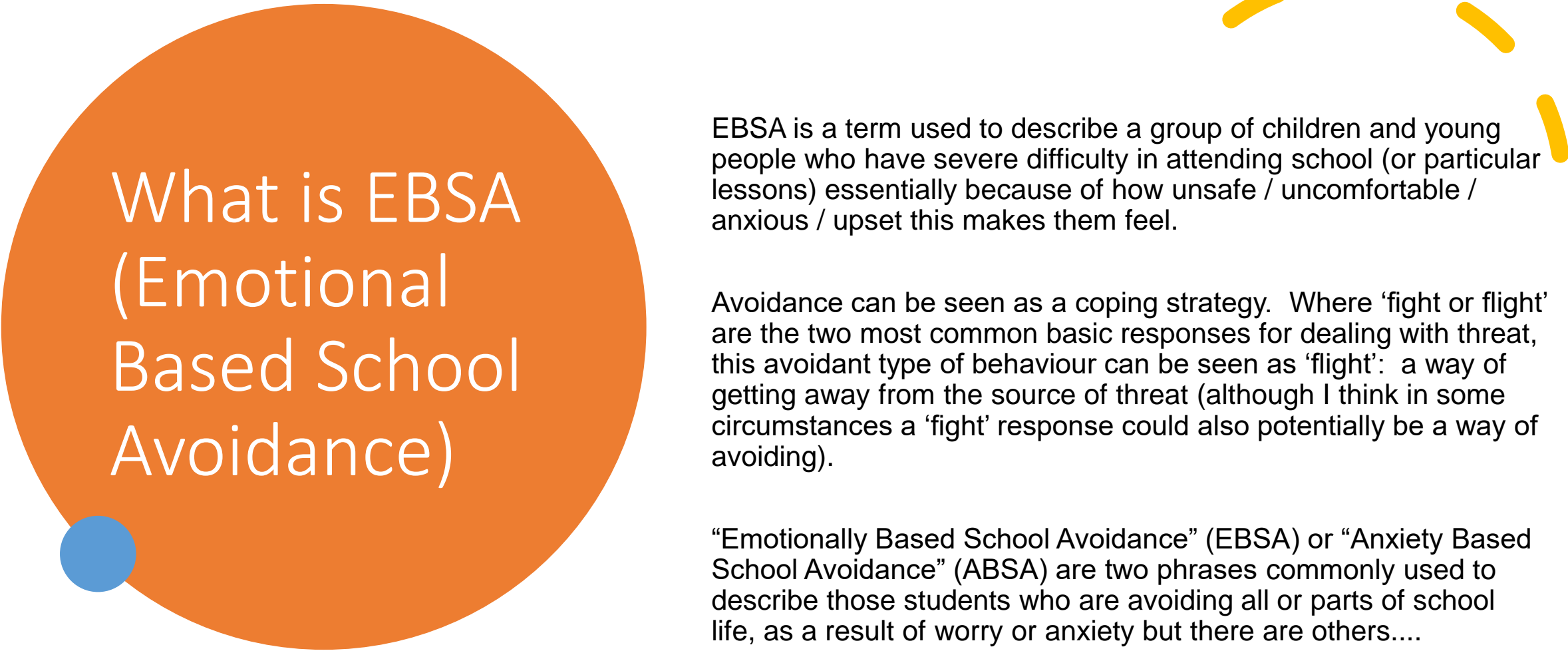


The session plan:

- EBSA: what it is and why it is (and what else it might be called)
- EBSA – what could you do in school to help in terms of a graduated response?
- EBSA – Other services / resources / related bits of information to be aware of



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What is EBSA (Emotional Based School Avoidance)

EBSA is a term used to describe a group of children and young people who have severe difficulty in attending school (or particular lessons) essentially because of how unsafe / uncomfortable / anxious / upset this makes them feel.

Avoidance can be seen as a coping strategy. Where 'fight or flight' are the two most common basic responses for dealing with threat, this avoidant type of behaviour can be seen as 'flight': a way of getting away from the source of threat (although I think in some circumstances a 'fight' response could also potentially be a way of avoiding).

"Emotionally Based School Avoidance" (EBSA) or "Anxiety Based School Avoidance" (ABSA) are two phrases commonly used to describe those students who are avoiding all or parts of school life, as a result of worry or anxiety but there are others....

- Why SHOULD children go to school?

- Why should children WANT to go to school?

- Why WOULD children WANT to go to MY school?



They're worried about a test and of the 'fall out' from a bad mark

They're being bullied

They're frightened to leave Mum because she's not well

Staying at home means 1:1 time with parent which they never get otherwise

Why on earth would anyone avoid school?!

They just feel unable to cope with the sensory and emotional 'over stimulation'

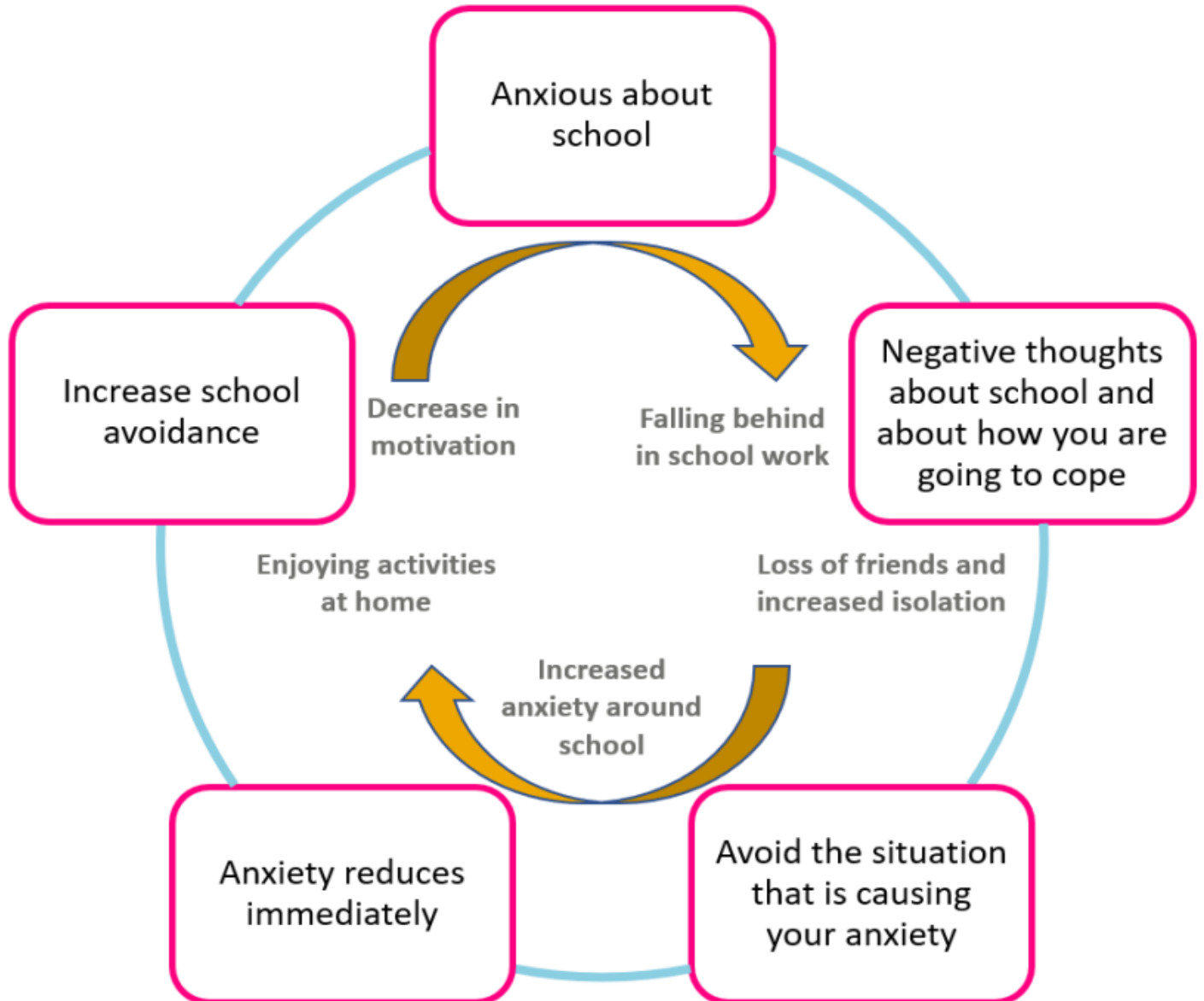
They're tired

They have no friends and dread break-times

They can't read or write very easily and so pretty much every lesson apart from art and P.E. is hard

They fell out with a teacher last lesson and they're worried about how the teacher will be

EBSA – The anxiety cycle that can maintain difficulties



The experience of worry....

Media Messages

- Prevalence of bad news

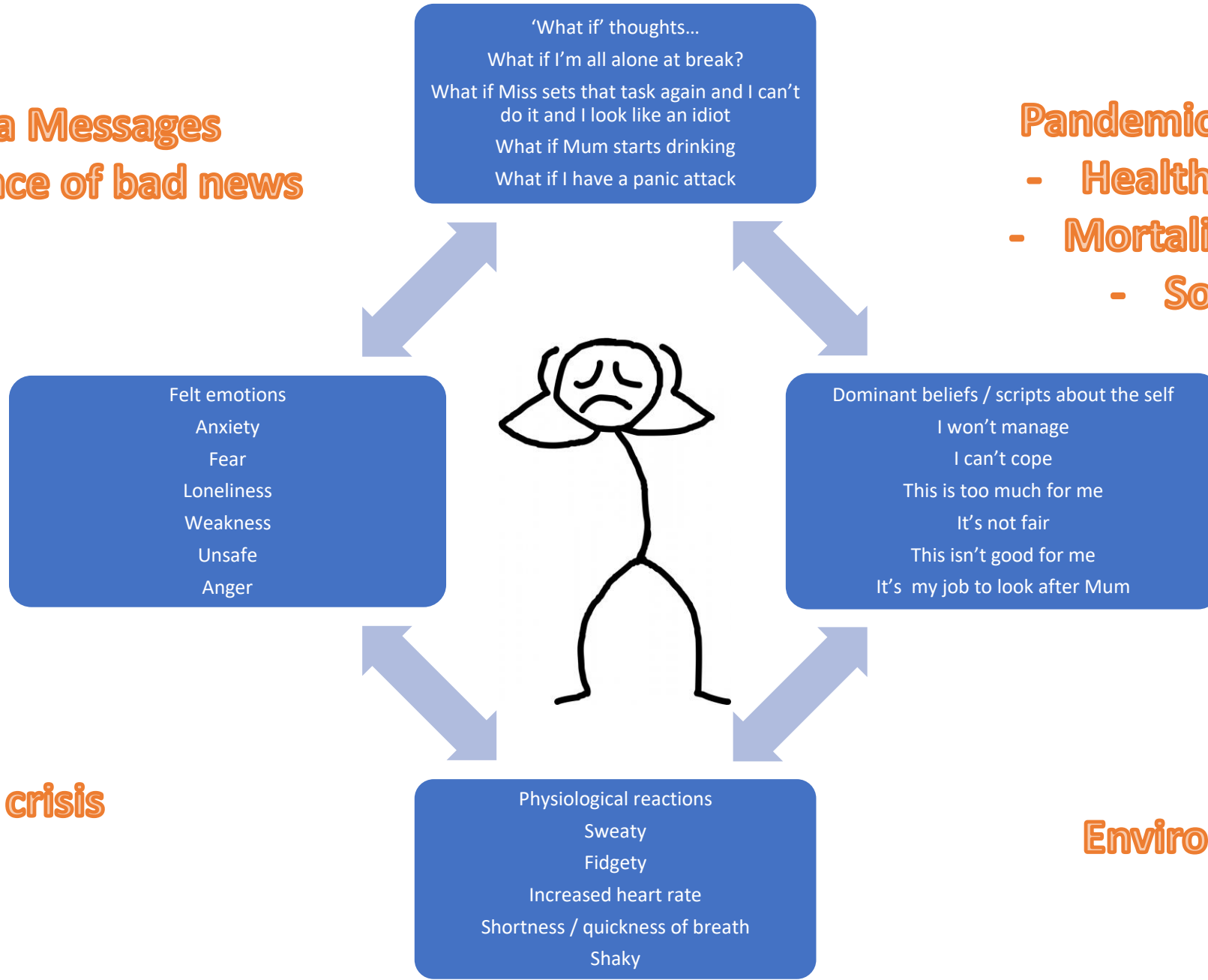
War

Pandemic experiences

- Health and 'germs'
- Mortality awareness
- Socialising

Economic crisis

Environmental crisis



A sample of possible reasons for anxiety related to school *(this list is not exhaustive)*



There may be just one underlying cause, but of course there are more likely to be several, with EBSA often resulting from a complex interplay between home, school and within child factors.

Social anxiety / fear of ridicule / isolation / social rejection / loneliness

- Is the pupil feeling lonely or socially isolated from their peers? Are they being bullied? Do they have difficulties working with or socialising with their peers?

Anxiety around learning / fear of failure / fear of ridicule / fear of letting others down / fear of a bleak future

- Is the pupil struggling to access learning? Or feeling as though they aren't making enough progress? Are they fearful of peers or teachers commenting on their difficulties? Are they struggling to manage the pressure they feel around testing or exams? Are they struggling to manage feelings of low self esteem as a result of learning difficulties?

Health anxiety / fear of not being well / difficulty coping with physiological effects of being in school (e.g. sensory sensitivities)

- Does the pupil have an underlying health condition which they only trust parent / carers to manage? Or does the parent / carer have a health condition that makes the pupil anxious to leave them? Is the pupil very physically uncomfortable in school because they find it difficult to tolerate the noise, the lighting or the feel of the school uniform?

Fear of loss / fear of change

- Is the pupil struggling to adjust to changes to staff, surroundings or routines?

Exploring **predisposing**, **precipitating** and **perpetuating** factors that are helping to create ‘the problem’

(predisposing)
What has caused or is causing vulnerability / susceptibility for school avoidance?

‘Within family’

Any health concerns in the family (mental or physical?)
Any Domestic Violence?
Any other reasons why the child might be worried about the wellbeing of those at home?
Any negative school experiences for parent / carers or older siblings?
Any ‘unhelpful’ attitudes towards school being reinforced by family members?
Any challenges in terms of parent /carer communication and relationship with school?
Any challenges around levels of parental literacy?
Any difficulties with morning routines (including organisation of belongings, breakfast and travel to school)?

(precipitating)
Has anything triggered the school avoidant behaviour?

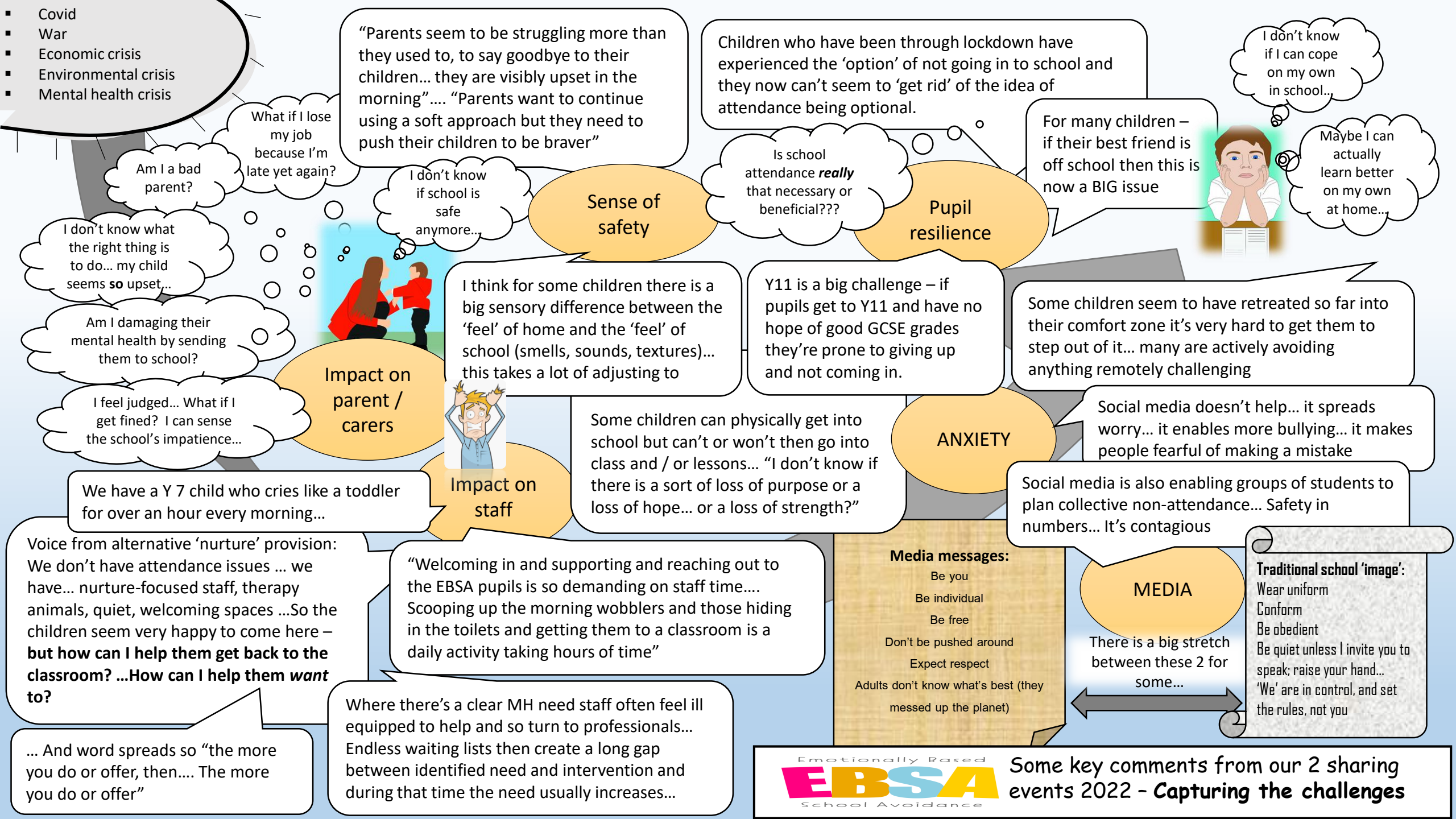
(perpetuating)
What is helping to maintain the school avoidant behaviour?

‘Within child’

Any SEN? Any issues around academic progress?
Any sensory sensitivities?
Executive functioning challenges?
Independent learning skills difficulties?
Any social skills challenges?
Any emotional literacy difficulties?
Unhelpful behaviour, thinking or feeling patterns / tendencies?
Levels of resiliency?
Health concerns?

‘Within school’

Any challenges around identifying and meeting the learning needs of this child?
Any bullying or social isolation going on?
Any tricky relationships / interactions with school staff?
Any staff making unhelpful choices around chosen phrasing of communication or discipline measures?
Any difficulties with particular school procedures / routines / facilities (e.g. use of toilets / changing for P.E.)
Any friends displaying anxiety?
Any issues relating to particular lessons or other times of day (e.g. break and lunch).





Core Beliefs and Cornerstones for Intervention

Accepting that the world is often less than ideal, and in spite of best efforts, it is the case that schools *will* encounter EBSA. In such situations we would guide all those affected to reflect on these core beliefs so as to use person centred, solution focused, positive thinking, avoiding blame and judgement.

We know from research that recovery from adversity is facilitated by the development of:

- Positive relationships and a sense of connectedness
- Strengths
- Hope
- A sense of safety (physical and emotional)
- Self efficacy

See [Summary of Keys & Dimensions of Inclusion](#) for an outline of the core beliefs and values underpinning person-centred practice, which is central to the approach we use in Suffolk.

Remember:

- Everybody is doing the best they can at the time
- All people, even in adverse situations, have the capacity to change
- People have an innate desire to connect with others
- People must be actively involved in their own change process
- Affirmation and appreciation of strengths is the key to supporting change
- Recognition and empathic regard for what people are managing builds trust (Ref: [AVIG UK](#))

Anxiety – a graduated response to need



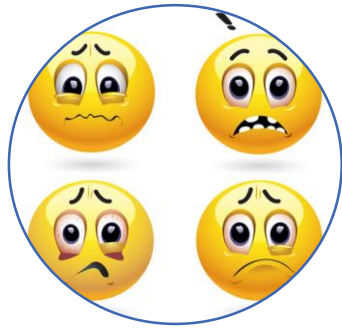
Experiencing ‘normal’ anxiety and recovering from it

Whole school systems & practices in place to promote good mental health and well-being



Experiencing slightly elevated anxiety and needing some temporary additional support

Partnership working to agree on and implement appropriate support strategies



Experiencing significant anxiety, needing more focused and intensive level of support.

A more rigorous round of information gathering needed to fully understand the nature of the CYP’s anxiety, with a co-produced plan-do-review cycle in place, involving external agencies if appropriate



Anxiety is impacting significantly on the CYP’s ability to function; CYP’s attendance is either very low or they are no longer attending their setting

Committed effort to work holistically with the family and CYP, and external agencies where appropriate, to build relationships and take small, agreed, supported steps towards gentle re-engagement.



Universal

Whole school practice (prevention)

Targeted

Individualised practice (prevention via intervention)

Bespoke / individualised support

- Recognising when greater support is needed and why

Very focused, intensive support

with specialist involvement where necessary

Emotionally Based School Avoidance – a graduated response to intervention

EBSA



Experiencing 'normal' anxiety and recovering from it

What should the school do?

- Complete the whole school audit tool and reflect on the outcome
- [EBSA Resources for schools - Suffolk County Council](#)
 - Identify staff training needs
- Build familiarity with EBSA resources, policy and practice
 - **Invest in relationships**



A pupil has been identified as being 'at risk' or is experiencing slightly elevated anxiety or difficulty with engagement

What should the school do?

- Begin gathering information from staff, parent / carers and from the pupil to build up a holistic picture (try using these proformas here: [EBSA Resources for Children & Families | Suffolk County Council](#))
- Reach out to parents to see how the school can help and listen without judgment
- Observe the child in terms of their communication, their learning, their social interactions – are there any unmet needs?
- Consider enlisting the support of your pastoral team or ELSA



A pupil is making it into roughly less than 75% of lessons

What should the school do?

- Continue with the assess, plan, do review cycle begun in the 'targeted' phase and amend the plan accordingly
- Develop a good overview of strengths and resiliency factors with the child, alongside giving extended time to hear their story
 - Involve a FSP or equivalent if appropriate to support the family
- Consider how the pupil is supported to access work from missed lessons
 - Other?



CYP's attendance is either very low or they are no longer attending their setting at all

What should the school do?

- Keep in touch regularly with the family and pupil to convey continued hope and a sense of belonging and welcome.
 - Make a referral to ...??
- Consider other ways for the CYP to access learning
 - Consider Activities Unlimited
 - Other?

Universal
Whole school practice
(prevention)

Targeted
Individualised practice
(prevention via intervention)

Bespoke / individualised support
- Recognising when greater support is needed and why

Very focused, intensive support
with specialist involvement
where necessary

S

Supporting parents

- Do the professionals supporting the child have an awareness of the wider family needs? Do the parents need support to access services, understand their child's needs or with practical aspects such as childcare, transport and finances?
- Do parents have access to appropriate emotional support and reassurance, either from professionals or supportive family members/ friends?
- Can parents access support from other parents experiencing similar difficulties in a safe and structured way? E.g. parenting groups, via the school or through workshops/charities?

P

Promoting CYP's Sense of Belonging

- Does the child has positive relationships with adults/peers within school? Are there strategies in place to support them to develop these before re-entering the school environment?
- Has the child's views and interests been sought? Either through the child or through the parent as an advocate? Are they involved with decisions and plans made for them?
- Is the child's psychological wellbeing being prioritised? Have strategies been put into place to ensure that the child feels safe and secure in their environment? Do parents and schools share the same priorities?

I

Informing and Including Parents

- Do the parents have a positive and trusting relationship with any staff members? If not, how can trust be improved? Is there regular communication in place between home and school?
- Have the parents views been gathered and acknowledged within support plans? Have efforts been made to ensure that they understand the process and feel listened to?
- Do parents have access to clear information around SEND support? Have they been signposted to relevant information and services? Does the school have a clear EBSNA policy or pathway?

R

Raising Awareness of EBSNA

- Has the school received training in EBSNA or supporting CYP with anxiety? Do staff feel confident supporting anxiety within the classroom? Does the school have access to appropriate guidance to support early intervention and understanding?
- Is there a procedure in place for identifying CYP at risk of EBSNA? Are these monitored over time with collaboration with families? Do schools understand the risk factors that may place CYP vulnerable to EBSNA?

A

Accessing appropriate professionals

- Which professionals would be most useful to support action planning when considering the child's needs, circumstances and experiences? Is holistic support required for the whole family or more specifically to support the child's SEN?
- Have involved professionals worked in collaboration with parents and included them within their assessment/ recommendations?
- Is there a clear referral pathway for parents and schools to access professional support?

L

Lessons learnt from Covid

- How did the child cope during the Covid-19 school closures? Did they access home learning? Did their anxiety levels reduce?
- Can remote forms of support be put into place while the child is not attending? Can their learning or building of relationships be facilitated remotely?
- What did the school put in place to support children with anxiety to transition back into school following the lockdown period? Is any of this applicable now?

Another way of conceptualising the addressing of EBSA in schools

Guiding Principles for Supporting Pupils with EBSA

(adapted, with thanks, from Hertfordshire CC)

Intervene early

All staff should be aware of risk factors associated with EBSA, and know who to share concerns with as a first port of call; this should be reflected in school policy. Begin monitoring attendance more closely if it drops below 94%.

Genuine, supportive conversations should be planned a.s.a.p. with pupil and parents / carers (together or separately dependent on situation) also key members of staff, to explore any worries and develop a better understanding of the 'whole picture'.

Based on the above, the pupil, parents / carers and relevant school staff should agree an action plan to address concerns; this should have 'positive and possible' SMART targets, and regular review dates, as part of an APDR cycle.

If there are concerns around being able to meet need, and / or the situation doesn't appear to be improving, relevant external professionals should be consulted for additional advice.

Work with the family throughout

As soon as concerns are raised, a designated member of school staff should reach out and establish contact with the parents / carers. Staff should be mindful that parents / carers may be worried about being judged or about getting into trouble or fined as a result of attendance issues. Requests for discussion should be sincerely supportive and solution focused in nature.

Identified member of staff should be a 'key contact' for parents / carers. Format and frequency of contact should be agreed upon, as well as realistic response times.

In conversation with the parent / carer, there should be a focus on the positives and the areas of progress, as well as noting and addressing the challenges and barriers.

Efforts by schools to continue working with and supporting pupils and their families, maintaining a sense of welcome and belonging to the school setting, will be particularly important if there is to be any hope of improving attendance.

Actively involve the pupil

The pupil should be supported to share their thoughts, feelings and concerns, and these should be captured and checked back with the pupil for accuracy, so that they don't have to continue to re-tell the same details. This sharing process may take place over several sessions, allowing interim reflection. It will be very important for the adult to convey non judgement and to employ good active listening skills.

The pupil should be actively involved in each step of the assess, plan, do, review cycle. They may have thoughts about intervention or support strategies that adults hadn't considered. Remember that pupils are more likely to engage in an action plan if they feel involved and part of the process.

Adults should be guided by a sincere desire to understand the pupil's perspective and reflections on their experiences. Trying to get a full understanding of how the pupil thinks and feels about what is going on in their school life, will be central to any effective support plan, irrespective of whether others share different views or perspectives on events.

Develop a personalised action plan

The action plan should address concerns in a specific rather than generic manner, so that the plan feels personalised and reflective of the individual's goals and needs.

The action plan should take into account the network of systems around the pupil, acknowledging what relationship and environmental changes can be made to affect positive change (i.e. not simply expecting the pupil themselves to be the focus for change).

The plan should meaningfully identify strengths that can be built upon: intervention often works better if it recognises and is built upon emerging strengths.

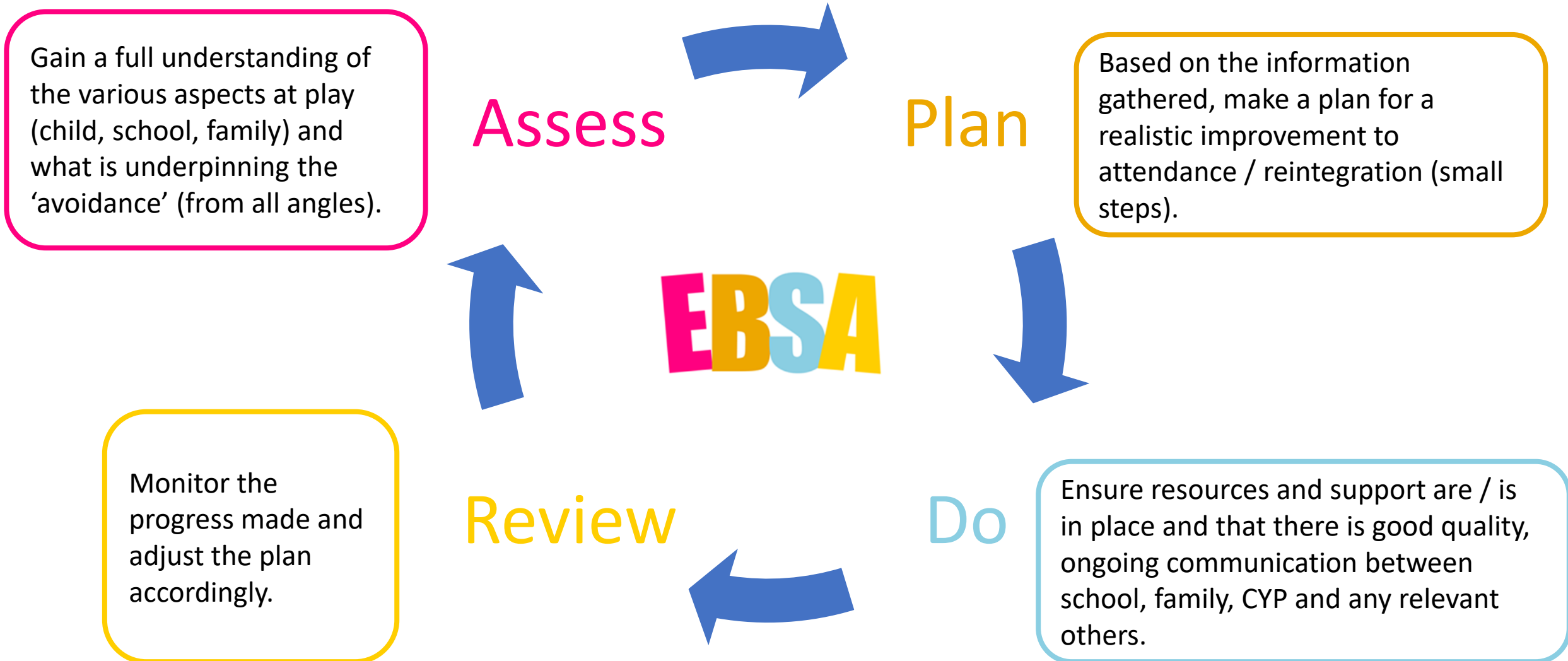
Review the action plan regularly

Accept that the journey towards a brighter future may not be 'smooth' and linear, but ensure that a sense of hope is always maintained.

Plan in frequent reviews and 'check ins' so that any concerns are more quickly addressed and any small steps of progress are quickly recognised and supported. Frequency of appropriate and agreed contact should also help to maintain positive relationships.

Plan in additional support ahead of times of transition or change, both for the pupil but also for those supporting them (these can be emotionally charged times for all involved). At such times the pupil may be more likely to show distress and it will help for all to be prepared for this and ready to support.

With core beliefs and values in mind, school settings should frame graduated support for pupils displaying EBSA around the graduated response. i.e. the assess, plan, do, review (APDR) cycle.



Exploring protective factors that are helping to maintain or build **strength**, **resiliency** or **capacity**



'Within family'

Any positive / strong relationships with family members?
Any other positive / strong relationships with friends outside of school?
Any positive activities that are regularly enjoyed and facilitated outside of school?
Immediate family members' capacity to remain calm and strong in the face of challenge?
Family willingness to engage with support offers?
Family hope / optimism and motivation to find solutions?



'Within child'

Any particular interests that give enjoyment to the child?
Any areas of progress (no matter how small, academic or otherwise)?
Any particular aptitudes or activities that are more motivational for the child?
Any personal qualities that make the child easier to bond with or engage with?
Sense of humour?
Any other times that the child has had to overcome a degree of adversity and succeeded?
Any way that the child does or has in the past contributed to something / been of value to something or someone?

'Within school'

Any positive relationships with staff or pupils in school? (Who knows this pupil best?)
Any extracurricular activities that the child accesses and enjoys via school?
Any lessons that the child finds easier to engage with?
Any times of the day when the child appears more at ease?
Any places within the school where the child appears more at ease?
Any interventions or differentiation techniques that have worked well for this child?
Is someone aware of and able to engage this child's sense of humour or playfulness?

Step 1: ASSESS Initial assessment information.

For each area note down the strengths within or around the CYP and what are the challenges

Area to explore	Possible related lines of enquiry for the CYP, their parent/carers and for key members of staff (this list is not exhaustive)
Getting to school	How does the CYP find their journey into school in the morning? Is getting to school easy or difficult for them? What works well for them in the morning as they prepare for arriving at school and what are the challenges?
	What does the parent / carer feel about the morning preparation for school? Does their CYP mostly get enough sleep? Do they eat breakfast? How much support or encouragement does the CYP need to get ready for school? How is the journey? And how is the 'goodbye' between parent/carers and CYP?
	What have staff noticed about the CYP's arrival into school in the morning? Is the CYP observed chatting to others on the playground? Do they usually arrive on time? Do they typically arrive in school with everything they need?
Academic attainment & progress	What does the CYP think and feel about their attainment and progress across the curriculum? What are their curriculum interests? What motivates them? What are their short and long term hopes or aspirations? Do they think they are capable of reaching their goals? Do they have a good awareness of their own strengths and challenges? What do they feel about themselves as a learner?
	What does the parent / carer feel about their CYP's attainment and progress? Are they concerned or pleased? Do they feel their CYP is motivated to talk about their learning and / or to do any set homework? Do they think their CYP is a confident and engaged learner? Is being in school 'easy enough' or very effortful for their CYP? Are there any health concerns impacting on progress? Or sensory or other physical factors that are impacting on their progress (e.g. ability to concentrate)? Can they think of recent examples of their CYP showing pride in something they've done in school? Does their CYP have a sense of achievement in something they do outside of school? What topics does their CYP show interest in?
	What do key members of staff think about the CYP's attainment and progress? Any areas of strength or challenge in any curriculum subject? Do they appear engaged in class? Does the CYP contribute to discussion? Do they generally seem well in class? How do they manage both independent and paired or group tasks? Do examples spring to mind of particular efforts the CYP has or hasn't made? How does the CYP respond to praise?
Relationships in school	What does the CYP think about their friendships in school? Do they have a sense of belonging? Are they comfortable working with peers in every class? How are they finding break and lunch times? And what does the CYP feel about the staff they see regularly? Do they feel liked / accepted / welcomed / 'seen' or noticed by staff? Are there any exceptions to this? Who would they turn to in school if they needed adult support with something?
	What does the parent / carer feel about their CYP's friendships? Are they aware of them socialising and if so, how often? Do they seem to have sincere and reciprocal friendships? Do school staff speak warmly of their CYP? Are they aware of any tricky relations between their CYP and any school staff?
	How do staff feel the CYP manages paired or group work in class? Does the CYP appear liked by their peers? How do they manage break and lunch times? Do they seem to have adequate social skills to make and manage friendships?
Relationships outside of school	Does the CYP have any worries about their family? Or other close figure outside of school? If the CYP had some worries who would they share them with?
	Is the parent / carer aware of anything going on at home that might be impacting on the CYP and their engagement with school? Is everyone physically and mentally 'well enough' to have a sense of 'coping' with the day to day? Do they have neighbourhood friends? Do they spend much time connecting with others 'virtually' from home (e.g. either via social media or gaming consoles)?
	Is any member of staff aware of any relationships for this CYP outside of school that might be impacting on / influencing them in school?

	Teacher perspective	Parent perspective	Pupil perspective
Thoughts	I'm trying my hardest to be patient with this pupil. I'm minimising all challenges. They're using a lot of my time in class. Their outbursts in lessons are unsettling the other pupils. I cannot see where the tantrums are coming from. Why aren't parents supporting with any homework?	My son / daughter is coming home from school highly distressed / angry, saying "I'm never going back" – is this my fault as a parent? What must school think of me? My child is suffering and I don't know what to do. My whole weekend is 'ruined' with the worry of Monday morning...	They don't understand I can't do this / cope with this The other kids think I'm stupid I hate the teachers
Feelings	Anger Frustration Confusion	Frustration Worry Guilt	Shame Anger Fear
Actions	Has been following school behaviour policy and giving warnings and punishments / sanctions. Has tried to catch parent on playground but parent not easy to get hold of.	Has allowed child a few Mondays off here and there to try and keep the peace. Has eased off pressure to do homework. Is avoiding school staff hoping they won't ask accusatory questions and that it will all blow over.	Continues to challenge / act out / argue Not able to explain what is wrong so does all they can to avoid talking about it Spends more time 'escaping' by on-line gaming

'Acting out' example: this pupil has been quite unsettled of late (e.g. kicking chairs over in class or cursing and refusing to comply with seemingly small / unchallenging tasks or requests) and they have also been in late at least one day a week for last half term. Overall attendance is at around 90% for the last 2 terms. Homework is not being done.

	Cause of emerging EBSA (for example)	School could....
Within child factors	Unrecognised ‘dyslexia’ or related literacy difficulties with associated difficulties accessing the curriculum. Over time this has led to low self esteem, fear of ridicule by peers	<p>Make sure they have a good understanding of the child’s learning strengths and difficulties</p> <p>View the child’s ‘acting out’ as a defence mechanism and consider how to support self esteem</p> <p>Be aware of peer cultures within the class and ensure paired and group work is supported</p> <p>Find opportunities to recognise and build upon child strengths.</p>
Within family factors	Dad had difficulties at school and has been open about that with child – is still angry about it – has always encouraged child to challenge when uncomfortable about something – often makes negative comments about teachers	Work with parents to agree on best way to communicate and share information. Give parents a chance to feel really heard. Choose the ‘liaison person’ carefully.
Within school factors	Class teacher under lots of personal stress right now and tolerance of challenge is low. Is putting in huge amounts of work and is getting little thanks for it. HT has told CT to be stricter in following behaviour policy.	<p>Review their behaviour policy – is a more relational approach needed? (e.g. emotion coaching / restorative justice).</p> <p>Does the SLT within the school have an overview of staff wellbeing?</p> <p>What’s the school policy or procedure for staff to access support when they need it? Does the school have an ELSA that could help? Is there someone in the school who has a role in overseeing EBSA? How does the school support pupils with literacy difficulties? Is training around the use of assistive technology needed?</p>

We have invested in ELSAs who can lead social skills groups – this has helped many children who not only get the social skill support & practice but in the process of joining the group they meet and be-friend other less socially confident pupils

Having a consistent routine and approach to the start of each lesson in a secondary school is reassuring.

I find that putting in lots of support at the start of the school day seems to have a big impact.

Having welcoming staff available in the morning to do 'meet and greet' has been effective

Our breakfast club has been very successful. It enables children to separate from parents / carers without being in full view of everyone else... It creates a 'warmer' physical space that acts as a better stepping stone between school and home

Reaching out to parents has been really important... And doing this in the early stages of any anxieties or worries... Communication is key

One of our Thrive Practitioners doing regular 'check-ins' with our pupils has helped.

We have begun inviting long-term absentees to come along for short **after school** sessions, with the caveat that they can go home at any point – this has really helped some take that difficult first step

The importance of relationships



The importance of patience and sustained effort

Sometimes progression away from EBSA is so slow... in such little steps... you have to look very hard for successes... you have to be patient.

Building trusting relationships is important but takes so much time and sustained effort...

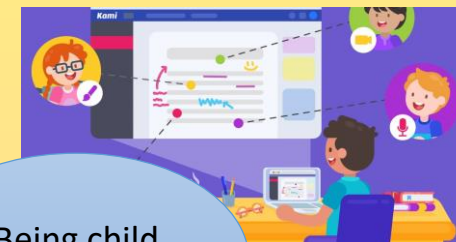
The importance of welcome

The importance of communication

We have been very clear to students how they reach 'us' as in supportive staff and this in itself has provided the necessary reassurance to some – giving them the sense of feeling they can cope because there's a safety net.

Our most successful approaches have been really bespoke & taken the child's lead

Being child centred



You only really begin to understand need once you've made yourself available and open to hearing it

We have provided pupils with ... a book of 'positives' and successes (and / or a gratitude journal) that students, staff and parents can complete.

The importance of recognising and acknowledging feelings

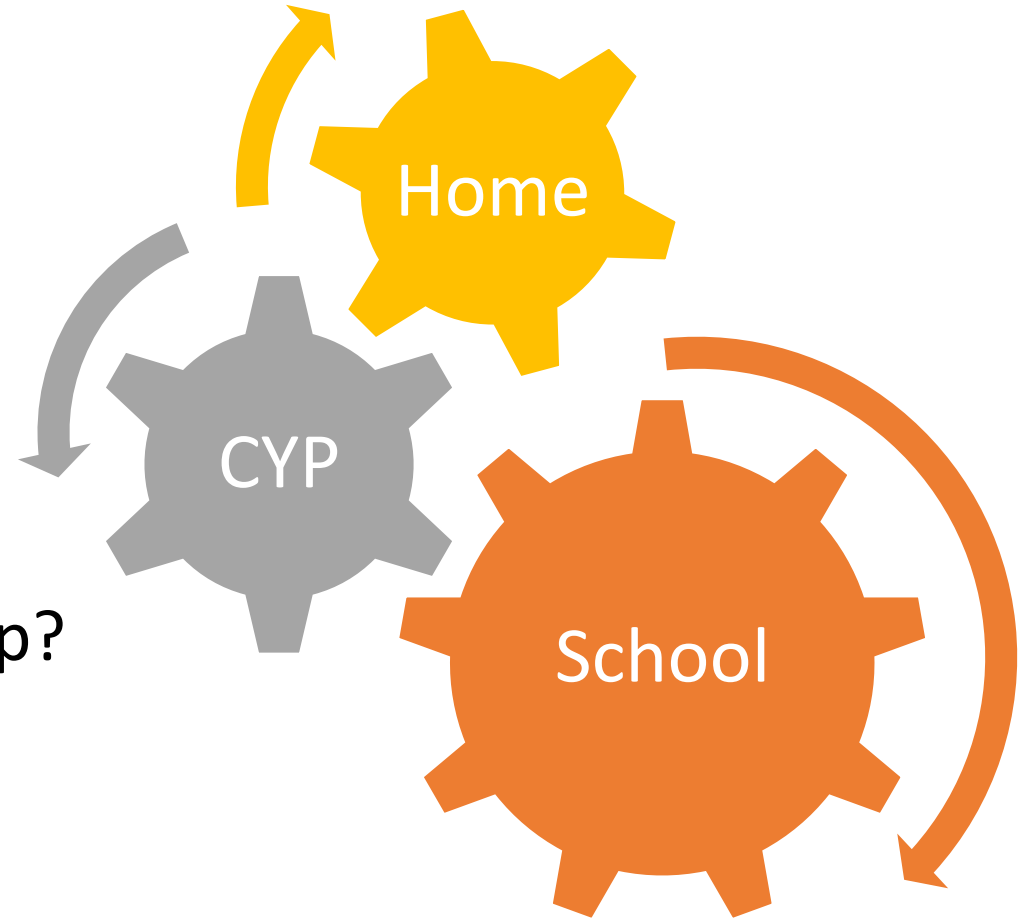
We have provided pupils with ... a chart to indicate mood at the start of the day so that the teacher is aware...

We now have a policy that teachers will not randomly pick on pupils to answer a question in class...





The importance of AGENCY and TEAM work



- What will the school do to help?
- What will people at home do to help?
- What will the CYP do to help themselves?

EBSA Emotionally Based School Avoidance

Advice to help children and young people who feel anxious about going to school

What is Emotionally Based School Avoidance (EBSA)?

Find out about EBSA.

EBSA Resources for schools

What schools can do to help pupils presenting with EBSA

Emotionally Based School Avoidance (EBSA) resources for children and families

Emotionally Based School Avoidance Resources for families to use to support their children and young people.

Tools to help guide, gather and capture information

A Person-Centred Plan:

What is important to me...

What people like and admire about me...

When I am upset I....

Others say that when I am upset, I....

To help me feel better at school, I can...

Others can help me feel better at school by...

My family can support me to attend school by...

Places in school I can go to feel safe and supported...

For information on how we store/use your data, please visit <http://www.suffolk.gov.uk/CYP/privacynotice>

1

[NAME]'s One Page Plan

At school, these things can make me feel upset:

My Key People are:

Changes to attendance, timetable etc.

Until my return to school plan includes the following changes to my attendance:
(Identify any changes to days or times they come in)

My Support Plan

What?	When?	Who?	Where?

Changes to my timetable include:
(Identify any changes needed)

Any other changes include:
(Identify any changes to routines; break, lunch, changes between lessons etc. to classroom expectations; not expected to read aloud, work in pairs etc. and homework)

Other people who have access to the plan are:

This plan will be reviewed regularly so that it remains helpful. Review date:

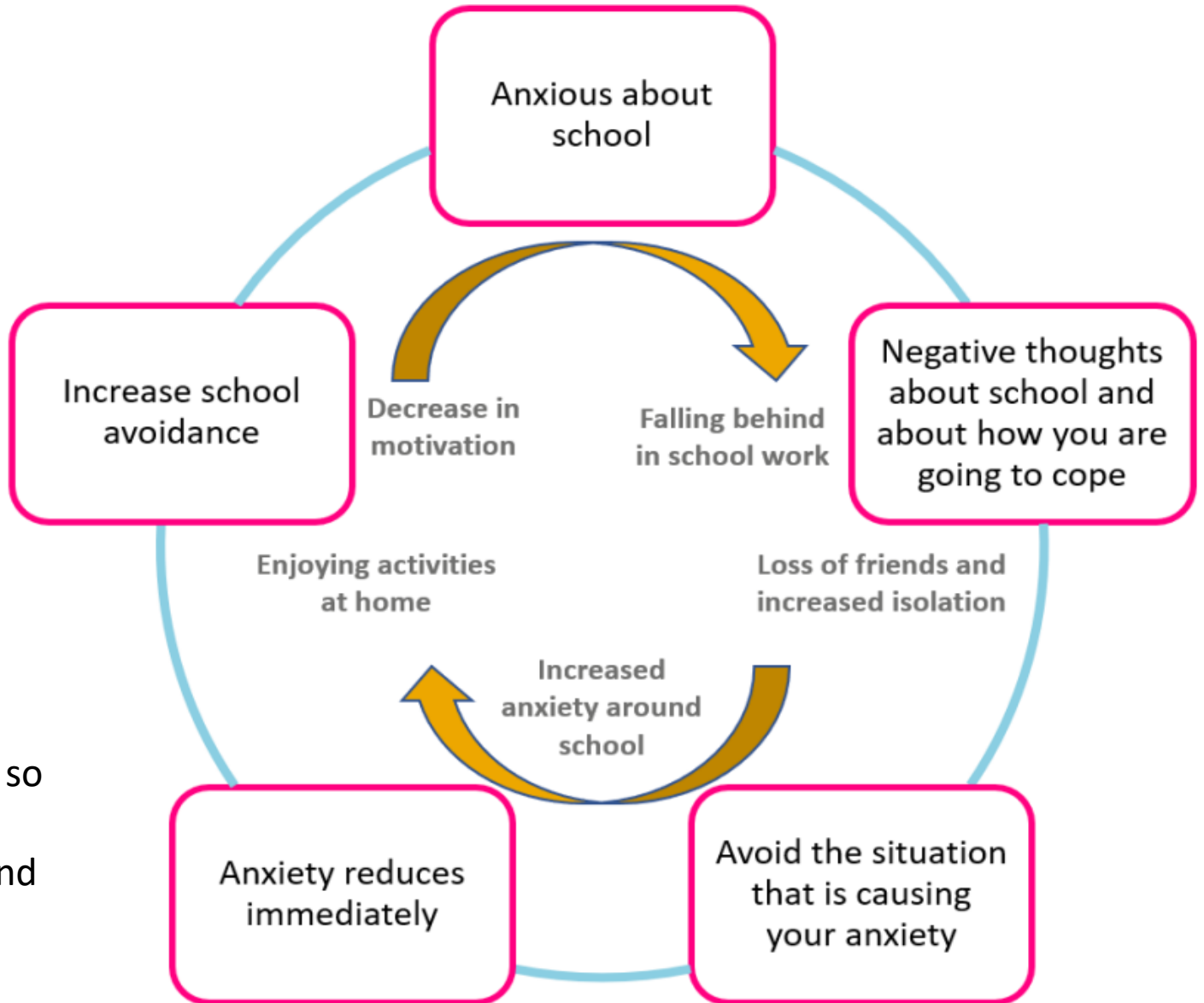
My signature:

School support person's signature:

Parent signature:



EBSA – The anxiety cycle that can maintain difficulties



I'm including this again as a reminder to consider how to support the individual pupil so that they are 'done with' and not 'done to' – as a life skill they need to be supported to find a way out of this cycle.

Ladders of Courage – working with CYP to instigate positive change

Ladder of Challenge 4 (Socialising)		
↑	STEP	At this step...
	8	Daisy will meet at least one friend / social contact socially for at least 30 minutes, at least once a fortnight.
	7	As below and increasing in <u>5 minute</u> increments but where the friend / contact visits Daisy to interact at home for 30 minutes
	6	As below but where the friend / contact visits Daisy to interact at home for 5 minutes
	5	As below for 10 to 15 minutes
	4	Daisy will speak 'in real time' with someone outside of her immediate family for at least 5 minutes once a week on a topic that has been pre-agreed (e.g. using phone / video call)
	3	Daisy will listen to a pre-recorded spoken message from someone outside of her immediate family and record and send a <u>short spoken</u> reply at least once a week
	2	Daisy will compose and send at least one text / email / other electronic message to one person outside of her immediate family, at least once a week
	1	Daisy can recall socialising with a group of other pupils in school and has maintained some sporadic remote / virtual contact with some of them

Ladder of Challenge 5 (Going out)		
↑	STEP	At this step...
	8	Daisy will be able to leave her home and spend time in another environment for at least one hour a week
	7	As below, extending time out of the house to 30 minutes once a week.
	6	As below, and in addition Daisy will go on a 5 to 10 minute 'round trip' car journey with a member of her immediate family at least once a week
	5	As below, and in addition Daisy will go on a 5 to <u>10 minute</u> walk from and back to her front door with a trusted adult
	4	As below and in addition Daisy will spend 20 minutes in the garden.
	3	Daisy will spend at least 2 x 30 minutes on each day of the school week in a room of her house other than her bedroom.
	2	Daisy will spend at least 30 minutes on each day of the school week sitting in the lounge with at least one member of her immediate family <i>(Note this step has since been broken up into much smaller, more manageable steps by Daisy)</i>
	1	Daisy <u>is able to</u> spend at least 2 hours of time in her bedroom at home every day

The idea of a ladder of challenge / ladder of courage is to capture the baseline, and then a goal that the CYP can consider as a possibility, and then to plan the micro steps towards them. This enables them to focus on a 'doable' challenge, one step at a time – If the next rung of the ladder feels too far away then additional rungs need to be written in. Work to put together such ladders and then plan in support to help progress through them is clearly not easy and needs very careful handling with an appropriate adult. <https://youtu.be/Q-RxnCuy6ps> for 'The Ideal Children's Worker'

Understanding and Managing Anxiety

- [Recognising and responding to Anxiety-4.pdf](#)
- [Anxiety - Every Mind Matters - NHS \(www.nhs.uk\)](#)
- [https://www.youngminds.org.uk/search/?query=Anxiety](#)
- [Anxiety \(thesource.me.uk\)](#)



Quick summary of our involvement in EBSA

- 1. Task and finish group: co-producing resources for schools, families and CYP WITH schools, family representatives and CYP (links will be shared later).
- 2. EBSA sharing events – inviting schools to share their experiences of EBSA and capturing the ‘Suffolk picture’
- 3. Multi-agency EBSA Insight Solution Circles
- 4. Ongoing liaison between Educational Psychologists, Inclusion Facilitators, Specialist Education Service, and now also colleagues from MHST and NSFT

What else????

- What else would you like to know?
- What else would be helpful?
- What else would be a good next step?





Just making
people aware
in case of
interest ...

[EdPsychEd | EBSA Horizons School Training](#) – more in-depth online training for schools

Understand and Supporting Children and Young People with EBSA by Tina Rae – 2020 book (“practical, user-friendly toolkit of resources”)

Spotify – put ‘School Avoidance’ into the podcast search engine and LOTS of podcasts come up to listen to of varying lengths – some specifying strategies for particular subgroups of children

[Sharing EP Practice: EBSA and Autism - What Can Schools Do? \(edpsyched.co.uk\)](#)

[Videos \(schoolwellbeingcards.co.uk\)](#) a resource for seeking pupil views with a video on how to use them.

If anyone else has come across any helpful links to resources or training, please let me know and I’ll add them to the list.