Diagram

Description automatically generatedGraphical user interface, text

Description automatically generated**Educational Setting Self-audit tool – with a focus on both preventing and addressing**

**Emotionally Based School Avoidance**

The eight principles are linked to the DfE & Public Health England document: [Promoting children and young people’s mental health and wellbeing (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf)

The indicators listed below are *suggested* points of reflection, designed to stimulate discussion. They are not exhaustive. Some will be more or less poignant / relevant for settings than others. There will inevitably be cross-over with other audit documents that address related areas such as Mental Health, or whole school inclusion.

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| **Principle 1 – Leadership and Management**   * Clearly identified roles and responsibilities amongst staff, including a nominated senior member of staff who oversees EBSA policy and practice * SENCo, MH lead and pastoral team have status within the school and work collaboratively * Senior leadership team ‘embody’ and model school values from the top down | | | | |
| **Indicators** | **Yes** | **No** | **Not sure** | **Anything to action or follow up?**  **(Who will do what, and by when?)** |
| 1.1. Are the school’s values and beliefs referenced, embodied and promoted by the SLT? Could you evidence this? (see also 2.1) |  |  |  |  |
| 1.2 Have you got a named Mental Health Lead in school and have they accessed the MH lead training? |  |  |  |  |
| 1.3 Have you appointed a link governor to focus on mental health and do they meet with the staff lead(s) at least termly? |  |  |  |  |
| 1.4 Is there a member of staff who oversees attendance and non-attendance, and do they actively work with the SLT, SENCo, MH lead, wider pastoral team and link governor? |  |  |  |  |
| 1.5 Is there a clear attendance policy that describes the school’s approach in terms of promoting attendance and responding to school avoidance (also referencing new government guidance: [Working together to improve school attendance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073616/Working_together_to_improve_school_attendance.pdf)? |  |  |  |  |
| 1.6 Do you have a regularly reviewed policy documents (e.g. behaviour, bullying) that recognise the importance of relationships in contributing to MH and / or EBSA? |  |  |  |  |
| 1.7.a. Following on from the above, do you know how your staff would rate their level of confidence in and ability to follow these policies?  1.7.b. Is this confidence reflected in behaviour and bullying incidence logs and exclusion data over time? |  |  |  |  |

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| **Principle 2 – Ethos and Environment**   * Clear policies and whole school sign up on attendance, relationships, bullying and transition * Full understanding and ‘sign up’ to the notion that good learning and academic progress are inseparable from / inextricably linked to good emotional health * Mental health is viewed as ‘everyone’s business’ * All pupils are valued; with commitment to promoting inclusivity, a sense of community and belonging | | | | |
| **Indicators** | **Yes** | **No** | **Not sure** | **Anything to action or follow up?**  **(Who will do what, and by when?)** |
| 2.1.a Are the school’s values and beliefs underpinned by a shared belief in the importance of relationships?  2.1.b Are the school’s vision, values and beliefs known, shared, frequently referenced, easily visible around the school and within key policy documents? |  |  |  |  |
| 2.2 Do the entrance areas onto the school premises convey a sense of welcome to pupils? |  |  |  |  |
| 2.3 Are there areas within school grounds that students can freely access during break and lunch that feel calming / that are conducive to emotional regulation (e.g. green spaces to sit in)? |  |  |  |  |
| 2.4.a Is the typical sensory experience for pupils as they move around and occupy the school comfortable for the overwhelming majority?  2.4.b. Has the typical sensory experience of pupils with sensory sensitivities been considered as far as possible? |  |  |  |  |
| 2.5 Are there dedicated, confidential spaces for mental health support to be offered when needed? |  |  |  |  |
| 2.6 Have efforts been made to help minority and different SEND groups feel equally welcome and to experience an equal sense of belonging and inclusion within the school? |  |  |  |  |
| 2.7 Have student and staff views been sought on all of the above and considered within the last 2 years? |  |  |  |  |

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| **Principle 3 – Curriculum, Teaching and Learning**   * Opportunities to reference, practice and support social and emotional skills are used across the wider curriculum * The school is following a RSHE curriculum, and time-tabling regular sessions to address specific learning objectives on topics such as resiliency * The curriculum is appropriately differentiated and accessible for all | | | | |
| **Indicators** | **Yes** | **No** | **Not sure** | **Anything to action or follow up?**  **(Who will do what, and by when?)** |
| 3.1 Do you follow an approved RSHE curriculum which addresses issues such as mental health, bullying, gender identity and anxiety management as well as life skills such as building resiliency, coping and social skills? |  |  |  |  |
| 3.2 Have key staff been trained in how to teach emotionally difficult topics safely and sensitively? |  |  |  |  |
| 3.3 Do you utilise assemblies / form time / tutor time to promote welcome / belonging / social and emotional support / mental health? |  |  |  |  |
| 3.4 Is there a clear mechanism / procedure in place for accessing additional support in school, should the need for this be identified in the course of following the RSHE curriculum? |  |  |  |  |
| 3.5 Do teaching staff routinely consider social and emotional factors when planning lessons and managing their class in line with good relational practice? |  |  |  |  |
| 3.6 Are registers kept of attendance in each lesson and related data analysed so that the school has a comprehensive picture of lesson attendance across the curriculum? |  |  |  |  |

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| **Principle 4 – Staff development and wellbeing**   * Staff wellbeing is valued in policy and practice * Emotional support and stress management is in place for staff, including staff supervision. * There are continuous professional development opportunities for all staff which makes clear the promotion of emotional / mental health and wellbeing | | | | |
| **Indicators** | **Yes** | **No** | **Not sure** | **Anything to action or follow up?**  **(Who will do what, and by when?)** |
| 4.1 Is there a robust system in place for staff to communicate any concerns about pupils to the designated member (s) of staff, as they arise, with a view to promoting early intervention? |  |  |  |  |
| 4.2 Is there a cohesive and sufficiently staffed pastoral support team in school, who feel confident in offering support to pupils displaying anxiety and school avoidant behaviour? |  |  |  |  |
| 4.3.a Is professional supervision made regularly available (individual or group) for the staff group mentioned in 4.2, supporting students who are displaying EBSA, or who would be deemed to be in the ‘at risk’ category (e.g. those for whom there have been safeguarding concerns)?  4.3.b And / or are there clear procedures in place regarding the provision of emotional support and stress management for staff, e.g. following a disclosure or difficult situation? |  |  |  |  |
| 4.4 Is there a regular staff training programme in place to help embed the whole school ethos (see also point 2.1) around (for example) the impact of interaction styles, the importance of welcome, inclusive mindsets, emotion coaching, resilience building, being ‘trauma aware’ and promoting restorative practice? |  |  |  |  |
| 4.5 Is there one or more designated member(s) of staff whose role it is to liaise and work with families (E.g Family Support Practitioner) to help with early identification of risk and need for support? |  |  |  |  |
| 4.6 Are staff supported to reflect on their unconscious bias and how this impacts on their interaction style / approach? |  |  |  |  |

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| **Principle 5 – Pupil Voice**   * Opportunities for students to express their views and ideas, and have them heard are embedded within the culture of the school * Pupils are able to celebrate their individual achievements * Pupils are encouraged and enabled to be involved in decisions and plans about their support and provision | | | | |
| **Indicators** | **Yes** | **No** | **Not sure** | **Anything to action or follow up?**  **(Who will do what, and by when?)** |
| 5.1 Does the school have a student council or equivalent that meets regularly and is widely considered to be accessible and good at representing / capturing and communicating feedback from all pupils? |  |  |  |  |
| 5.2.a Is ‘pupil voice’ routinely and regularly obtained on relevant topics (eg. see points 2.7 or 6.1) and then responded to and taken into consideration (e.g. via anonymous consultation boxes / surveys & questionnaires / focus group discussions)?  5.2.b Are the voices / views of minority and SEND pupils proactively sought and enabled using inclusive methods? |  |  |  |  |
| 5.3.a When there are EBSA related concerns around a pupil, is finding a comfortable and safe way to capture their voice prioritised?  5.3.b Once a pupil’s point of view is captured, is there a clearly identified stage in the school’s Assess-Plan-Do-Review system for responding to and addressing their concerns? |  |  |  |  |
| 5.4.a Do pupils feel that the school manages any incidences of bullying well?  5.4.b Are the number of incidences of bullying decreasing over time? |  |  |  |  |
| 5.5 Does the school actively look for and plan opportunities for pupils to build and strengthen social relationships with other pupils (e.g. via training peer mediators / peer support mentors, financially inclusive school trips, broad range of extra-curricular clubs which are easy to access, special ‘off-curriculum’ days / events etc) |  |  |  |  |
| 5.6 Do students have the opportunity to be involved in planning and decision making around the development of the RSHE curriculum? |  |  |  |  |
| 5.7 Do you have an easily accessible, confidential route for students to seek support for any mental health concerns or worries in school? |  |  |  |  |

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| **Principle 6 – Identifying need and monitoring impact**   * There are clear systems in place for the early identification of anxiety and potential for EBSA * There is a nominated member of staff who has responsibility to investigate and act on concerns | | | | |
| **Indicators** | **Yes** | **No** | **Not sure** | **Anything to action or follow up?**  **(Who will do what, and by when?)** |
| 6.1 Is there a robust system in place to allow any staff concerns related to pupil anxiety and attendance to be flagged up and responded to quickly (see also 4.1)? |  |  |  |  |
| 6.2 Once a potential EBSA concern has been flagged up, is there an effective system for eliciting the views of the pupil, the views of their parent / carer and the views of any other relevant parties (teacher / friends / Head of Year etc) as part of the assess-plan-do-review cycle? |  |  |  |  |
| 6.3 Are there enough staff who are sufficiently trained in eliciting the views of anxious pupils and their parents, and then using these to create an ‘assessment’ overview and accompanying plan? |  |  |  |  |
| 6.4 Do plans created for addressing any pupil or parent / carer concerns get routinely and regularly reviewed and built upon? |  |  |  |  |
| 6.5 Is numerical data regarding factors such as patterns within pupil attendance (see also point 3.6), bullying incidences, attainment, progress or wellbeing scores, gathered and used to shape policy and practice (e.g. planning for any future staff training needs)? |  |  |  |  |
| 6.6 Do you track behaviour during social and unstructured times of the day (such as lunch times)? |  |  |  |  |
| 6.7 Do you have a protocol for ensuring staff are aware of students that have been identified as having a mental health need, and have guidance in knowing how to support them in class accordingly? |  |  |  |  |
| 6.8 Does the school work proactively with other settings to help identify those pupils who might benefit from additional support at times of transition? |  |  |  |  |
| 6.9 Are there robust systems in place for recognising and addressing literacy and language difficulties (recognising the central role they play in enabling curriculum access for pupils)? |  |  |  |  |

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| **Principle 7 – Working with parents/carers**   * There is recognition of the importance of listening to and working with parents and carers, to develop mutual understanding and trust * Information shared with parents and carers is accessible | | | | |
| **Indicators** | **Yes** | **No** | **Not sure** | **Anything to action or follow up?**  **(Who will do what, and by when?)** |
| 7.1 Do you invite parents to welcoming face to face school induction meetings, and give them more than one opportunity to ask questions (and method for doing so) or confidentially share any concerns before their child arrives at school? |  |  |  |  |
| 7.2. Do all parents know who to contact in school and how, to discuss any worries about their child, their attendance or willingness to attend? |  |  |  |  |
| 7.3 Do you include presentations or other information on resiliency building, problem solving, anxiety management or social, emotional & mental health at parents’ meetings/evenings or during any other events that parents can attend? |  |  |  |  |
| 7.4.a Does the school facilitate / support any opportunities for parents / carers / families to socialise and network (e.g. via ‘coffee & info’ mornings, curriculum events)?  7.4.b Is there specific consideration given to enabling parents / carers of pupils with additional needs to network and access support? |  |  |  |  |
| 7.5 Does the school share information in a range of formats so as to enable accessibility for a diverse range of parental learning styles? |  |  |  |  |
| 7.6 Does the school make SEMH offers from external providers (e.g. Kooth) and methods for accessing them clear to parents? |  |  |  |  |
| 7.7 At the point at which there are clear attendance concerns for a pupil, are parents fully supported and enabled to share their stories / ideas / thoughts with staff in a way that feels safe and non-blaming? |  |  |  |  |
| 7.8 Is there a procedure in place (with staff who have time to follow it) to maintain regular contact with parents whose children are displaying more entrenched EBSA behaviours (e.g. attendance below 30%)? |  |  |  |  |
| 7.9 Are there staff trained and available to offer support to parents whose children are struggling to separate from them at morning drop off? |  |  |  |  |
| 7.10 Is an awareness of factors such as parental illness or difficult home circumstances facilitated, recorded and used in a safe and appropriate way to ensure suitable support is given to pupils and families? |  |  |  |  |

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| **Principle 8 – Targeted support and identification of specialist pathways**   * There is open-ness to work with external agencies where appropriate * There is a provision map of school-based interventions & approaches available within an ‘assess, plan, do, review’ cycle * All staff are aware of strategies and programmes in place and of how to work with them to support pupils | | | | |
| **Indicators** | **Yes** | **No** | **Not sure** | **Anything to action or follow up?**  **(Who will do what, and by when?)** |
| 8.1 Do you have a comprehensive provision map in school with clear routes into each intervention offer (based upon an assess-plan-do-review cycle)? |  |  |  |  |
| 8.2 Do you have an overview of any gaps in the school’s SEMH provision offer with a plan for how to address them? |  |  |  |  |
| 8.3 Have you appointed and trained any emotional literacy support assistants or the equivalent, who can work with individuals or groups to address skills such as anxiety management or resiliency building? |  |  |  |  |
| 8.4 Do you have a sufficiently staffed team of family liaison officers / family support practitioners (or equivalent) who are appropriately trained, easily accessible and committed to building positive relationships with all school families in need (see also 7.7, 7.8, 7.9 for potential aspects of this role)? |  |  |  |  |
| 8.5 Do you routinely gather and review evidence of progress made via the implementation of actions /interventions in school and then use this information to plan next steps (within the assess-plan-do-review cycle)? |  |  |  |  |
| 8.6 Is there one or more people within school who have good knowledge of the local offer from external agencies and how and when to access support from them? |  |  |  |  |