**EBSA Self Audit Tool**

The Emotional Based School Avoidance (EBSA) Self Audit Tool can be used as part of the Initial Steps within Lincolnshire’s EBSA Pathway, where the focus is on early intervention & effective whole school systems. School plays a key role in the identification of children and young people who are currently

experiencing or are at risk of EBSA. It is important for schools to develop effective whole school systems to support young people, be vigilant to early indicators and employ a thorough assess, plan, do and review cycle placing the child or young person at the heart of the interventions.

Schools should take a preventative measure towards EBSA, with a focus on early intervention and prevention. It is important to identify the early warning signs of EBSA. If unaddressed, the EBSA behaviours can become entrenched making it difficult to intervene once the child or young person has been out of education for some time.

The eight principles are linked to the DfE and Public Health England document: [Promoting children and young people's mental health and wellbeing - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing)

The indicators listed below are *suggested* points of reflection, designed to stimulate discussion and guide plans and developments. They are not an exhaustive list. Some will be more / less pertinent or relevant for settings than others. There will inevitably be cross-over with other audit documents related to areas such as mental health, attendance or whole school inclusion.

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| Name:  |  | Role: |  |
| Name of School: |  | Date: |  |

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| **Principle 1 – Leadership and Management**There are 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 | Evidence | Action or follow up (Who, what & by when) |
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| Emotional wellbeing is seen as everyone’s responsibility across the continuum from development of strengths and wellbeing to targeted intervention.  |  |  |  |  |
| There is a named Mental Health Lead in school and they have accessed the MH lead training. |  |  |  |  |
| A link Governor has been appointed to focus on mental health. They meet with the staff lead(s) at least termly and feedback to the Governing Body to support whole school developments in this area.  |  |  |  |  |
| There is a member of senior staff who is responsible for overseeing attendance and non-attendance and arrangements for EBSA students. They actively work with SLT, SENCo, MH lead, wider pastoral team and link Governor.  |  |  |  |  |
| Clear polices in place and regularly reviewed on attendance, behaviour, bullying, equality and transition which set out the responsibilities for all and the support available.  |  |  |  |  |
| Clear systems are in place for the early identification of school avoidance.  |  |  |  |  |

| **Principle 2 – Ethos and Environment** There are clear policies and whole school ethos on attendance, relationships, bullying and transition. Full understanding is embedded that good learning and academic progress are inseparable and inextricably linked to good emotional health. Mental health is viewed as ‘everyone’s business’ and all pupils are valued; with commitment to promoting inclusivity, a sense of community and belonging for all.  |
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| Indicators: | Yes | No | Evidence  | Action or follow up (Who, what & by when) |
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| The entrance areas into the school premises and start of the day convey a sense of welcome to pupils as they arrive.  |  |  |  |  |
| There are areas within school grounds that students can freely access during break and lunch that feel calming and are conducive to emotional regulation.  |  |  |  |  |
| There are dedicated, confidential spaces for mental health support to be offered when needed.  |  |  |  |  |
| Minority and different SEND groups feel equally welcome and experience an equal sense of belonging and inclusion within the school. |  |  |  |  |
| Student and staff views are regularly sought on all of the above, considered and suggestions and developments are actively taken forward.  |  |  |  |  |

| **Principle 3 – Curriculum, Teaching and Learning** Quality first teaching includes appropriate differentiation of the curriculum to empower learners with a range of needs. Every opportunity to reference, practice and support social and emotional skills are used and embedded across the wider curriculum. There are regularly timetabled and planned sessions to address specific learning objectives on topics such as resiliency. The curriculum is appropriately differentiated and accessible for all. |
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| Indicators: | Yes | No | Action or follow up (Who, what & by when) | Outcome |
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| The school follows 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. |  |  |  |  |
| There is sufficient flexibility within targeted provision to ensure non-attenders have continuity of education and provision to meet needs; such as online learning platforms in place and home learning activities are produced as standard to complement standard schemes of work.  |  |  |  |  |
| Staff have been trained in how to teach emotionally difficult topics safely and sensitively. |  |  |  |  |
| Available opportunities, such as assemblies and form time is fully utilised to promote welcome, belonging, social and emotional support and mental health. |  |  |  |  |
| There are clear mechanisms in place for accessing additional support in school, should the need for this be identified in the course of following the RSHE curriculum.  |  |  |  |  |
| Teaching staff routinely consider social and emotional factors when planning lessons and managing their class in line with good relational practice.  |  |  |  |  |
| Staff are aware as to whom they should convey any concerns regarding EBSA.  |  |  |  |  |

| **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 |
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| Indicators: | Yes | No | Evidence | Action or follow up (Who, what & by when) |
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| There are robust systems 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. |  |  |  |  |
| Staff feel confident in providing support to pupils displaying anxiety and school avoidant behaviour. |  |  |  |  |
| Staff regularly access advice (drop-ins, consultations, individual or group supervision) with regard to assessing and supporting students who are displaying EBSA, or who would be deemed to be in the ‘at risk’ category.  |  |  |  |  |
| There is regular and continuing professional development and training programme in place to embed whole school ethos around EBSA and the impact of interaction styles, the importance of welcome, inclusive mindsets, emotion coaching, resilience building, being ‘trauma aware’ and promoting restorative practice.  |  |  |  |  |
| There is designated staff whose role is to liaise and work with families (e.g. Family Support Practitioner) to help with early identification of risk and need for support. |  |  |  |  |
| Staff are supported to reflect on their unconscious bias and how this impacts on their interaction style / approach. |  |  |  |  |

| **Principle 5 – Pupil Voice** There are opportunities for students to express their views and ideas, and have them heard and embedded within the culture of the school. Pupils are able to celebrate their achievements. Pupils are encouraged and enabled to be involved in decisions and plans about their support and provision. |
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| Indicators: | Yes | No | Evidence | Action or follow up (Who, what & by when) |
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| There is a student council or equivalent that meets regularly and is widely considered to be accessible and good at capturing and communicating feedback from all pupils.  |  |  |  |  |
| Pupil voice, including minority and SEND pupils, is valued and routinely and regularly obtained using inclusive methods and actively participates in the school’s development plan.  |  |  |  |  |
| When there are EBSA related concerns around a pupil, a comfortable and safe way to capture their voice is prioritised within an assess-plan-do-review cycle. |  |  |  |  |
| Pupils feel that the school manages any incidences of bullying well. |  |  |  |  |
| The school actively looks for and plans opportunities for pupils to build and strengthen social relationships with other pupils.  |  |  |  |  |
| There is active promotion of supportive literature regarding emotional wellbeing and mental health for students.  |  |  |  |  |
| You have an easily accessible, confidential route for students to seek support for any mental health concerns or worries in school.  |  |  |  |  |

| **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. |
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| Indicators: | Yes | No | Evidence | Action or follow up (Who, what & by when) |
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| There are robust systems to ensure any staff concerns related to pupil anxiety and attendance are flagged up and responded to quickly.  |  |  |  |  |
| Once a potential EBSA concern has been flagged up, there are effective systems 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.  |  |  |  |  |
| Staff are trained in eliciting the views of anxious pupils and their parents, and then using these to create an assessment overview and accompanying EBSA Support Plan.  |  |  |  |  |
| EBSA Support Plans are routinely, regularly and robustly reviewed and built upon.  |  |  |  |  |
| Numerical data regarding factors such as patterns within pupil attendance, bullying incidences, attainment, progress or wellbeing scores, are gathered and used to shape policy, practice and staff training needs.  |  |  |  |  |
| Protocol is in place to ensure 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.  |  |  |  |  |
| Proactive liaison and transition planning in place with other settings to ensure identification of students requiring additional support prior to joining your school. Ensuring continuation of support already in place prior to transitioning to avoid any gaps.  |  |  |  |  |
| There are robust systems in place for recognising and addressing literacy and language difficulties and the central role they play in enabling curriculum access for pupils.  |  |  |  |  |

| **Principle 7 – Working with parents/carers** Parent/carers are seen as partners in working with school and other agencies to resolve challenges. There is recognition of the importance of listening to and working with parent/carers, to develop mutual understanding and trust. Information shared with parents and carers is accessible |
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| Indicators: | Yes | No | Evidence  | Action or follow up (Who, what & by when) |
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| Parent/carers are invited to welcoming face to face school induction meetings, and given more than one opportunity to ask questions (and method for doing so) or confidentially share any concerns before their child arrives at school. |  |  |  |  |
| Parent/carers know who to contact in school and how, to discuss any worries about their child, their attendance or willingness to attend. |  |  |  |  |
| The school provides information on resiliency building, problem solving, anxiety management and SEMH at parents’ meetings/evenings or during other events that parents can attend. |  |  |  |  |
| The school facilitates opportunities for parent/carers/ families to socialise and network, with specific consideration given to those of pupils with additional needs. |  |  |  |  |
| The school shares information in a range of formats to enable accessibility for a diverse range of parental learning styles. |  |  |  |  |
| The school makes SEMH offers from external providers and methods for accessing them clear to parents. |  |  |  |  |
| Where there are attendance concerns for a pupil, parents are fully supported and enabled to share their stories/ideas/thoughts with staff in a way that feels safe and non-blaming.  |  |  |  |  |
| There is a procedure in place for staff to maintain regular contact with parent/carers of students who are displaying more entrenched EBSA behaviours, with the time for the staff to follow it.  |  |  |  |  |
| Staff are trained and available to offer support to parent/carers whose children are struggling to separate from them at morning drop off. |  |  |  |  |
| Factors such as parental illness or difficult home circumstances are facilitated, recorded and used in a safe and appropriate way to ensure suitable support is given to students and families. |  |  |  |  |

| **Principle 8 – Targeted support and identification of specialist pathways** There is openness 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. |
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| Indicators: | Yes | No |  | Action or follow up (Who, what & by when) |
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| There is a comprehensive provision map in school with clear routes into each intervention offer (based upon an assess-plan-do-review cycle). |  |  |  |  |
| There is an overview of any gaps in the school’s SEMH provision offer with a plan for how to address them. |  |  |  |  |
| There are appointed and trained emotional literacy support assistants, or equivalent, who work with individuals or groups to address skills such as anxiety management or resiliency building. |  |  |  |  |
| The school routinely gathers and reviews evidence of progress made via the implementation of actions /interventions in school and uses this information to plan next steps (within the assess-plan-do-review cycle). |  |  |  |  |
| There is staff within school who have good knowledge of the local offer from external agencies and how and when to access support from them. |  |  |  |  |