

What is EBSN?

- EBSN is a term used to describe CYP who may have significant difficulty in attending school due to underlying emotional factors, often resulting in prolonged absences from school.
- CYP may be reluctant to leave home and can present high levels of distress in response to parents' attempts to get them to go to school.
- Complex and multifaceted, requiring a holistic approach to assessment and intervention.

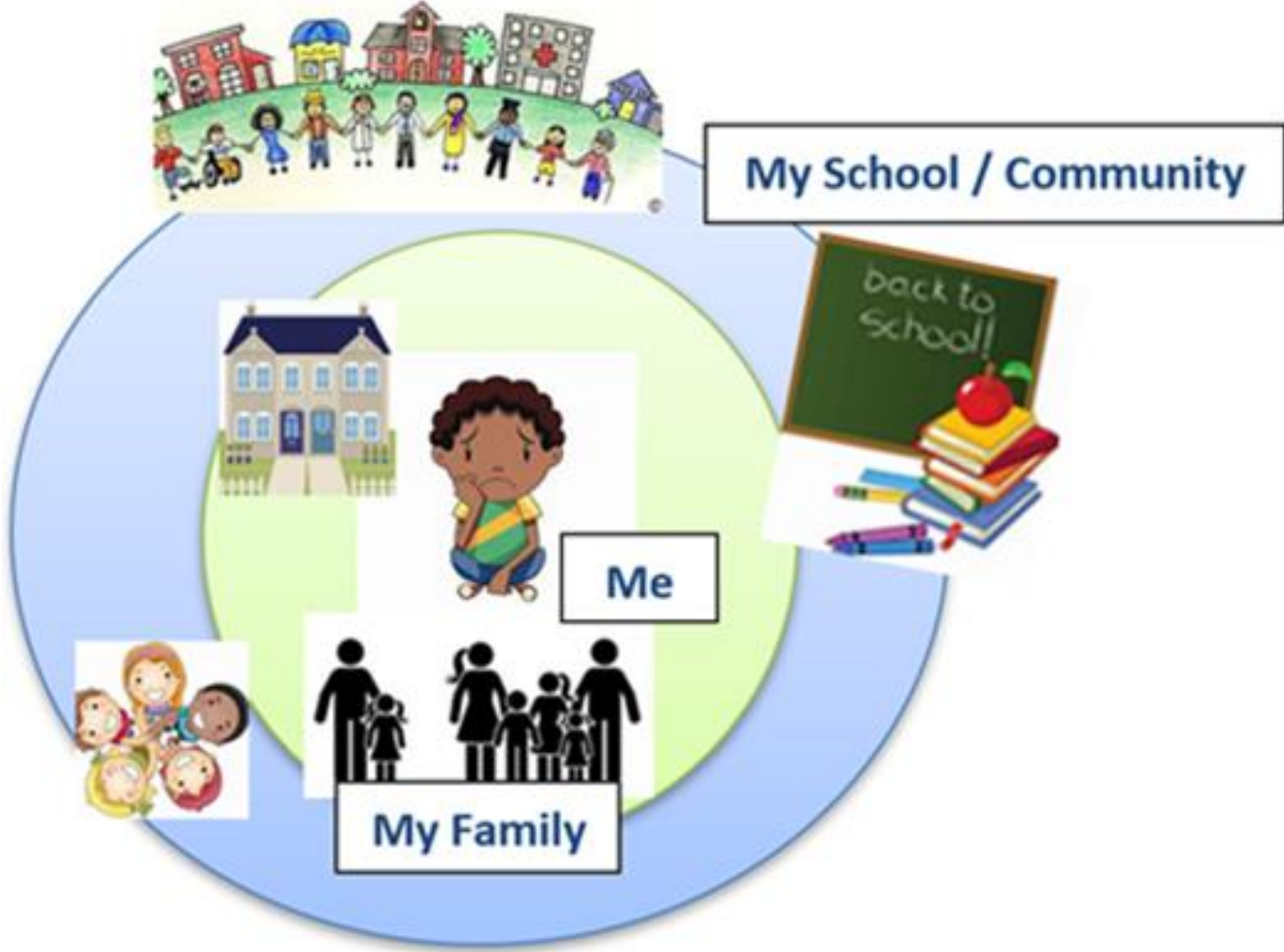


***‘It was more like
“I can’t cope”...I
couldn’t cope with
big situations’***

Year 10 student in CW&C

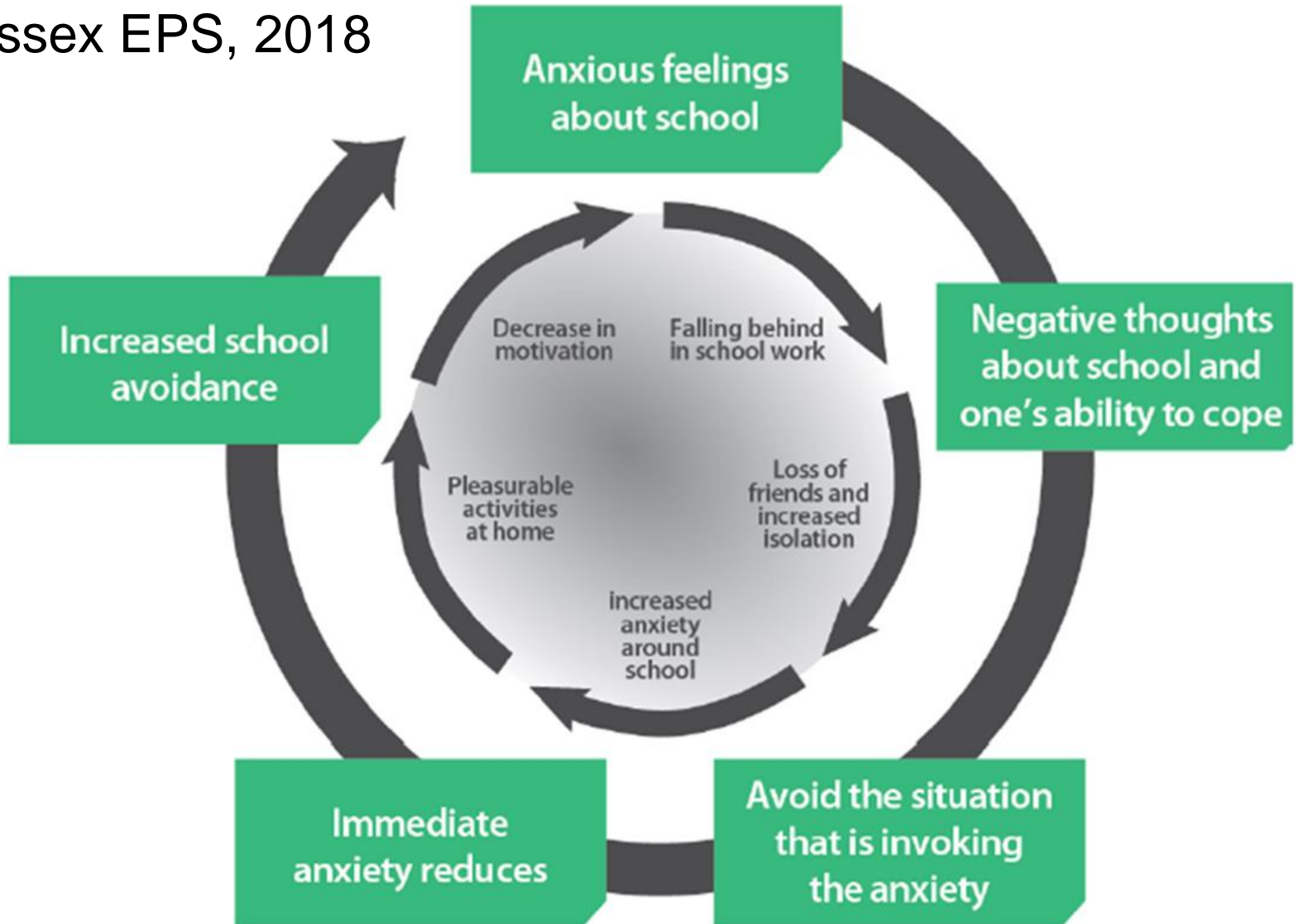


Contributing factors



The Vicious Cycle of Anxiety

West Sussex EPS, 2018



The longer the period of absence, the harder it can be for the child / young person to successfully return to school.

Early identification, assessment and intervention are imperative to improve the outcomes for CYP experiencing EBSN.

Our aim

Factors associated with positive outcomes (Baker & Bishop, 2015):

- early identification / intervention
- working in effective partnership with parents and school staff as well as the child / young person
- working in a flexible manner paying attention to the individual needs and function served by non-attendance
- emphasising the need for rapid return to school alongside good support and adaptations to the school environment.



CW&C response to supporting CYP who struggle to attend school

- A phased, whole school approach.
- Holistic approach to assessment and intervention.
- Person centred.
- Guidance informed by evidenced based practice and psychological theory.
- Practical tools, resources and signposting of information.
- *‘Coronavirus, schools changes and loss: supporting CYP to return to school’ (June 2020).*
- Complements trauma informed practice.



Protective factors

- Robust transition policy with clear and effective procedures for sharing information.
- Whole school knowledge and understanding of EBSN.
- Clear and effective early identification and support processes, consistently followed by all staff.
- Effective communication and partnership with parents / carers.
- Whole school systems and approaches which promote and support the emotional mental health and wellbeing of all pupils.

Working in partnership *with* Parents / Families



- Positive relationships built upon compassion, respect and understanding (non-judgemental).
- Effective, open and honest communication.
- Collaboration and empowerment.
- Consider family needs and support – TAF?
- Positivity & perseverance - expect setbacks!

Next steps: towards a whole school approach

- EBSN Good Practice Guidance / training (ecwip/education)
- Who is responsible for EBSN in school? (identify a team)
- School EBSN audit and action plan; invest time to embed Guidance and good practice across school
- Update procedures / policies to reflect EBSN
- ALL staff to be aware of EBSN & what to do – increased accountability
- A personalised and child centred approach: elicit CYP's views / experiences of school using appropriate tools; plan with parents/carers and CYP (Support and Attendance Plan; Wellbeing and Support Plan)

EBSN: Good Practice Guidance Training Dates

- Thursday 2nd & 9th December 2021
- Thursday 10 & 17th March 2022

Book via ecwip/education





Questions and Reflections?



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