# Supporting Emotionally Based School Avoidance (EBSA)

## Good Practice and Guidance for Parents/Carers

## Swansea Educational Psychology Service

Acknowledgements to Buckinghamshire EPS and West Sussex EPS



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Swansea Council

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# What is Emotionally Based School Avoidance (EBSA)?



Emotionally Based School Avoidance (EBSA) is a broad umbrella term used to describe a group of children and young people who have significant difficulty attending school due to emotional factors, often resulting in prolonged school absence (Thambirajah, Grandison & De-Hayes, 2008). Children and young people who experience EBSA experience specific emotional distress around school attendance, which may stem from a variety of factors.

The onset of EBSA may be sudden or gradual. There may be peaks in EBSA (i.e., times when the related worry and/or anxiety is stronger). This often relates to transitions between school phases (e.g., moving from primary to secondary school), but can also be down to many other factors (e.g., difficulties in lessons, with peers, or with the sensory experience of school).

For some children and young people, their worry and/or anxiety may be very obvious. They may miss extensive periods of school, or not feel able to attend at all. However, for others, it may not be as easy to identify when they are experiencing these difficulties. These young people may miss sporadic days or particular lessons. They may only be able to attend school when provided with a high level of support and a modified timetable. They may miss a day when they anticipate something anxiety-provoking occurring. Some children and young people may also struggle to sleep or complain about physical ailments which may overlap with the presentation of EBSA.

It should be noted that research conducted in this area often refers to the phrase "School Refuser". This terminology could be considered misleading as the term 'refuser' implies that the child or young person has control over their school non-attendance. The use of such terminology is deemed as problematic as it locates the 'problem' within the child or young person and detracts from environmental factors that could be considered instrumental in supporting a child or young person back to school.

## What is EBSA *not*?

- Emotionally Based School Avoidance (EBSA) is **not** simply truanting.
- Emotionally Based School Avoidance (EBSA) is **not** a "refusal" to attend school and/or a reflection of "poor" or "bad" behaviour.

**The key aspect of EBSA relates to the experience of worry and/or anxiety that children and young people have around attending school.**

## Examples of EBSA

Below are some examples of what you might see amongst children and young people who are experiencing EBSA. This list is non-exhaustive, and it is important to remember that every child and young person is different, but it gives you some ideas of what to look out for.

### Examples of EBSA amongst young adults

- Sporadic attendance or missing the odd day here and there.
- Repeatedly missing specific lessons. This could be because of the subject, teacher, or other pupils in these lessons.
- Repeatedly missing specific days. Again, this could be due to the subjects timetabled for this day.
- Only attending on occasions whereby they are offered a high level of support or modified timetable.
- Frequently leaving school early due to reported illness (where there are no prior health concerns).

### Examples of EBSA amongst children

- Tantrums before school or other expressions of distress and negative feelings when faced with attending school.
- Feeling ill before or in school (e.g., complaining of abdominal pain, headaches etc.) with no signs of actual physical illness.
- Complaining of symptoms typical of anxiety (e.g., a racing heart, sweating, pins and needles etc.)
- Struggling to sleep on school nights.
- Difficulty with transitioning back to school after school holidays.

# Worry, Anxiety, and EBSA

Anxiety is what we feel when we are worried, tense, or afraid, particularly about things that are about to happen, or which we think could happen in the future.



Feelings of worry and/or anxiety can cause us to experience changes in our body (e.g., feeling nauseous, perspiring etc.), resulting in what we refer to as the "fight, flight, or freeze response".

When children and young people are in 'fight' mode, they might show behaviours, such as kicking, screaming, or hitting out. When in 'flight' mode, they might run away, or avoid the situation and the perceived threat. When in 'freeze' mode, they might shut down completely. There are further examples in the table below relating to what we might see in a child or young person who is experiencing EBSA and going through the "fight, flight, or freeze response".

| Fight | Flight | Freeze |
|---|---|---|
| Muscle tension | Refusal to leave their room | Staring into space, in an almost trance-like state |
| Agitation | Refusal to go to school | Unable to complete work due to difficulties with concentration and engagement |
| Unable to settle | Walking out of lessons | |
| Irritability | Leaving school mid-day due to 'illness' | |
| Using unkind words | | |

So, we know that worry and/or anxiety is a key feature of EBSA. Although a certain level of worry and/or anxiety is considered a normal and expected part of growing up, some children and young people may experience heightened levels of worry and/or anxiety. This negatively impacts on their functioning (i.e., socially, emotionally, behaviourally, academically) and school experiences.

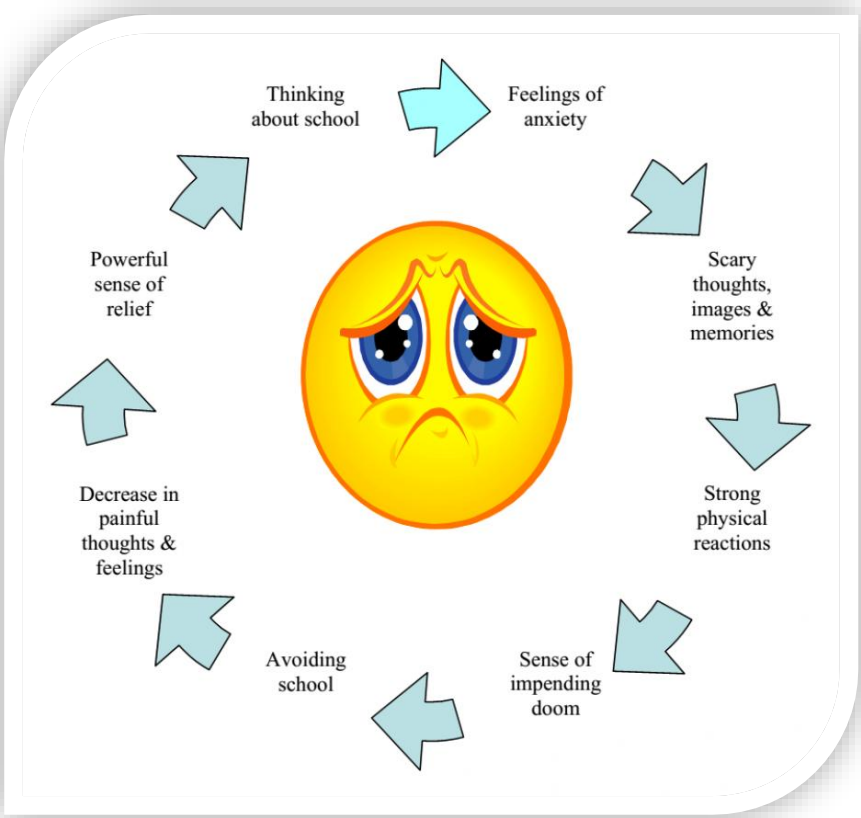
When worry and/or anxiety is linked to school avoidance, the child or young person may experience worried, anxious, or fearful thoughts specifically around attending school. They may doubt their ability to cope with school, for example. These feelings may also be

accompanied by physical symptoms such as nausea, vomiting, shaking, sweating etc. These symptoms often start the night before, or even a few days before, school.

To avoid these overwhelming emotions, and the fear associated with school attendance, the child or young person is likely to withdraw from the situation, and not want to get ready for school, leave the house, or enter the school. The child or young person may also display challenging behaviour to avoid the threatening situation and to try and control what feels like a very 'out-of-control' situation. These behaviours, and the avoidance of school, may then contribute to the maintenance of EBSA over time via the 'anxiety cycle' (see below).

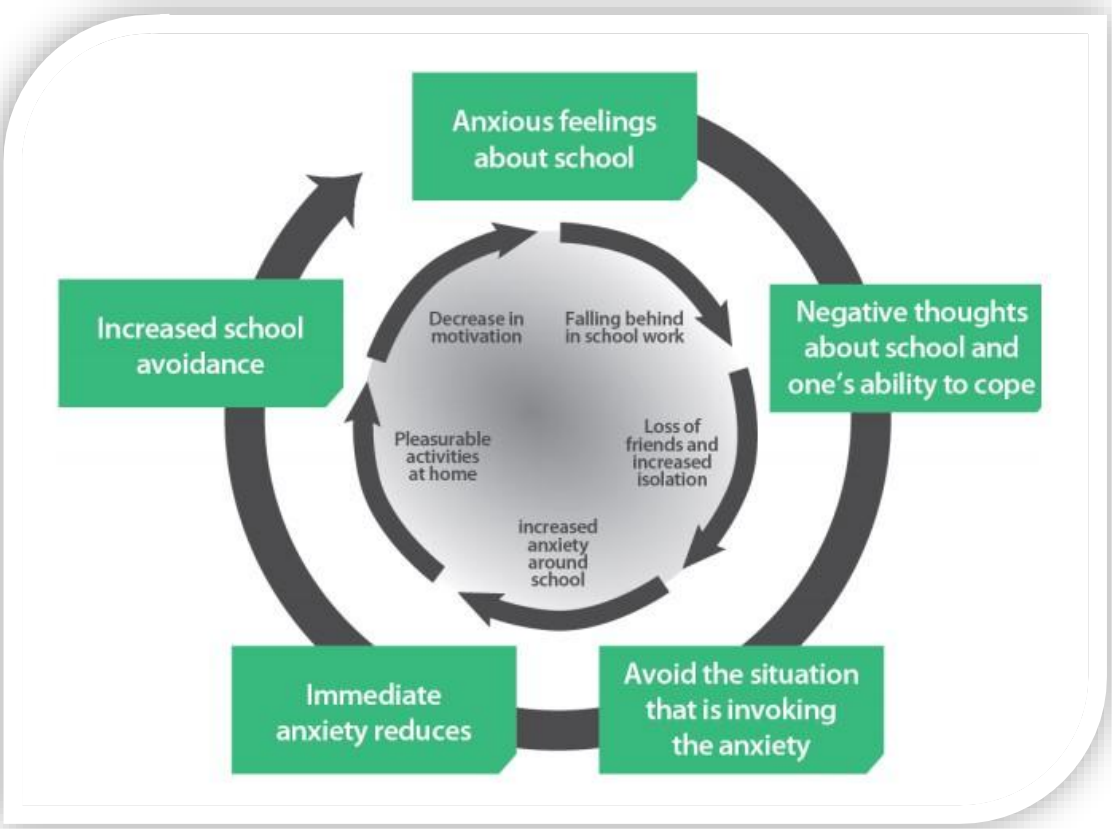
Some children and young people who experience EBSA may appear to recover relatively quickly from the initial upsets of the morning. This can sometimes lead school staff and others to question the legitimacy of the EBSA experience. However, when we think about how anxiety works, it is not unusual for anxiety to quickly reduce once the perceived threat is removed.

## The 'Anxiety Cycle'

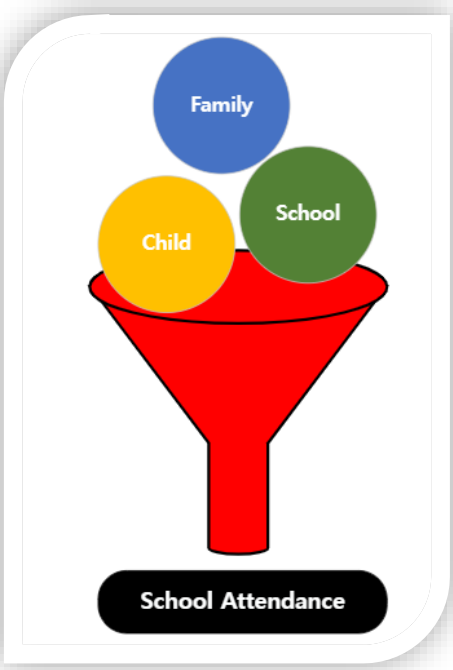


The image above shows how the child or young person's thoughts about school lead to feelings of worry and/or anxiety. This evokes strong physical reactions (e.g., fight, flight, freeze mode) and can be accompanied by feelings of impending anxiety and stress. This leads to school avoidance, which temporarily reduces these painful thoughts and feelings. This sense of relief is pleasant, and so school avoidance becomes the aim each time the child or young person experiences negative thoughts, worry and/or anxiety around school.

The image below similarly shows this anxiety cycle, including the initial worry and/or anxiety causing the school avoidance *and* the secondary maintenance factors (i.e., falling behind in schoolwork, loss of friends and increased isolation, increased anxiety around school, pleasurable activities at home, a decrease in motivation, etc.). These secondary factors feed into the negative experience of school and cause the child or young person to feel that staying away from, and avoiding, school is perhaps their best option in reducing their related negative thoughts and feelings.



## What factors contribute to EBSA?




The experience of EBSA is not usually down to just one thing. Different children and young people will be hesitant to attend school for different reasons. It is usually a unique combination of different factors that revolve around the child or young person, the family, and the school environment.

Research shows that the **four main reasons** for EBSA are:

1. To avoid uncomfortable feelings brought on by attending school (e.g., anxiety and stress).
2. To avoid situations that might be stressful (e.g., homework deadlines).
3. To reduce separation anxiety or to gain attention from significant others (e.g., family members).
4. To gain tangible reinforcers outside of school (e.g., going shopping).

However, it is important to acknowledge that reasons for avoiding school differ from pupil to pupil. It is crucial to have a conversation with the child or young person to determine what factors may be contributing to their experience of EBSA.

## Risk and Resilience Factors

We can also think about what are known as risk and resilience factors when exploring reasons for experiencing EBSA. Risk factors are those that pull the child or young person away from attending school. They may to relate to the nature of the school, the child or young person's family, or the child or young person themselves. Being aware of these factors could support your child's re-attendance at school. Resilience factors are those that push the child or young person towards attending school. It is important to identify and build areas of strength or resilience within your child, family and school, which may help to "protect" your child and promote school attendance. This could be friendships and relationships within school, good teacher-parent relationships. The tables below outline some common risk and resilience factors.

| Risk Factors | | |
|---|---|---|
| **Child/Young Person** | **Family/Home** | **School** |
| Anxiety, depression, or other mental health concerns | High levels of family stress | Bullying |
| Difficulties with managing and regulating emotions | Changes to the home environment | Difficult relationships with staff members |
| Trauma and adverse childhood experiences | Being a young carer | Difficulties making and maintaining friends |
| Low levels of self-confidence or self-esteem | Loss and bereavement | Difficulties in particular subjects |
| Separation anxiety | Family history of EBSA | Difficulties with particular sensory experiences at school (e.g., loud, busy environments) |
| Additional Learning Needs or disability | Parental mental health difficulties | Demanding, pressurised academic environment |
| | | Transitions from primary to secondary, or through key stages |

| Resilience Factors | | |
|---|---|---|
| **Child/Young Person** | **Family/Home** | **School** |
| Understanding the relationship between thoughts, feelings, and behaviour | Developing effective parenting skills, understanding, and empathy | Flexible, person-centred approach within school |
| Feeling listened to and understood | Willingness to work in partnership with school, family, and external professionals | Positive relationships with school staff |
| Experiencing success | | Promoting inclusion and belongingness |
| Developing feelings of safety, security, and a sense of belonging | | Willingness to work in partnership with school, family, and external professionals |
| Increasing confidence, self-esteem, and feelings of value | | |
| Developing aspirations, ambition, and motivation | | |

# How can you help your child?

First, we are going to consider how you can support your child with their experience of EBSA. Later, we will explore how school can support your child with their experience of EBSA.

## Talking with your child about their worries or concerns



When your child is feeling unhappy, worried, or anxious about attending school, one of the most important ways you can support them is by listening calmly and acknowledging that their fears are real to them. You can remind your child about the importance of attending school and reassure them that you and the school will work together to make school a happier place for them. This will all be done with their thoughts, feelings, and views taken into account. They will not be pressured or rushed into anything that they are not comfortable with, however it will be important that they learn about the 'anxiety cycle' and how, often, the anticipation of the school day is perhaps worse than the actual school day itself.

### Where do I start?

- When you are talking to your child about their fears, a good place to start is sharing that you would like to know what they think and feel.
- If your child finds it difficult to talk, or they do not appear to have the words to share their thoughts and feelings, you could ask them more specific questions (e.g., "What three things are you most worried about?" "What three things were you recently worried about?"). This might help them start to make sense of their fears, thoughts, and feelings.

- You can also highlight some of the positives to remind them that it is possible to feel both negative and positive feelings at once (e.g., “What are three of the best things about school?” “What are three of the least difficult things about school?”). Some parts of school might be difficult right now, but there are usually positives as well (e.g., time spent with friends or important adults whom they get along well with).
- If you find that your child finds it difficult to share with you face to face, you could ask them to write down their responses or even text or email them to you. You might also find that your child is more able to ‘open up’ when engaged in an activity (e.g., going for a walk, going for a drive).
- Some children and young people find it easier to draw how they are feeling. You can even ask your child to build how they are feeling about school out of LEGO®. Once their build is complete, ask them to tell you what is happening in the build and how this relates to their experience of school.

  To illustrate one of these techniques, below is an example of a drawing completed by a 14-year-old pupil exploring their experience of school.



It seems that home is perceived as a place they love. The young person perceives themselves to be outside of the school environment and not within their group of their peers. There is also a perceived fear of 'must do better' with regards to their work in school. There also seems to be an incident of potential bullying with one older figure saying, "You're stupid" to the smaller stick figure which is depicting the young person.

Swansea Educational Psychology Service have produced information booklets for children and young people (see below). These include ideas for additional activities children and young people can complete to share their views about school. You can ask your child's school to share a copy of this with you. This all helps to gather information around your child's experience, so that action planning can begin to support your child's reintegration back into school.







## What do I do next?

Once you have begun to understand what it is that is causing your child to feel worry and/or anxiety (including risk and resilience factors), it is helpful to understand more about the 'anxiety cycle' yourself. By having an understanding of this, you will be in a better place to support your child with their experience of worry and/or anxiety. Further information relating to the 'anxiety cycle' can be found in the 'Anxiety and EBSA' section above and in recommended resources at the end of this document). You should try and keep your child in a routine as far as possible. They should, for example, wake around the same time they would have they been attending school and engage in activities similar to those at school (e.g., worksheets, projects) as far as possible. Try and reduce the "fun" activities during school hours.

It can also be helpful to take practical steps to help calm your child's worry and/or anxiety. One useful way of doing this is by creating Evening Plans and Morning Routines (see below). Toward the end of this document, you will also find helpful additional resources outlining other practical steps you can take.

As a parent/carer, it is incredibly difficult to see your child unhappy. It is important that you also make sure that you have someone to talk to. This could be a friend, family member, or an external organisation. The NHS website (www.nhs.uk) has useful resources to help support your wellbeing. You may also wish to visit the Not Fine in School webpage (https://notfineinschool.co.uk/families) and/or social media support group (https://www.facebook.com/groups/NFISFamilySupport). Here, you will find a parent/carer-led organisation that offers peer support to families, shares informative resources, and raises awareness of EBSA. Additional resources can be found at the end of this document.

## Evening Plans and Morning Routines

Evening plans and morning routines help your child get ready for the school day as calmly as possible. When developing these plans and routines, it is important to involve your child so that they can give you their thoughts and ideas. You could make visual plans with pictures or photographs if this helps. The following suggestions have been adapted from Tina Rae's '*Sunday Evening/Monday Morning*' plan as shown in her YouTube videos exploring EBSA: www.youtube.com/watch?v=Z8JmRgjCics.

### Evening Plans



- ***Soothe:*** Think about calming activities you can do with your child before they go to bed, such as naming three positive things about their day or listening to a sleep story/gentle music. Breathing exercises or mindfulness meditation can also help to calm the nervous system before going to sleep.
- ***Understand:*** Reassure your child that you understand how difficult it is and that their feelings are valid and understood.
- ***Normalise:*** Encourage your child to share their worries (ideally a few hours before bed) and talk through each one of them together. Drawing or writing in a journal or worry

book can support this. Help your child come to their own solutions or just listen and comfort them. Challenge any irrational thoughts by highlighting the evidence against them.

- ***Decide:*** Discuss what a successful day would look like and consider with your child what needs to happen in the evening to make it successful. Look through their schedule together, step-by-step, and make sure they have everything ready and laid out for the morning, for example, books, uniform, and PE kit.
- ***Attend:*** Be aware of your child's emotional state and be more attentive to them if needed.
- ***Yourself:*** Ensure you feel calm and schedule time for your own self-soothing activities.

## Morning Routines



- ***Organise:*** Ensure you feel organised and ready in the morning. For example, your own bag is packed, and breakfast is set out so that you are available to support your child in a calm way.
- ***Neutralise:*** Allow time to speak with your child about their worries. Help them come to solutions or just listen and comfort. Challenge any irrational thoughts by highlighting the evidence against them.
- ***Decide:*** Go through the morning plan with them to get them into school. Clearly tell them how they will go to school, for example, the form of transport, who they will go with, and the route they will take, so they feel prepared and certain about what will happen when they leave for school. Let your child know who will be picking them up from school, if the child is in primary school.
- ***Accept:*** Attune to your child's emotional state and reassure them that they are loved and safe. Remind them that their feelings are valid, and it is okay to feel worried. Let them know that you will help to manage their worries. You might consider having a 'transitional object' (e.g., small keyring, photograph of each other). For teenager/young adults, a mobile phone for reassurance can be used to keep parents informed.
- ***Manage:*** Take time out to manage your own emotional state and use self-soothing strategies. Remind yourself of the following script, 'If I stay calm, I will make him/her feel safe.'

# Talking with your child's school about EBSA

It is important that you inform your child's school that your child is experiencing difficulty attending school as soon as possible. You should work together as parents/carers and professionals to address the issue by developing an action plan. In the first instance, you may wish to speak with the following staff member at your child's school:

| | |
|---|---|
| **Name** | |
| **Role** | |
| **Contact Details** | |

Appendix. 2 also outlines the roles of various professionals who you may come into contact with whilst accessing support for your child via your child's school.



## What should we keep in mind as we create an action plan?

- A plan should be made jointly between home and school to help your child come back to school more happily (see Appendix. 1 for an example plan). It will be important that your child's views are considered when creating a plan; this means that the plan is more likely to be successful.
- It is important to note that, towards the beginning of initiating a plan, your child may display more unhappiness as they realise that they are still expected to attend school.
- Any child or young person currently avoiding school is likely to become anxious when they are asked to talk about their difficulties and the plan for returning to school. You should be prepared for this; school and home should work together to outline to your child how the plan will support them in the long run.
- It is vital that all important adults in the child or young person's life work together in delivering a firm and consistent approach. Any concerns you have about the plan should be collaboratively managed between home and school.
- When putting a plan into action, you will likely encounter difficulties. These should be anticipated, and solutions should be found as soon as possible.
- You should try and keep an optimistic approach; if your child cannot attend school one day due to their unhappiness, worry, and/or anxiety, start the plan again the next day.
- Remember that there is also likely to be more difficulty after a school holiday, a period of illness, or after the weekend.
- You may feel tempted to change schools, however it has been found that difficulties often re-emerge in the new school. Wherever possible, it is usually better to try and resolve the difficulty with attendance in the current school.

# How can school support your child?

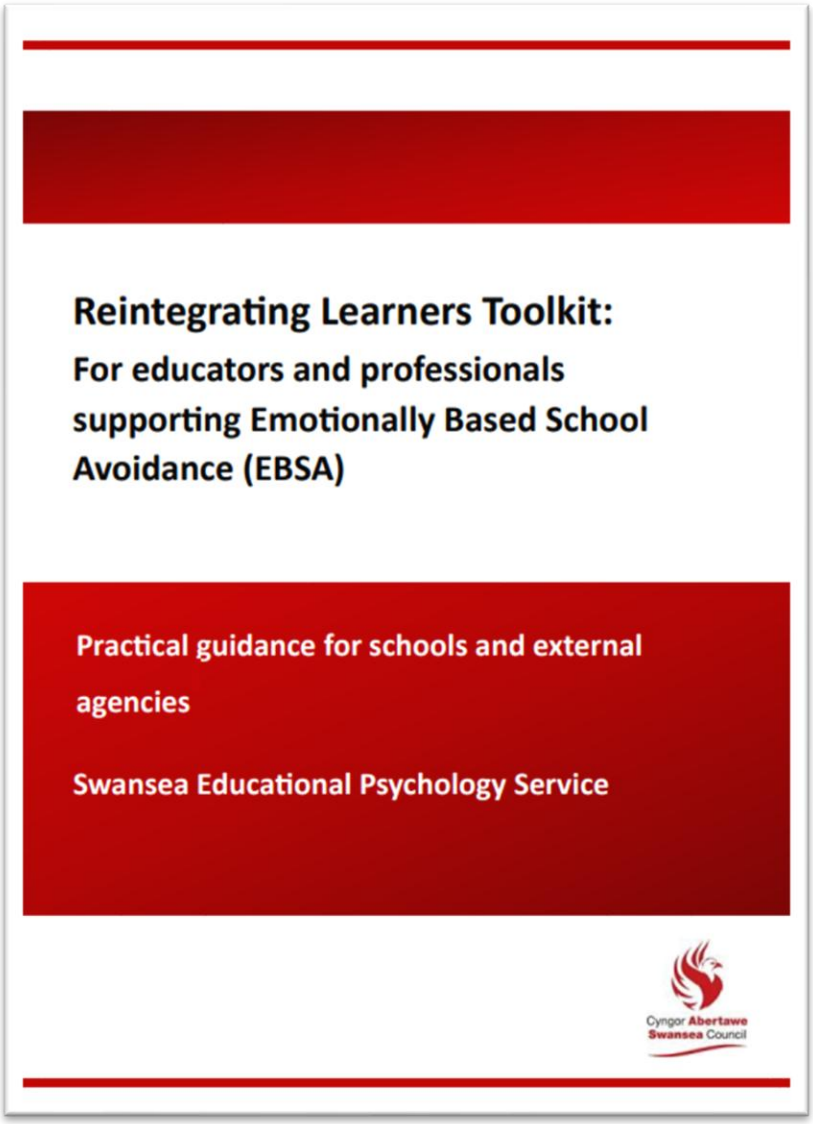
We have considered how you, as parents/carers, can support your child. Next, we will consider what school can do to support your child.



## What can I expect my child's school to do?

- Listen carefully to you and your child. They should acknowledge the challenges faced by your child and you as their parent/carer.
- Maintain close, regular contact with you and your child, even during extended periods of non-attendance. An agreed member of staff may be named as a link person or 'key adult' for you and your child.
- Work in partnership with you and your child to find out what difficulties your child is experiencing and find ways of making school a happier place to improve their attendance (i.e., thinking about reducing risk and strengthening resilience factors). It may be, for example, that a young person requires additional support to develop a sense of belongingness to their peers and/or school, or that they require additional support to explore options to more effectively manage their sensory experience of school. It is important to note that these factors will be individual to your child.
- They may hold meetings to create a plan in conjunction with you and your child. The plan should include what the next steps will be.
- Respond to any school-based needs, such as academic support, dealing with bullying, or support with social relationships.

- Consider the support your child might require upon arrival at school. This might include meeting with a friend at a specific place and time, using a quiet space to settle before school starts, engaging in a preferred activity or being given a responsibility such as a monitor role. It will be important that your child's school is as flexible as possible in meeting your child's needs. It will also be important to consider that smaller steps will be required when worry and/or anxiety is more entrenched.
- If difficulties persist, the school should consider requesting involvement from other professionals.
- Swansea Educational Psychology Service have produced information booklets for schools and support agencies (see below). This includes guidance for schools and professionals on best practice in supporting children and young people who are experiencing EBSA. Your child's school can refer to this guidance when supporting your child.



## Resources for parents/carers

Below is a collection of resources that you may find helpful for continuing your learning around the experience of EBSA, and for supporting your child with their experience of EBSA.

| Resource | What you will find |
|---|---|
| Swansea Educational Psychology Service's information booklet for children and young people (two versions available based on age).<br><br>You can ask your child's school for a copy. | In this resource you will find:<br>• What worry looks like;<br>• What school can do to support your child with EBSA;<br>• What your child and you can do to support their worries such as deep breathing techniques, mindfulness, exercise and gratitude journal;<br>• How you can explore the landscape of your child's school to identify barriers to attendance and/or factors relating to school avoidance;<br>• Books your child can read with you or independently. |
| https://www.edpsyched.co.uk/parent-hub | This website is run by Educational Psychologists. It offers free psychological wellbeing and support for parents/carers, alongside advice and resources to support children and young people. |
| https://www.youtube.com/c/DrTinaRae/featured<br><br>Emotionally-Based School Avoidance Part 1 \| Tina Rae (youtube.com)<br><br>Emotionally-Based School Avoidance Part 2 \| Dr Tina Rae (youtube.com) | Dr Tina Rae is a Child Psychologist and award-winning author specialising in the mental health and wellbeing of children and young people.<br><br>Her YouTube platform provides advice and guidance around many areas, including EBSA. |
| https://www.teamsquarepeg.org/<br><br>https://notfineinschool.co.uk/ | These websites offer narratives of children and young people's experiences with EBSA. |

| | |
|---|---|
| | Produced by key researchers in the EBSA context, 'Square Peg' and 'Not Fine in School' conclude that relationships are the most important factor. |
| https://www.youngminds.org.uk/parent/<br><br>https://mindedforfamilies.org.uk/<br><br>https://www.d-exy.com/<br><br>https://www.anxietyuk.org.uk/<br><br>https://actionforhappiness.org/ | These websites offer advice, guidance, and resources to support children and young people's emotional wellbeing and mental health. |
| • Barbara Throws a Wobbler by Nadia Shireen (younger children).<br>• Starving the Anxiety Gremlin by Kate Collins-Donnelly<br>• The Huge Bag of Worries by Virginia Ironside<br>• Invisible string by Patrice Karst<br>• Don't Worry Be Happy by Poppy O'Neill<br>• You are Awesome book and journal by Matthew Syed<br>• What to do when you worry too much by Dawn Huebner<br>• A Volcano in My Tummy by Eliane Whitehouse and Warwick Pudney<br>• The Incredible 5-Point Scale by Kari Dunn Buron and Mitzi Curtis<br>• Help! I've Got an Alarm Bell Going Off in My Head! by K L Aspden<br>• How to Catch a Star by Oliver Jeffers<br>• Moppy is … (Angry / Sad / Scared) series of books by Jane Asher | Reading with younger children can be a great way to help them understand feelings and emotions, including anxiety.<br><br>Here is a list of useful books that you can read with your child and use to start discussions about anxiety, and other feelings. |
| • The Anxiety Workbook for Kids by Robin Alter<br>• Think Good-Feel Good by Dr Paul Stallard<br>• The Worry Workbook for Kids by Muniya S Khanna<br>• The DBT Skills Workbook for Teens: A Fun Guide to Manage Anxiety and Stress, Understand Emotions and Learn Effective Communication Skills by Teen Thrive | These resources are practical workbooks that can support your child with their feelings surrounding school. These resources can also be used within school to support your child. |

| | |
|---|---|
| National Sleep Helpline - The Sleep Charity<br><br>https://cerebra.org.uk/get-advice-support/sleep-advice-service/ (diagnoses required)<br><br>https://www.scope.org.uk/family-services/sleep-right/<br><br>https://www.scope.org.uk/advice-and-support/keeping-sleep-diary/<br><br>https://www.mind.org.uk/information-support/types-of-mental-health-problems/sleep-problems/about-sleep-and-mental-health/ | EBSA and sleep difficulties often go in hand, typically due to the anxiety the child or young person experiences. These websites provide advice on sleep and mental health. |
| National Autistic Society (NAS) guidance relating to, "What can I do if my child won't go to school?"<br><br>https://www.autism.org.uk/advice-and-guidance/topics/education/attendance-problems/parents | This resource explores what parents/carers can do to support their neurodivergent children with school attendance. |
| https://www.supportservicesforeducation.co.uk/Pages/Download/7a7572dc-a3de-4596-8234-b0836b51a245/PageSectionDocuments | In this resource, you will find a parent/carers guide to self-care when supporting your child with their anxiety surrounding school.<br><br>It includes some top tips and emphasises the importance of self-care. |

# Appendices

## Appendix. 1 – Support Plan Template

## Support plan template

From West Sussex EPS (2019).

| Support Plan | |
|---|---|
| Name: | Date: |
| At school these things can make me feel upset: | |
|  | |
| My key adult(s) in school is/are: | |
| When I can speak to my key adult(s):<br><br>Where I can speak to my key adult(s): |  |
| Until _____ my return to school plan includes the following changes to my attendance: | |
| (Identify any changes to days or time they come in) |  |
| Changes to my timetable include: | |
| (Identify any changes needed and what should happen/ where they should go instead) |  |

| Any other changes include: |
| --- |
| Identify any other changes to routines, (break, lunch times, changes between lessons etc.) classroom expectations (not expected to read aloud, work in pairs etc.) or homework.<br> |
| When I start to get upset, I notice these things about myself:<br> |
| When I start to get upset, others notice these things about me:<br> |
| Things I can do to make myself feel better when I'm at school:<br> |
| Things that other people (staff and friends) can do to help me feel better when I'm at school:<br> |

| Things that my family can do to support me to attend school: | | |
|---|---|---|
|  | | |
| Places in the school I can go to where I feel safe and supported: | | |
|  | | |
| This plan will be reviewed regularly so that it remains helpful. | | |
| Review date: | | |
| My signature | Key adult's signature | Parent signature |
| | | |
| Other people who have access to the plan are: | | |
| | | |

## Appendix. 2 – Who's Who?

| ***Name of Professional*** | ***Nature of their role*** |
|---|---|
| Additional Learning Needs Coordinator (ALNCo)<br><br>*(Primary and Secondary schools)* | An Additional Learning Needs Coordinator has overall responsibility for overseeing the day-to-day operations of additional learning needs within your child's school. They liaise and offer advice to both school staff and parents regarding how best to support children and young people. In collaboration with the Head of Year and/or Class Teacher, they may be involved in implementing a reintegration plan to support your child. |
| Pastoral Manager<br><br>*(Typically Secondary Schools only)* | A Pastoral Manager has overall responsibility for overseeing the pastoral care needs of pupils. This may include emotional wellbeing, mental health, welfare, behaviour, and attendance, for example. They liaise and offer advice to both school staff and parents regarding how best to support children and young people. In collaboration with the Head of Year and/or Class Teacher, they may be involved in implementing a reintegration plan to support your child. |
| Head of Year<br><br>*(Typically Secondary Schools only)* | This is a teacher who oversees a particular year within the school. They may be involved with the reintegration plan when supporting your child to transition back to school. |
| Educational Welfare Officer<br><br>*(Primary and Secondary schools)* | An Educational Welfare Officer is a non-teaching professional who works closely with school staff to identify and manage attendance difficulties. They meet parents and pupils at school or home to offer support and guidance. |
| Educational Psychologist<br><br>*(Primary and Secondary schools)* | An Educational Psychologist is an educational professional who works closely with schools (ALNCos and teachers) to support children and young people with their learning and wider development.<br><br>Educational Psychologists support schools and parents when children and young people experience EBSA. They can help with exploring the root causes of EBSA and how best to support children and young people to be reintegrated back into school. |