# West Sussex Educational Psychology Service

# Emotionally Based School Avoidance Guidance

**Whole School Audit**

| **Whole school systems for promotion of emotional well-being and prevention of EBSA** | | | | |
| --- | --- | --- | --- | --- |
|  | Whole School Provision Currently Available | In Need of Development | Comments/Next Steps (Including by Whom and When) | |
| **School Culture and Ethos** | | | | |
| Committed and inclusive senior management team - values all students and allows them to feel a sense of belonging |  |  | |  |
| All staff working within school are valued. Clear protocols regarding emotional support and stress management for staff including supervision |  |  | |  |
| Continuous professional development for all staff which makes clear the promotion of positive emotional health and wellbeing is everybody's responsibility (including EBSA) |  |  | |  |
| The importance of pupil voice and viewing the child holistically are approaches which are embedded within the culture of the school. |  |  | |  |
| Recognition of the importance of communication and partnership working with parents and external agencies |  |  | |  |
| **School systems. policy and practice** | | | | |
| Clear policies on attendance, behaviour, bullying, equality and transition which sets out the responsibilities for all and the support in place |  |  | |  |
| Curriculum includes the teaching of resilience, coping and social skills. |  |  | |  |
| Curriculum appropriately differentiated according to individual need |  |  | |  |
| **Whole school systems for promotion of emotional well-being and prevention of EBSA** | | | | |
|  | Whole School Provision Currently Available | In Need of Development | | Comments/Next Steps (Including by Whom and When) |
| Promotion of supportive literature regarding emotional well-being and mental health for young people and parents. |  |  | |  |
| Clear roles and responsibilities for SENCo and emotional wellbeing leads. |  |  | |  |
| A member of senior staff is responsible for over-seeing arrangements for EBSA students |  |  | |  |
| Clear systems in place for the early identification of school avoidance. |  |  | |  |
| Nominated member of who has a responsibility to investigate and act on concerns |  |  | |  |
| Staff are aware as to whom they should convey any concerns regarding EBSA. |  |  | |  |
| Provision of interventions within a graduated response - assess, plan, do & review |  |  | |  |
| Staff are aware of the role of other agencies and local arrangements with regard to assessing and supporting students experiencing EBSA. |  |  | |  |
| Access to indicated provision e.g. safe places within the school, key person. |  |  | |  |
| All staff are aware of specific strategies and programmes in place to support those experiencing EBSA |  |  | |  |