**Appendix E**

**Identification of students at risk of EBSNA**

As discussed, there are complex and interacting causes linked to school non-attendance behaviour. Some young people are at higher risk and early identification means that students can be supported prior to experiencing EBSNA, preventing non-attendance from escalating or becoming ingrained.

Each CYP’s situation will be unique and will need an individual and personalised plan. Avoid the temptation to jump to assumed causes too soon in the information gathering process.

There are a number of common factors and causes in relation to risk of school non-attendance, listed on the tool below.

To use this tool: consider each of the listed factors in terms of likely influence on EBSNA and identify whether the CYP is experiencing ‘high’ ‘medium’ or ‘low’ ‘not known’ or ‘not an issue’ for each. High numbers of responses in the high and medium columns indicate a higher risk of EBSNA. It may be helpful to complete this with information from a parent or with a college that knows the CYP well. Where factors are not known, it may be important to gather further information.

From West Sussex Educational Psychology Service (2019) with alterations:

|  |  |
| --- | --- |
|  | **Level of concern** |
| **Loss and Change** | **High** | **Med** | **Low** | **Not an issue** | **Not known** |
| Death of family member or friend |  |  |  |  |  |
| Death of pet |  |  |  |  |  |
| Traumatic event (recent or historical) |  |  |  |  |  |
| Separation from a parent |  |  |  |  |  |
| Moving house, school, area |  |  |  |  |  |
| Loss of a friend or peer |  |  |  |  |  |

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| Illness of family member  |  |  |  |  |  |
| Comments |
| **Family** | **High** | **Med** | **Low** | **Not an issue** | **Not known** |
| Concerns with parenting  |  |  |  |  |  |
| Birth of a new sibling |  |  |  |  |  |
| Parental separation |  |  |  |  |  |
| Parental arguing/fighting |  |  |  |  |  |
| Domestic Abuse |  |  |  |  |  |
| Practical problems bringing the child to school |  |  |  |  |  |
| Sibling conflict / jealousy  |  |  |  |  |  |
| Comments |
| **Learning** | **High** | **Med** | **Low** | **Not an issue** | **Not known** |
| Literacy needs  |  |  |  |  |  |
| Issues in PE / Games |  |  |  |  |  |
| Issues in breakfast / after school clubs |  |  |  |  |  |
| Identified learning needs  |  |  |  |  |  |
| Problems / issues with specific subjects |  |  |  |  |  |

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| Difficulties with specific teacher / staff member  |  |  |  |  |  |
| Exam or test anxiety |  |  |  |  |  |
| Difficulty with pace of lessons |  |  |  |  |  |
| Comments  |
| **Social Personal** | **High** | **Med** | **Low** | **Not an issue** | **Not known** |
| Experience of bullying (current, recent or historical) |  |  |  |  |  |
| Issues with friendships |  |  |  |  |  |
| Socially isolated  |  |  |  |  |  |
| English as a second language |  |  |  |  |  |
| Dislikes play/ break times |  |  |  |  |  |
| Few leisure interests |  |  |  |  |  |
| Comments  |
| **Psychological Wellbeing** | **High** | **Med** | **Low** | **Not an issue** | **Not known** |
| Often seems tired |  |  |  |  |  |
| Issues with self-concept  |  |  |  |  |  |
| Appears depressed |  |  |  |  |  |
| Appears anxious/ tearful / tense  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| Keeps feelings to themselves |  |  |  |  |  |
| Appears shy/ quiet passive |  |  |  |  |  |
| Appears to struggle to perceive positives  |  |  |  |  |  |
| Comments  |
| **Other issues / concerns** | **High** | **Med** | **Low** | **Not an issue** | **Not known** |
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| Further comments  |