**Identification Tool for Pupils at risk of Emotionally Based School Non-attendance (EBSN)**

A complex pattern of factors surrounds school non-attendance and each child / young person will have a unique situation where support will need to be personalised. Research however, indicates a number of common and interlinking factors.

The Identification Tool (adapted from Babcock LDP Educational Psychology Service, 2016) incorporates a range of common factors at the level of the child, family and school which may contribute to an increased vulnerability of EBSN. It aims to assist schools to effectively identify CYP who may be at increased risk of EBSN and the specific factors that may contribute. Areas of particular concern identified through the Identification Tool should be discussed with sensitivity and supported accordingly to best meet the child / young person’s needs.

***How to use the Identification Tool:***

Schools should consider who may be the most appropriate adult to complete the Identification Tool with parents / carers (ie. adult who may know the family best / have a better relationship with the family). The Identification Tool should be completed together with parents / carers, and the child / young person as appropriate.

It is helpful to think about the statements with a clear timeframe in mind - over the past week to a month is recommended. Statements within the final section ‘Environment’ should be considered over a wider timeframe however.

Read the statements together with parents / carers, and child / young person as appropriate. Identify whether each statement has ‘often’, ‘sometimes’ or ‘never’ been an issue for the child / young person over the past week / month, or if this information is ‘not known’. Where information is not known, further exploration is needed. Note additional comments, as necessary. High numbers of responses in the ‘sometimes’ and ‘often’ columns indicate a higher risk of EBSN.

If statements have been an issue historically (ie. longer than a month ago), make a note of specific information, including possible factors which may have helped that situation. *Historic information may be indicative of an increased vulnerability.*

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Name (pupil) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dob \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Completed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Over the past week / month, has the pupil … | Never / not an issue | Sometimes | Often | Not known |
| Attendance |
| Demonstrated a reluctance to leave the house in the mornings |  |  |  |  |
| Been late for school |  |  |  |  |
| Missed lessons or truanted |  |  |  |  |
| Been absent for parts of the day, or whole days |  |  |  |  |
| Shown a reluctance to return to school after a school holiday or a break |  |  |  |  |
| *Additional comments*  |
| Learning |
| Appeared disengaged or lacked confidence with learning tasks |  |  |  |  |
| Shown reluctance to contribute to class discussions |  |  |  |  |
| Failed to produce homework |  |  |  |  |
| Made limited progress |  |  |  |  |
| Been identified as having learning needs |  |  |  |  |
| Been reluctant to get changed for, or participate in PE/ games |  |  |  |  |
| Experienced difficulties with specific subjects  |  |  |  |  |
| Experienced test or exam anxieties, or previously done so |  |  |  |  |
| *Additional comments*  |
| Over the past week / month, has the pupil … | Never / not an issue | Sometimes | Often | Not known |
| Peer Relationships / Social Development  |
| Fallen out with friends/ experienced social conflict |  |  |  |  |
| Shown poor social communication skills |  |  |  |  |
| Experienced bullying, or previously done so |  |  |  |  |
| Appeared isolated or avoided interactions with peers |  |  |  |  |
| Struggled during unstructured times (e.g play/break times) |  |  |  |  |
| *Additional comments*  |
| Adult Relationships / Social Development |
| Been unwilling to talk to adults about a problem |  |  |  |  |
| Shown reluctance to engage with teacher support |  |  |  |  |
| Spoken negatively about teachers in the school or shown a perception that they dislike most staff |  |  |  |  |
| Had confrontation/difficulties with school staff or a particular teacher |  |  |  |  |
| *Additional comments*  |
| School Belonging |
| Been reluctant to engage with school activities |  |  |  |  |
| Distanced themselves from school activities (e.g. no longer wishes to attend school clubs as done previously) |  |  |  |  |
| Expressed that they do not like school |  |  |  |  |
| Shown a reluctance to attend school trips |  |  |  |  |
| *Additional comments*  |
| Over the past week / month, has the pupil … | Never / not an issue | Sometimes | Often | Not known |
| Personal |
| Been upset or anxious to leave a parent / carer (eg. shown signs of separation anxiety) |  |  |  |  |
| Demonstrated low self-esteem or low confidence |  |  |  |  |
| Appeared shy, quiet or passive  |  |  |  |  |
| Seemed withdrawn or shown feelings of low mood;  |  |  |  |  |
| Appeared anxious, tearful or tense (consider physical signs eg. sweating, fast heart rate, vocal/movement tics) |  |  |  |  |
| Demonstrated aggressive outbursts |  |  |  |  |
| Demonstrated behaviours which may be described as ‘obsessive’ or ‘rigid’ (e.g. overly tidy, having set routines) |  |  |  |  |
| Demonstrated a pessimistic nature, been negative about themselves or negative about others |  |  |  |  |
| *Additional comments*  |
| Physical |
| Had a serious illness or medical condition |  |  |  |  |
| Shown changes in eating habits; had rapid weight gain or loss |  |  |  |  |
| Often seemed tired or experienced difficulties with sleeping |  |  |  |  |
| Complained of feeling unwell, having aches / pains (eg. sickness / headache complaints) |  |  |  |  |
| *Additional comments*  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Has the pupil … | No / not an issue | Yes / Sometimes | Yes / Often | Not known |
| Environment |
| Had a recent change of Key Stage in school (ie. this term or year) |  |  |  |  |
| Had a change of school / attended more than one primary or secondary school |  |  |  |  |
| Attended a small primary school |  |  |  |  |
| Experienced a deterioration in family relationships |  |  |  |  |
| Experienced illness or bereavement of a family member / pet |  |  |  |  |
| Been exposed to / witnessed domestic abuse |  |  |  |  |
| Been the victim of trauma or abuse |  |  |  |  |
| Experienced a change of home circumstances (e.g. birth of new child, parent separation, house move, loss/change of parent/carer occupation) |  |  |  |  |
| Family members who have negative views or experiences of school, or have avoided school |  |  |  |  |
| Significant others in their life who have experienced Mental Health needs (e.g. low mood, depression, anxiety) |  |  |  |  |
| Experienced practical problems in getting to school (including adult bringing the child/young person to school) |  |  |  |  |
| *Additional comments*  |
|  |
| **Further comments/concerns you may wish to make about this child / young person:** ***(including in relation to: ethnicity, language, young carer, sexuality / LGBT…)*** |

*Adapted from Babcock LDP Educational Psychology Service (2016).*