



Glasgow Psychological Service
nurturing wellbeing and learning

Emotionally Based School Avoidance – A Context Specific Response to Schools and Support Agencies

**SDEP Annual Conference 2022 'From Poverty
to Flourishing'**

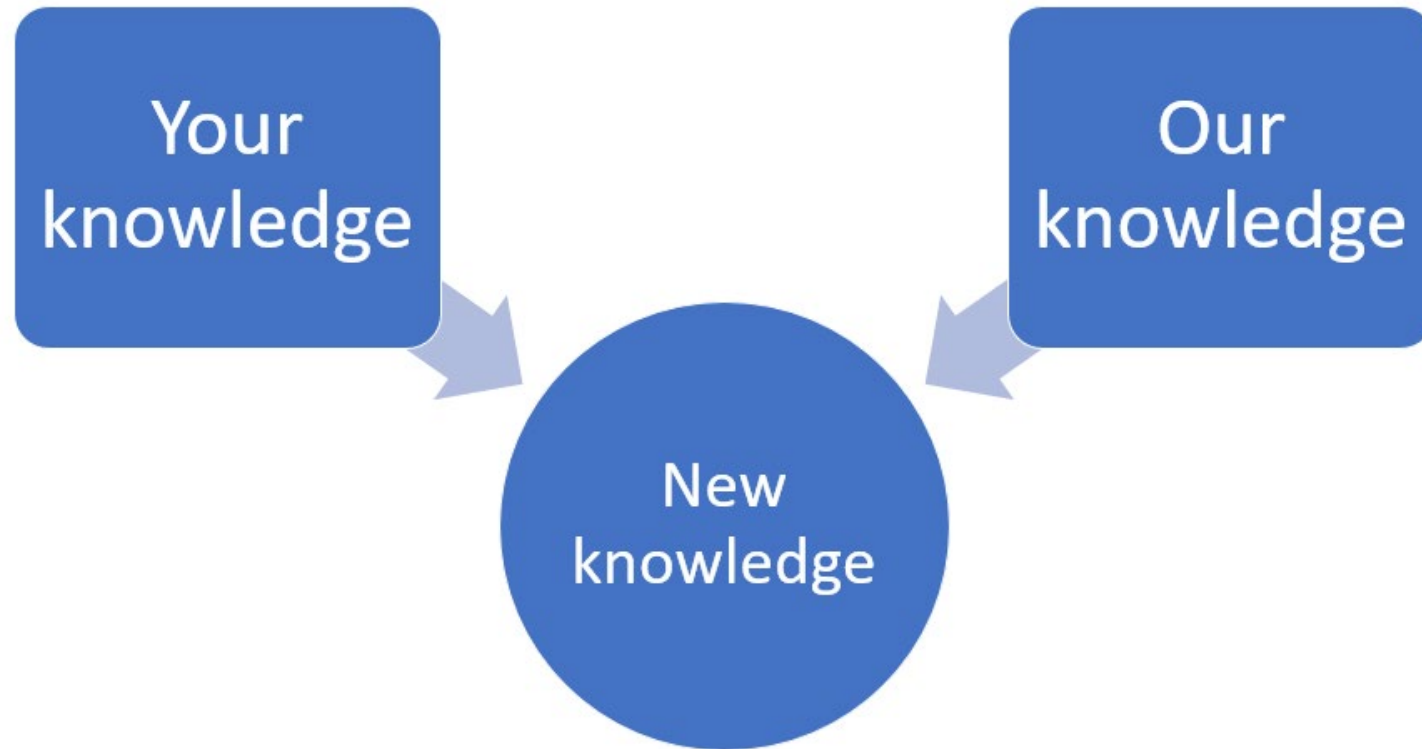
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Glasgow Psychological Service)

Aims of the workshop

To provide an overview of how we have shaped a strategic, multi-agency response within and across Glasgow schools to meet the needs of children and young people experiencing Emotionally Based School Avoidance.



Setting Expectations and Outcomes





Emotionally Based School Avoidance (EBSA) – A Hot Potato?

Menti-meter code

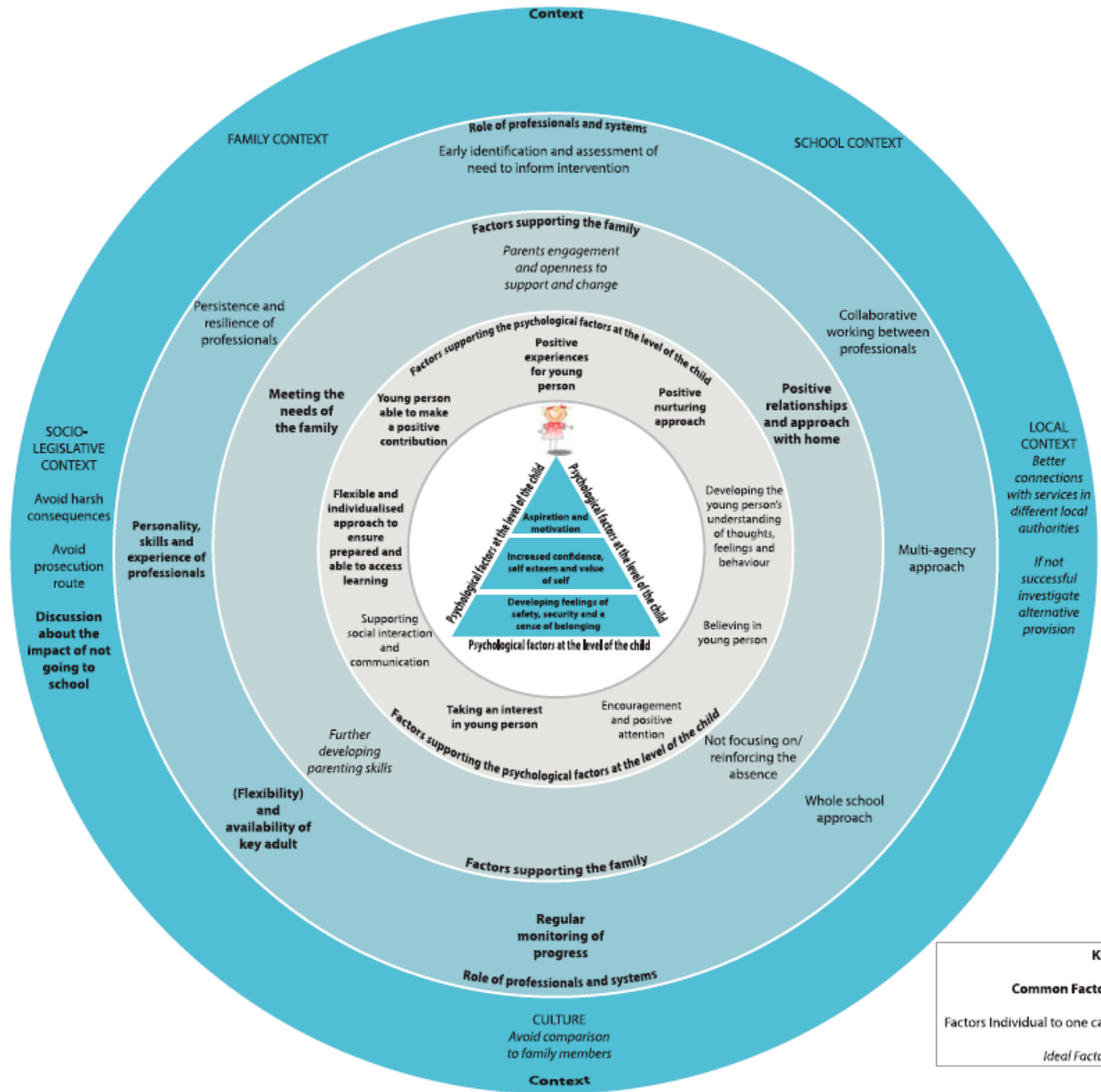
EBSA – ‘From Poverty to Flourishing’



Covid anxiety means more than 100,000 children are staying away from school and too scared to return

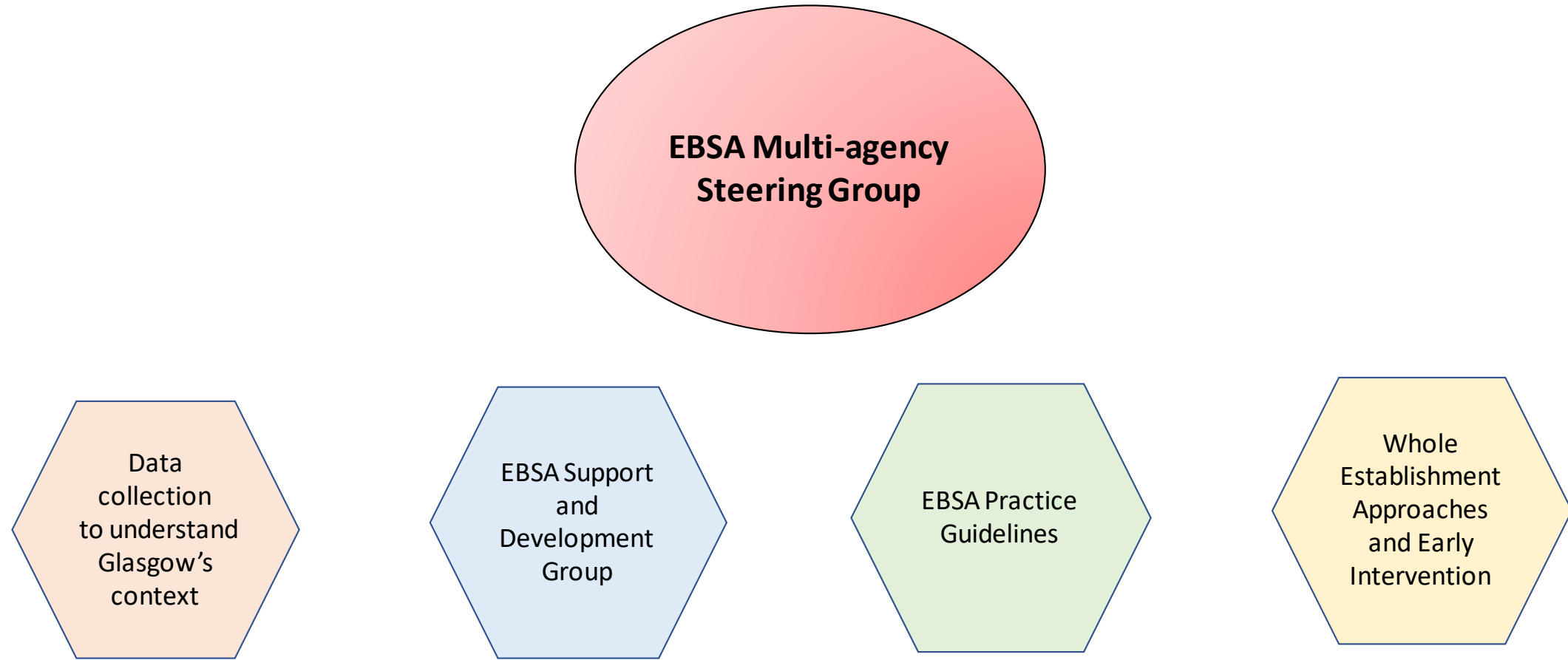
The number of persistent ‘school avoiders’ has soared since the pandemic. Here, parents explain how covid anxiety and a lack of mental-health support have combined to keep their kids out of the classroom

Ecological Model of Successful Reintegration



Nuttall and Woods (2013)

A strategic, multi-agency response to EBSA in Glasgow



Emotionally Based School Avoidance – Multi-Agency Steering Group Activity

This activity has been developed to support collaborative discussion in thinking about outcomes and evidencing impact for children and young people in relation to EBSA. Please reflect on each of the sections for your own service – this may be in collaboration with others or on your own. The focus should be on you and your colleagues, where you are currently and what is needed to help gather effective evidence for assessing outcomes and impact.



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Outcomes

What outcomes would you like to see for children and young people?

In a year's time, what you want to see that will be different?

Where are you now?

In relation to supporting children and young people to struggle to attend school

What are some of the present barriers preventing you from achieving those outcomes?

What skills/information do you need to move from 'now' to the 'outcomes'?

Links with services; training; improved knowledge; practise; regular meetings.

How with you evidence this?

How will you know?

Think about evaluation tools, relevant data, sources of information, quantitative and qualitative data

Who do you need to support this?

In your team; management; from other services.

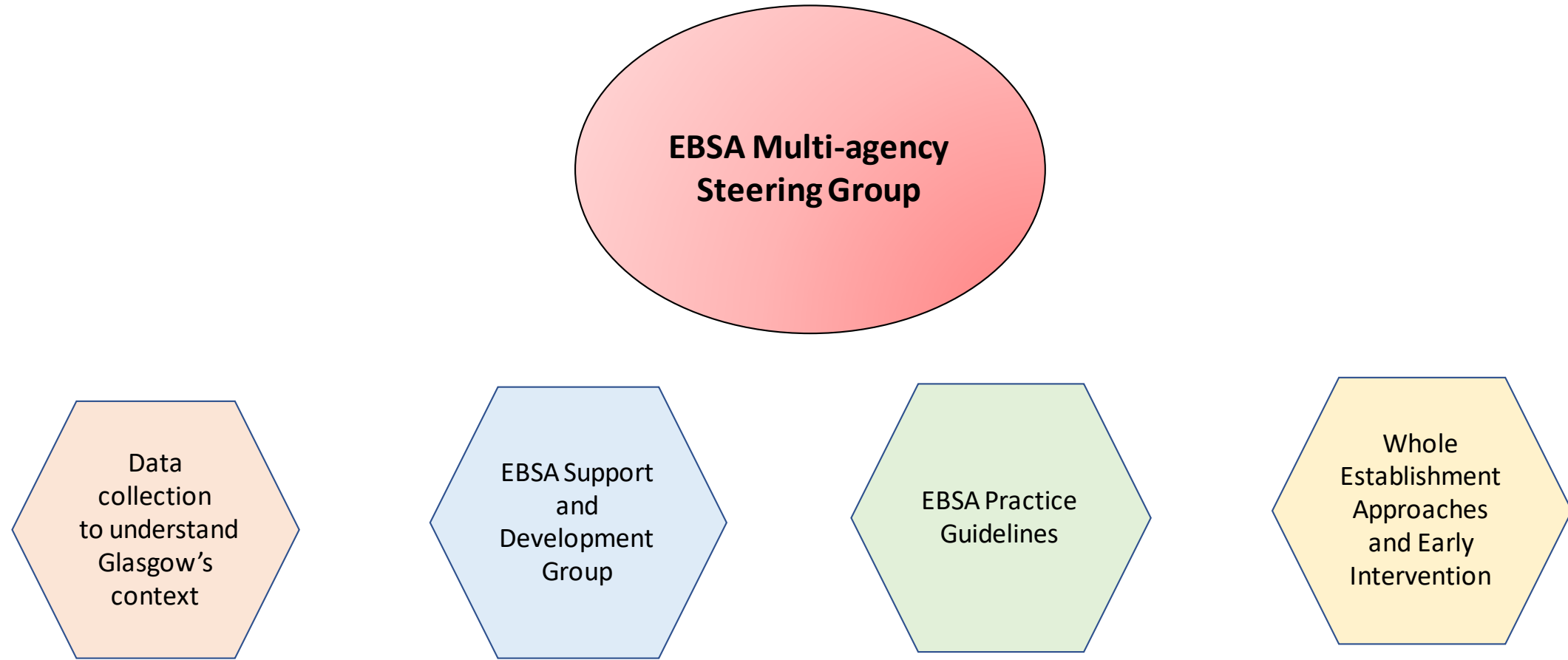
What first steps are you going to take?

What needs to happen immediately to make progress towards the outcomes?

What actions will you take in the next six months?

What can be achieved over the coming months to make progress towards the outcomes?

A strategic, multi-agency response to EBSA in Glasgow



Early Intervention and Whole Establishment Approaches



EBSA – Profile of Risk

	Level of concern				
	High	Medium	Low	Not an issue	Not known
Bereavement, loss, and change					
Bereavement of parent/carer, relative, friend					
Loss of significant family member (e.g. grandparent moving location)					
Death of pet					
Exposure to traumatic event(s) (e.g family seeking asylum / refugee)					
Sudden separation from parent					
Moving to a new house/school/area, transition to P1/S1					
Loss of a classmate					
Parent, relative, friend illness					
Any key information to note:					

	Level of concern				
	High	Medium	Low	Not an issue	Not known
Family dynamics / home life					
Parenting challenges (e.g. lack of routines / chaotic home environment)					
Parent/carer with physical and / or mental health difficulties					
Birth of a new child					
Parental separation/divorce					
Challenges within the family home environment (e.g. DV, financial stress, substance misuse)					
Transport issues					

Intended impact and outcomes

- Staff across education, health and social work will feel more confident in their understanding of non-attendance / disengagement from education that is related to mental health / emotional issues.
- Staff across education, health and social work will feel more confident in supporting families and young people with mental health concerns who are not attending school.
- There will be an improvement in the number of positive outcomes for young people who have not been attending school.

Next Steps

- Ongoing research to gather children/ young people's voices in relation to 'What Works'.
- Consultation with CYP about what to call 'EBSA'.
- Data collection and Multi-agency Support and Development Group to be disseminated across the city from August 2022.
- Third sector supports – exploratory work being undertaken between agencies to support understanding of EBSA.
- Parent/carer views and skilling them up in their understanding – parental engagement.



EBSA – ‘From Poverty to Flourishing’



Thank you for listening! Any questions?



Helpful references and contact details

Gregory, I.R. & Purcell, A. (2014). Extended school non-attenders' views: developing best practice, *Educational Psychology in Practice*, 30(1), 37-50. DOI: [10.1080/02667363.2013.869489](https://doi.org/10.1080/02667363.2013.869489)

Nuttall, C. & Woods, K. (2013). Effective intervention for school refusal behavior, *Educational Psychology in Practice*, 29(4), 347-366. DOI: 10.1080/02667363.2013.846848

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