



Beaumont School

EBSA Parent/Carer workshop

Monday 28th April

2025



Workshop Overview

01	What is anxiety?	<ul style="list-style-type: none">• EBSA• School specific anxiety• What can cause anxiety and how might it be displayed?
02	Our approach	<ul style="list-style-type: none">• School systems• Ongoing staff training• A personalised and flexible approach
03	Further support for parents / carers	<ul style="list-style-type: none">• School communication pathways• Parent / carer feedback• Signposting to support and information





What is EBSA?

Is a term used to describe children and young people who experience challenges in attending school due to **emotional, mental health or wellbeing issues.**

Student

Home

School





What is anxiety?

Anxiety is a feeling of worry or fear that is experienced as a combination of physical sensations, thoughts and feelings.

It's a normal part of growing up. Exams, first day of school....

It starts to become a problem when a young person feels stuck in it or when it feels overwhelming, distressing or unmanageable. This is draining and can leave a person feeling exhausted.



What makes our young people feel anxious?

- Experiencing lots of change in a short space of time, such as moving house or school.
- Having responsibilities that are beyond their age and development, for example caring for other people in their family.
- Being around someone who is very anxious, such as a parent.
- Struggling at school, including feeling overwhelmed by work, exams or peer groups.
- Experiencing family stress around things like housing, money and debt.
- Going through distressing or traumatic experiences in which they do not feel safe, such as being bullied or witnessing or experiencing abuse.

Some examples of non-attendance risk factors could include:

Child/young person	Family/home	School
Anxiety, depression or other mental health concerns	High levels of family stress (including financial stress, conflict or domestic violence)	Bullying and microaggressions
Difficulties with managing and regulating emotions	Changes to the home environment (including divorce, separation or parent/carer illness)	Difficult relationships with staff members
Trauma and adverse childhood experiences (ACEs)	Being a young carer	Lack of provision to meet specific learning or wellbeing needs
Difficulties making and maintaining friendships, being socially isolated	Loss and bereavement	Difficulties in particular subjects or physical spaces
Separation anxiety or attachment issues with a parent/carer	Family history of difficulties at school	Demanding, pressurised academic environment
Having a special educational need or disability, or being neurodivergent	Poor parental mental health	Transitions: from primary to secondary, or through key stages



School anxiety

Young people told Young Minds that their worries about school can include:

- finding the work difficult, or problems with concentration
- finding school exhausting, especially if dealing with mental or physical health issues
- feeling pressure to get good results
- friendship difficulties
- experiencing or witnessing bullying
- feeling like they don't 'fit in', aren't accepted, supported or seen
- not getting on with teachers
- feeling pressured to learn in a particular way
- additional needs such as dyslexia or ADHD not being recognised
- feeling average or no good among high-achieving peers



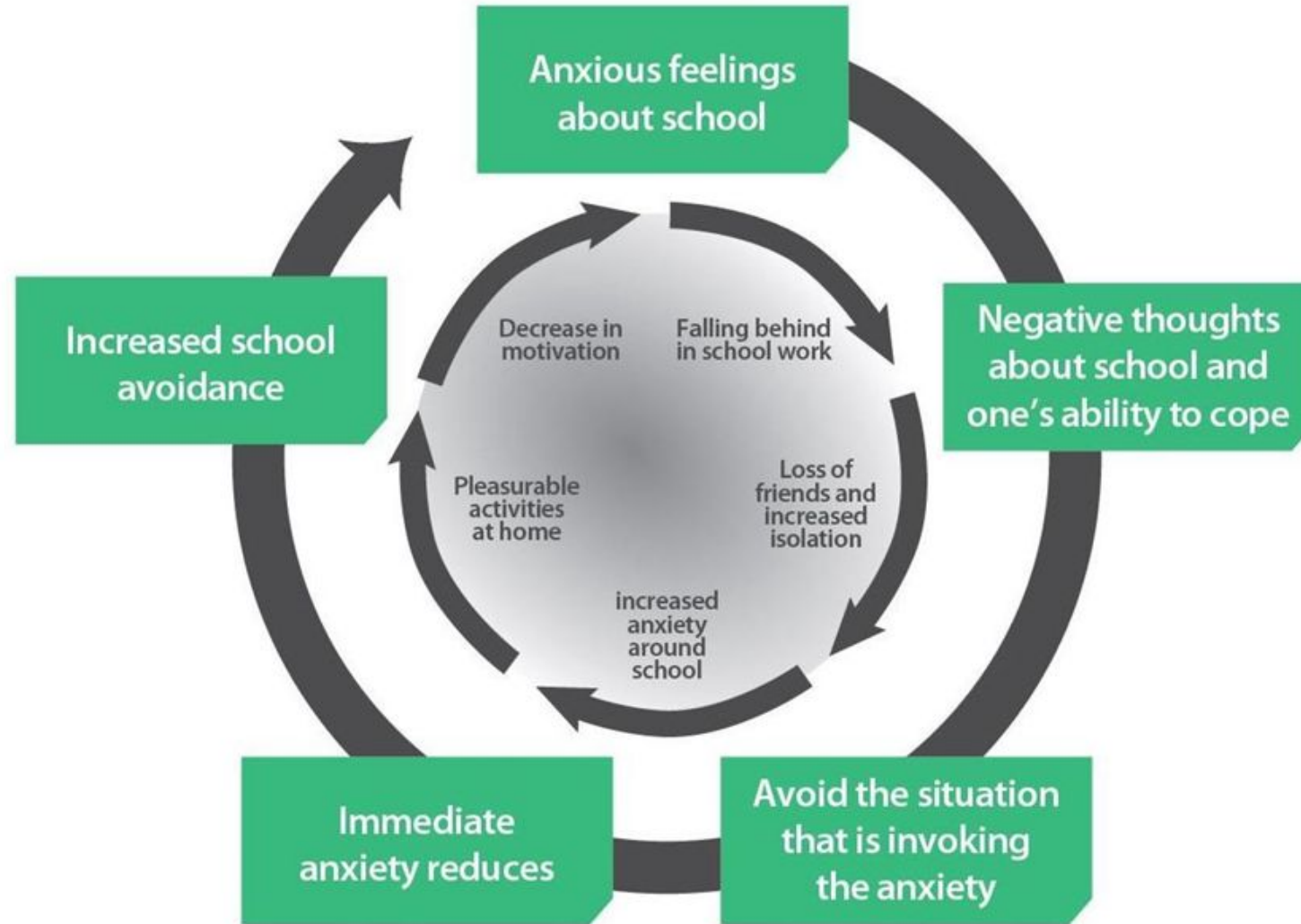
School anxiety

School is a source of support and community as well as learning.

It is however completely normal for children to feel worried about aspects of school life occasionally. This is usually short-lived, but for some children school can feel challenging, stressful or distressing for a longer period.

'School refusal', though many object to the implication that it's a choice, it is also known as emotionally-based school avoidance (EBSA) or anxiety-related absence.

We should all try to act as soon as possible to identify any triggers and talk about potential support.





The different ways anxiety is displayed (school specific)

- not wanting to get up and get ready
- being reluctant or refusing to go to school
- worrying excessively about small issues, such as having the right equipment for a lesson
- feeling sick or having stomach or headaches
- not doing schoolwork, or grades dropping
- being angry or upset, or acting out – at school or home
- withdrawing – seeming low, quiet or depressed
- reluctance to return after a period of illness
- not going to school without you knowing



What can school do- whole school approach

- <https://brandplatform.annafreud.org/share/kq85rypNkQA4FPNtFCWK>
- Senior Mental Health Lead and Deputy Mental Health Lead
- Therapeutic Thinking trained tutors x 4
- Trauma informed approach trained
- Whole school mental health training
- 5 Ways to well being
- Children's Wellbeing Practitioners
- [Signposting to support services](#)
- Life Skills Curriculum from Year 7 - 13
- School Culture





Beaumont School

Attendance level	Staff member to support	Action and support
Above 96%		No action/support needed.
Between 93 and 96%	Form tutor	Monitor and check if close to 93%
Between 90 and 93%	Form tutor	Call home to discuss attendance and any reasons for absence. Signpost to support services for any out of school issues.
Between 85 and 90%	Head of Year	Students will normally go onto an 8 week Attendance Support Plan (ASP) to support with attendance. Meetings held every 2 weeks with parents/carers and weekly meetings are held with the student.
Between 50 and 85%	Head of Key Stage	Students go onto second Attendance Support Plan. Meetings with parents and student. School Attendance officer and County Attendance officer to support as well. A multi agency approach (for example CAMHS, VISTA, Services for Young People, mentoring) Possible part Time TT/adapted TT.
Under 50%	Deputy Headteacher and SENCo	Weekly meetings, visits, google meets for safeguarding reasons, part time TT/Adapted TT.





What can school do?

- Key person
- Clear pathway for communication
- Trust
- Timetable planning
- Safe Space
- Catch up planning
- Referral to ESMA, if required
- Take an equitable approach to the application of the behaviour policy e.g. removal of late detentions for a period of time
- Anxiety mapping and relevant adaptations e.g. seating, home learning, timetable
- Take a personalised and flexible approach





Break out to chat, share thoughts
and ask questions or have a
breather!

What can we do to provide more
support?





Pull away from attending school



What can we do to reduce or remove the identified *pull* factors?

Push towards attending school



What can we do to stabilise, increase, strengthen or extend the identified *push* factors?



Pull away from attending school



Getting attention from family

Worrying about leaving family

Feeling safe at home, not having difficult feelings

Having responsibilities or feeling they are needed at home

Getting to do fun stuff

Avoiding difficult situations at school such as

Academic pressures, feeling stupid, disliking subjects

Difficulty with peer relationships/staff/social worries

Busy sensory environments

Change

Push towards attending school



Positive relationship with staff

Feeling listened to and understood

Having hope for the future

Feeling safe and having a sense of belonging

Building confidence, self esteem, resilience

Having ambition, aspiration and motivation



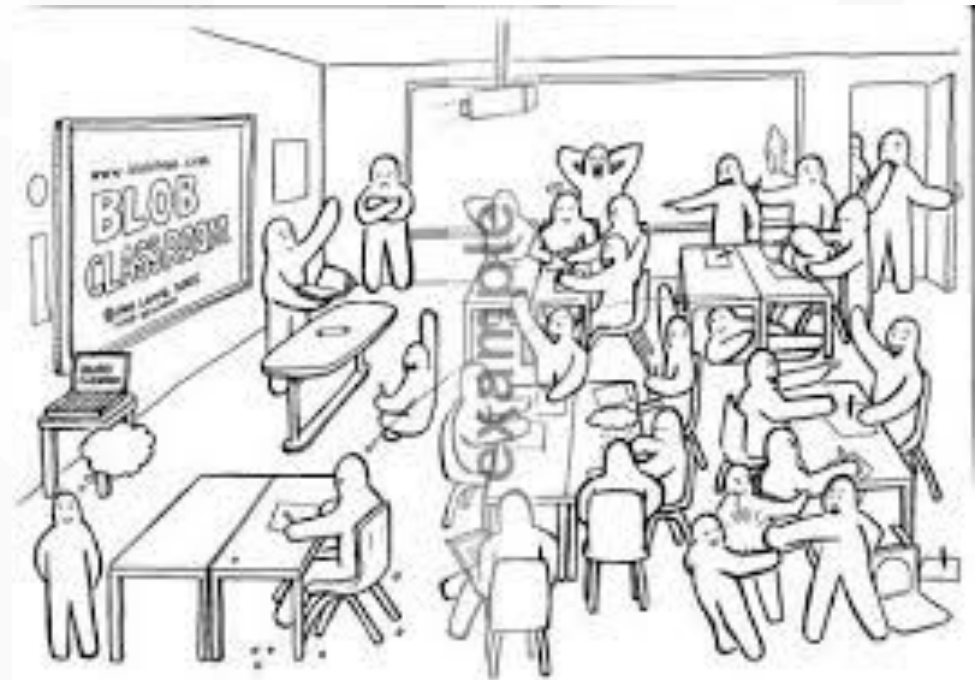
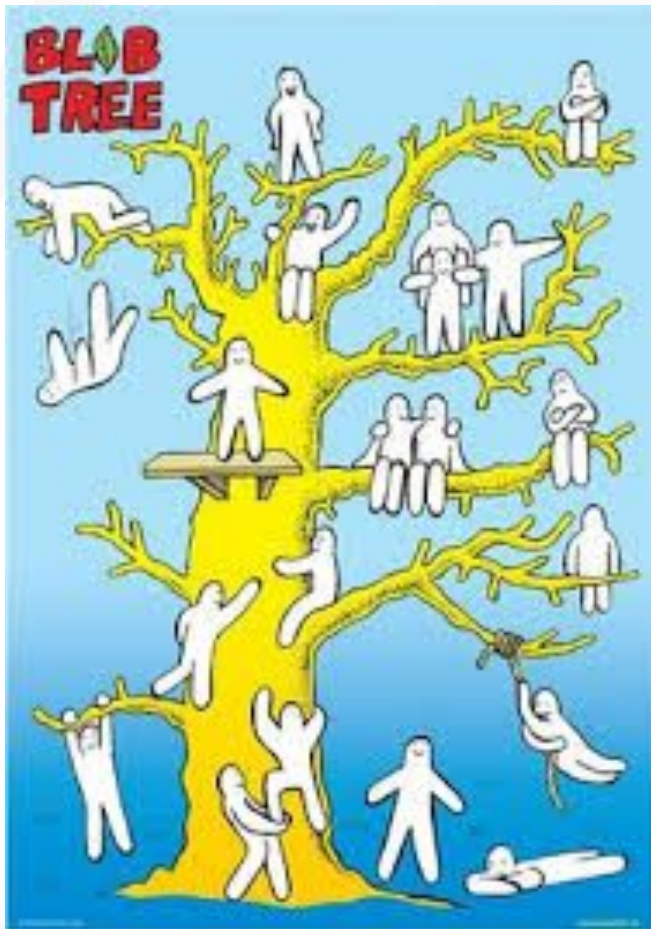
What can school do?

- Evidence for challenging thoughts

[EBSA Strategies and Tool Kit for Secondary Schools](#)

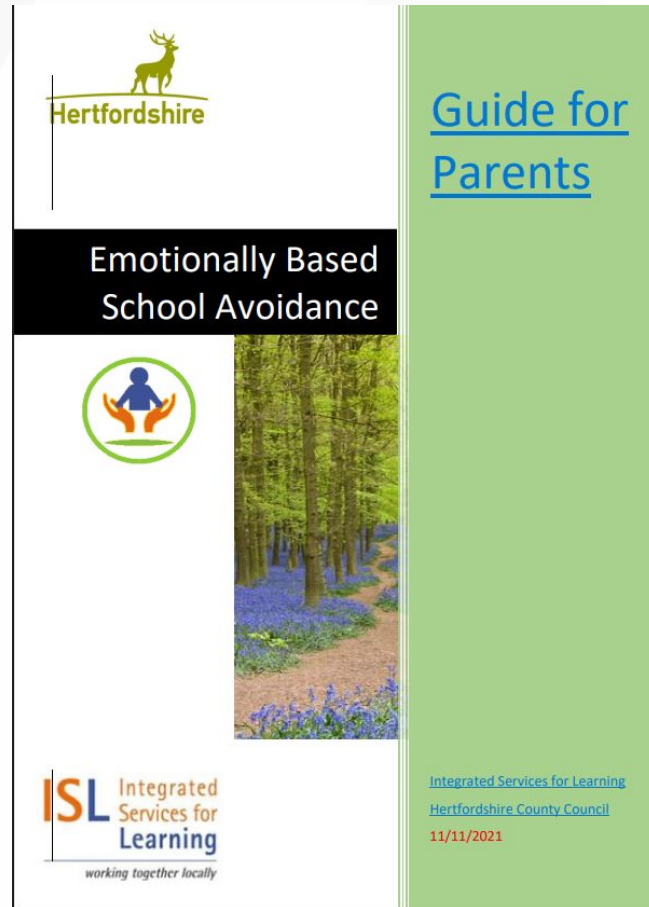


What can parents/carers do?





Support for parents / carers



This document was developed by the Educational Psychology Learning Set on Emotionally Based School Avoidance, with input from the Attendance Team, Education Support for Medical Absence (ESMA) Team, the Advisory Teacher Service and DSPL8.

Please note that this guidance has not been written specifically for parents/carers of children with Special Educational Needs. Further guidance will be available later in the year.

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Parents/ Carers EBSA Guidance

PARENTS/ CARERS EBSA GUIDANCE

Some ways of thinking greatly increase feelings of anxiety. We call these ANTS (Automatic Negative Thoughts). They are called 'automatic' as they mostly happen without us being aware of them. By becoming more aware of them, we can gently challenge them by reframing the situation into something more helpful and positive. We can think of this as 'we need to stamp on the ANTs!.'



(<https://www.supportservicesforeducation.co.uk/Page/19956>)

Negative Thinking Patterns

All-or-nothing – "everything has to be perfect or else it's a failure"

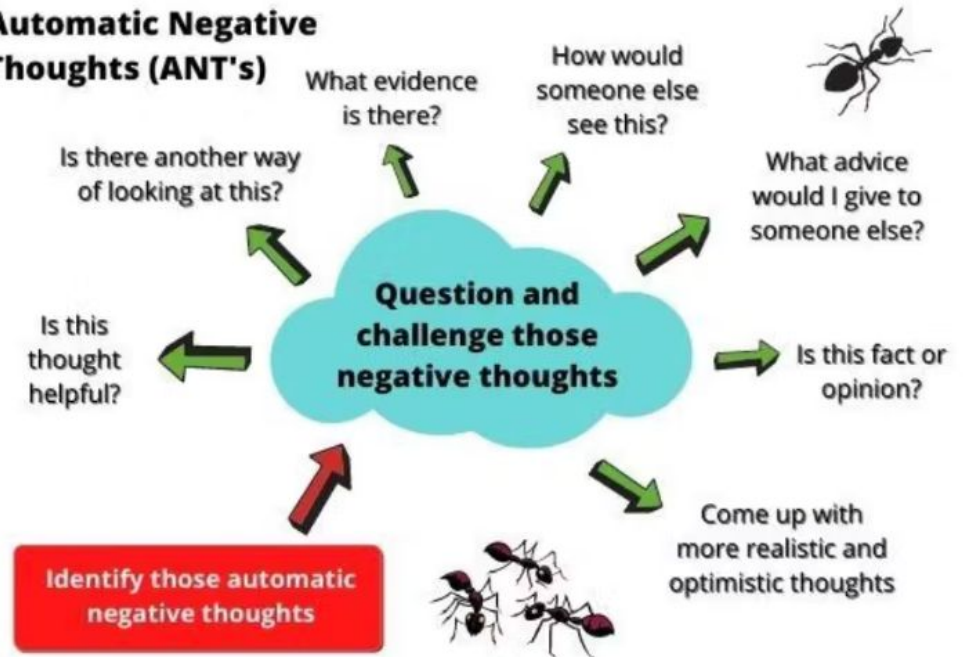
Negative self-labelling – "I got that question wrong. I'm so stupid."

Catastrophizing – "I got a B+ on the test. I'll probably be held back a grade."

Minimizing – "I scored the game winning goal. But anyone could have done it."

Jumping to conclusions – "No one is looking at me. They must hate my new shirt."

Automatic Negative Thoughts (ANT's)



Emotional Based School Avoidance Coffee mornings

This EBSA coffee morning is aimed at parents and carers who have a child in years 5 & 6 at primary school or years 7 - 11 at secondary school, who are not attending school as a result of emotional, mental health and wellbeing issues - **the children and young people can also attend**. This event is being run by DSPL7 with Services for Young People. There is no need to book this event.



These will taking place at the **The Pioneer Club, Heathlands Drive, St Albans, Hertfordshire, AL3 5AY**, at the community cafe, Suet Yard.

These will run from 9:30 - 11:30pm on the following dates:

Dates	
Tuesday 8th October 2024	Tuesday 11th March 2025
Thursday 21st November 2024	Wednesday 14th May 2025
Wednesday 22nd January 2025	Thursday 19th June 2025



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www.dspl7.org.uk

FREE
**SCHOOL AVOIDANCE
SUPPORT GROUP**
GET INVOLVED, MAKE CONNECTIONS & STEP FORWARD!

Join us for weekly support sessions!

- FREE TO ATTEND
- DROP-IN SESSION
- NO NEED TO BOOK
- FREE REFRESHMENTS
- ARTS & GAMES ACTIVITIES FOR CHILDREN

WHEN? Starting April 23rd, 2025, Wednesdays, 1 - 3pm

WHERE? The Pioneer Youth Club, Heathlands Drive, St Albans AL3 5AY

WHO? Parents/guardians and children aged 5+ experiencing anxiety around attending school

VISTA SUPPORT SERVICES Sessions are led by experienced professionals from Vista Support Services, including a Family Support Worker and a Student Support Worker.

PIONEER YOUTH CHARITY The Pioneer Youth Charity has been a safe space for young people since 1941. In partnership with Vista Support Services, we are offering a support group for children and families struggling with anxiety around attending school or who may have stopped attending school altogether.



Further support

You will find multiple resources via the DSPL7 website.



[Anna Freud Centre EBSA guidance](#)



[DfE guidance - Where a Mental Health issue is affecting attendance](#)



[Herts EBSA Guidance for Parents](#)



[If your child is too anxious to go to school](#)



[MindEd for Families - Refusal to go to school](#)



[NESSie EBSA Toolkit](#)



[Not fine in school](#)



[School anxiety resources from Sandbox](#)



[Services for Young People 'Supporting You' programme](#)



[Angels EBSA workshop.pdf](#)



What other support is there?

Help Anxious Children Feel Calm & in Control

When faced with a child who is worried or anxious, it can be hard to know how best to help and sometimes in trying to help, we end up making things worse. In this course, Pooky helps you to understand the cycle of anxiety and the simple steps you can take to help your child feel like together you are taking control of their anxiety rather than letting their anxiety control them. The course has been developed and delivered by Dr Pooky Knightsmith and is aimed at parents and carers and other champions of children aged ten and under, though you may find the ideas are more widely applicable. The development of this course has been supported by Resilient Rutland who are funded by the National Lottery Community fund.

[View Course details](#) ▾

Help Anxious Children Feel Calm & in Control



Not Enrolled

[Access Course](#)



Communicate Calmly with a Distressed Child



Communicate Calmly with a Distressed Child

How to Support Anxious Online Learners



How to Support Anxious Online Learners



creative
EDUCATION



We will provide a feedback form which will include the opportunity to ask for further support or ask additional questions.

