

## Appendix 1 Profile of Risk of EBSA

The PRE Schedule consists of five key areas, each of which contain a number of items you are asked to consider in terms of their possible importance in influencing an emotionally based attendance problem. The rationale for the schedule content is based on risk factors identified in the guidance.

When completing the schedule, it is important to be as objective as possible, and to base assessments on evidence. Thus it is recommended that completion of the schedule is a joint venture, wherein checking and questioning can lead to the best judgements in terms of item importance.

During the process of completing the schedule, it may be useful to note factors associated with particular items, such as:

- This has been an issue in the past, but doesn't appear to be now.
- This has been an issue in the past and has persisted as an important item.

Items are not quantified by a typical rating scale. This is because it may be that one single item (e.g. death of a parent) is so important it cannot be rated numerically in the same way other items might be rated. Its influence could be proportionately much greater than a rating scale could accommodate. As such the schedule asks you to make notes on the key items of importance you identify. These can then be visually represented in the five overlapping circles that follow the schedule.

If the resultant profile suggests to you that the pupil is at risk of emotionally based school refusal, the next step is to obtain the views of the pupil, parents and other staff.

## Profile of Risk of EBSA

|   | Level of concern |     |     |              |           |
|---|------------------|-----|-----|--------------|-----------|
|   | High             | Med | Low | Not an issue | Not known |
| <b>Loss and Change</b>                          |                  |     |     |              |           |
| Death of parent, relative, friend               |                  |     |     |              |           |
| Death of pet                                    |                  |     |     |              |           |
| Sudden traumatic event                          |                  |     |     |              |           |
| Sudden separation form a parent                 |                  |     |     |              |           |
| Moving house, school, area                      |                  |     |     |              |           |
| Loss of a classmate                             |                  |     |     |              |           |
| Parent, relative, friend illness                |                  |     |     |              |           |
| Note on key items                               |                  |     |     |              |           |
| <b>Family Dynamic</b>                           | High             | Med | Low | Not an issue | Not known |
| Inappropriate parenting                         |                  |     |     |              |           |
| Birth of new child                              |                  |     |     |              |           |
| Parents separated                               |                  |     |     |              |           |
| Parents arguing/fighting                        |                  |     |     |              |           |
| Practical problems bringing the child to school |                  |     |     |              |           |
| Problems with parental control                  |                  |     |     |              |           |
| Jealous of sibling at home                      |                  |     |     |              |           |
| Note on key items                               |                  |     |     |              |           |

| Curriculum /Learning issues                  | High | Med | Low | Not an issue | Not known |
|--|------|-----|-----|--------------|-----------|
| Low levels of literacy                       |      |     |     |              |           |
| PE and/ or games issues                      |      |     |     |              |           |
| General learning difficulties                |      |     |     |              |           |
| Specific subject difficulties                |      |     |     |              |           |
| Exam or test anxiety                         |      |     |     |              |           |
| Difficulties with a particular teacher/adult |      |     |     |              |           |
| Problems keeping up in lessons               |      |     |     |              |           |

Note on key items

| Social Personal                             | High | Med | Low | Not an issue | Not known |
|---|------|-----|-----|--------------|-----------|
| Being bullied                               |      |     |     |              |           |
| Seems to have few friend/ firendship issues |      |     |     |              |           |
| English as a second language                |      |     |     |              |           |
| Dislikes play/ break times                  |      |     |     |              |           |
| Few leisure interests                       |      |     |     |              |           |

Note on key items

| Psychological Wellbeing      | High | Med | Low | Not an issue | Not known |
|------------------------------|------|-----|-----|--------------|-----------|
| Often seems tired            |      |     |     |              |           |
| Low self esteem              |      |     |     |              |           |
| Appears depressed            |      |     |     |              |           |
| Appears anxious              |      |     |     |              |           |
| Keeps feelings to themselves |      |     |     |              |           |
| Has a pessimistic nature     |      |     |     |              |           |

Note on key items

| Other issues | High | Med | Low | Not an issue | Not known |
|--------------|------|-----|-----|--------------|-----------|
|              |      |     |     |              |           |
|              |      |     |     |              |           |
|              |      |     |     |              |           |
|              |      |     |     |              |           |
|              |      |     |     |              |           |

Note on key items

Overview of key risk factors actors identified

