

**Emotionally- Related School Avoidance- Whole School Audit**

**Definition:** Emotionally related school avoidance (ERSA) describes a group of children and young people (CYP) who experience difficulties attending school due to school, parent and/or child factors as well as wider societal factors. ERSA presents as a continuum, ranging from CYP who are attending school but present with anxiety and behavioural symptoms, through to complete absence from school for an extended period of time.

| **Whole school systems for promotion of emotional well-being and prevention of ERSA** |
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|  | Whole school provision currently available | RAG Rating[[1]](#footnote-0)  | What is in need of development? | Next steps (including by whom and when) |
| **School Culture and Ethos** |
| Committed and inclusive senior management team - values all students and allows them to feel a sense of belonging. |  |  |  |  |
| All staff working within school are valued. Clear protocols regarding emotional support and stress management for staff, including supervision. |  |  |  |  |
| Continuous professional development for all staff which makes clear the promotion of positive emotional health and wellbeing is everybody's responsibility (including ERSA). |  |  |  |  |
| The importance of pupil voice and viewing the child holistically are approaches which are embedded within the culture of the school. |  |  |  |  |
| Recognition of the importance of communication and partnership working with parents and external agencies. |  |  |  |  |
| **School systems, policy and practice** |
| Clear and inclusive policies on attendance, behaviour, bullying, equality and transition which sets out the responsibilities for all and the support in place. |  |  |  |  |
| Curriculum includes the teaching of resilience, coping and social skills.  |  |  |  |  |
| Curriculum appropriately differentiated according to individual need. |  |  |  |  |
| Promotion of supportive literature regarding emotional well-being and mental health for young people, parents and staff. |  |  |  |  |
| Clear roles and responsibilities for SENCo and emotional wellbeing leads.  |  |  |  |  |
| Robust transition planning for vulnerable students, both within (i.e. year moves) and between school settings. |  |  |  |  |
| **School ERSA support and response** |
| A member of senior staff is responsible for overseeing arrangements for ERSA students (i.e. ERSA Lead) |  |  |  |  |
| Clear systems in place for the early identification of school avoidance (including good communication between SEN and pastoral teams)  |  |  |  |  |
| Clear procedures in place for supporting students with limited school attendance |  |  |  |  |
| Nominated member of staff who has a responsibility to investigate and act on concerns. |  |  |  |  |
| Staff are aware as to whom they should convey any concerns regarding ERSA. |  |  |  |  |
| Provision of interventions within a graduated response - assess, plan, do & review. |  |  |  |  |
| Staff are aware of the role of other agencies and local arrangements with regard to assessing and supporting students experiencing ERSA. |  |  |  |  |
| Access to indicated provision, e.g. safe places within the school, key person, ELSA/mentoring, pastoral support, nurture group, breakfast club, personalised timetable  |  |  |  |  |
| All staff are aware of specific strategies and programmes in place to support those experiencing ERSA *(e.g. regulation strategies, relational approaches, supporting communication and eliciting CYP views)* |  |  |  |  |
| Partnership working with parent/carers: they know who to approach with concerns and staff are skilled in supporting them to share personal and sensitive information |  |  |  |  |

**Completed by:** .................................................................. **Date:** ........................................................................ **Date to be reviewed by:** ...................................................

*With thanks to guidance from West Sussex EPS for which this ERSA Whole School Audit has been adapted from*

1. Green = strength; Amber = some room for improvement; Red = not in place at all/ priority area for development [↑](#footnote-ref-0)