**Possible things you can ‘do’**

Use as part of the ‘do’ part of the One Planning – assess, plan, do and review

**Likely to be relevant for all CYP with Emotionally Based School Avoidance**

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| --- | --- |
| **Possible Strategy** | **Further details – how/when/who?** |
| Allocate the CYP key adults in school |  |
| Have clear consistent routines for warmly welcoming the CYP to school |  |
| Ensure the CYP knows what will happen during the day, including what will happen in unstructured time |  |
| Enable readiness for learning by introducing calming activities at the start of the day |  |
| Teach the CYP how to recognise, label and self-regulate their feelings |  |
| Proactively adapt the environment to reduce cause for anxiety and stress |  |
| Make a plan in advance for the CYP about what will happen if they become anxious or stressed |  |
| Build the CYP’s confidence in their ability to manage their anxiety and stress response |  |
| Develop the CYP’s motivation to be in school- what are the pulls? |  |
| Keep in contact with CYP who are not attending school at all. |  |
| Share the resources available  [Engaging with all parents and carers](https://www.annafreud.org/schools-and-colleges/resources/engaging-with-all-parents-and-carers/)  [School Anxiety and Refusal | Parent Guide to Support | YoungMinds](https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/school-anxiety-and-refusal/) |  |

**For CYP who feel overwhelmingly anxious or sad about attending school**

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| Address the specific worry or difficulty identified during assessment, e.g., sensory difficulties, learning difficulties, learning needs, bullying etc. |  |

**For CYP who want to avoid difficult social situations where they feel inadequate**

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| Teach social skills and mindful acceptance |  |
| Help develop self-esteem |  |
| Teach the CYP how to check for thinking errors |  |
| Teach social problem solving |  |

**For CYP who need attention and contact with parents/carers**

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| --- | --- |
| Have an organised meet and greet with a routine for saying goodbye to the parent/carer |  |
| Introduce a transitional object |  |
| Encourage the parent/carer to manage their own anxiety or stress |  |
| Consider referring to other agencies if the family need more support |  |
| If CYP has a background of trauma or abuse, consider allocating a key adult who takes on the role of an additional attachment figure |  |

**For CYP engaging in pleasurable and rewarding activities while at home during the school day (eg gaming)**

|  |  |
| --- | --- |
| Encourage and support the parents/carers to set limits on the CYP’s behaviour |  |

**For CYP who are about to experience transition (e.g. new school, new class, returning to school after absence etc)**

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| --- | --- |
| Develop a detailed transition plan and share this with the CYP and their family |  |