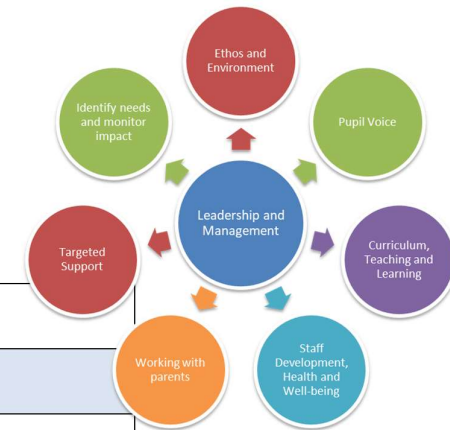


Appendix 1  
**EBSA Whole School Audit**



	Current picture	Next steps	Comment
<b>Leadership and Management</b>			
A designated member of SLT with responsibility for over-seeing arrangements for EBSA students			
Clear systems and processes for the early identification of EBSA with all staff			
Clear roles and responsibilities for Emotional Wellbeing leads and SENCO			
Governors have a knowledge and awareness of the complexities surrounding EBSA			
A committed and inclusive SLT which values all students and helps to foster a sense of belonging for all			
Reference to addressing social and emotional wellbeing including school avoidance within improvement plans and policies			
Ensure new initiatives and programmes reach across school and are sustainable			

	Current picture	Next steps	Comment
<b>Ethos and Environment</b>			
A safe and inclusive school environment e.g. bullying 'hot-spots' and stigma addressed, information available in different languages, good access for differently-abled, safe spaces, a range of playtime/break activities			
Supportive literature available for young people and parents			
Displays promote emotional wellbeing e.g. anti-bullying displays			
Relationships between staff and students and between students is recognised as being important to emotional wellbeing			
Systems in place to support foster a sense of belonging e.g. school council, house systems, circle time, performances and team sports			
A culture of communication and processes that ensure all young people's concerns can be addressed			
A safe, nurturing environment, where young people's self-worth and self-efficacy is encouraged			
Access to indicated provision e.g. safe places within school, key person			
Clear policies on attendance, behaviour, bullying and transition, highlighting support available and everyone's responsibilities			

	Current picture	Next steps	Comment
<b>Staff Development, Health and Wellbeing</b>			
Regular whole school staff training in the fundamentals of young people's mental health (Healthy Minds)			
Whole school training on anxiety and EBSA			
Staff are aware of how anxiety may present in CYP and have strategies to respond at different stages			
All staff have a shared understanding of EBSA, are aware of EBSA risk factors, indicators and specific strategies and programmes to support young people showing signs of school avoidance			
Clear protocols regarding emotional support and stress management for staff including supervision if appropriate			
Work-life balance for staff is promoted			
Some INSET and staff meetings dedicated to staff wellbeing			
Support for staff to reflect on and to take actions to enhance their own wellbeing			
An appreciation of the contribution that every member of the school team makes			
Develop and use staff expertise and enthusiasms			

	Current picture	Next steps	Comment
<b>Curriculum, Teaching and Learning</b>			
Teaching of skills including resilience, problem-solving, coping skills, conflict resolution and how to understand and manage feelings			
High status given to PSHE and links made to other areas and whole school events			
Appropriate differentiation according to individual needs			
A wide and flexible curriculum, including enrichment and vocational opportunities			
Lessons around emotional and mental health are taught in a safe environment, e.g. with ground rules, avoiding triggers, using distancing techniques, ensuring pupils know where / how to ask for help if affected and pastoral support			
Monitoring and evaluation of lessons around emotional and mental health			

	Current picture	Next steps	Comment
<b>Pupil Voice</b>			
Pupils have an authentic voice in teaching and learning			
Processes such as circle time, focus groups, and consultations			
Participatory groups such as the class / school council, Healthy Minds champions, eco-committee, healthy schools and peer mentors, including peer-led approaches			
Structures in place so that all pupils can be involved in decision-making, including those with additional learning needs			
Giving pupils opportunities to take responsibility for some aspects of school / college life e.g. peer support, reception duties, enterprise activities, school performances, charity events			

	Current picture	Next steps	Comment
<b>Identify needs and monitor impact</b>			
Staff are aware of EBSA warning signs, risk and resilience factors etc.			
Staff have regular review meetings to discuss and identify any at risk or vulnerable students			
Identification and addressing of the emotional health needs of potentially vulnerable pupils e.g. young carers, those who are lesbian, gay, bisexual or transgender, children in care, those at risk of exclusion from school, pupils with SEND etc			
Effective routes for self-referral for pupils, young people and staff to seek help if they have a concern or are in need of support e.g. worry boxes, school support, email addresses, visible Pastoral Leads, resources, agencies etc			
Provision and interventions designed to meet the emotional and mental health needs of pupils are monitored and evaluated for impact using the graduated response of assess, plan, do review			
For Healthy Minds schools, school use the Healthy Minds survey to identify the strengths and needs of the individual school community, followed by the Healthy Minds action plan <a href="#">Healthy Minds</a>			
Well-being scales or measures used to identify pupil's emotional health and wellbeing needs.			

	Current picture	Next steps	Comment
<b>Targeted Support</b>			
Targeted support is matched to pupil's specific needs through quality assessment practices			
A range of evidence-based interventions used by the school to meet the needs of targeted pupils			
Collaboration with other professionals working with the students			
Awareness by staff of the role of other agencies with regard to assessing and supporting students experiencing EBSA			
Awareness by staff of the processes and procedures for support and referral within and outside of school			

	Current picture	Next steps	Comment
<b>Working with parent carers</b>			
Communication to parents and carers about how the school supports pupils' emotional and mental health needs e.g. through home-school booklets, on the school website			
Clear processes and points of contact for parents and carers if they have concerns or information regarding their child's emotional or mental health, behaviour or any other concerns			
Resources (or appropriate sign-posting to resources) available for parents and carers which facilitate discussion of common issues such as change, losing friends, fear and divorce e.g. through books, leaflets, displays and school website			
The welcome and inclusion parents and carers in the school community, e.g. through participation in learning activities, assemblies, parent-teacher associations, policy development, etc			

Adapted from Emotional and Mental Health: A Resource for Schools, Derbyshire County Council