

Emotionally-Based School Avoidance

Trust, safety and relationships - creating the right climate and environment for YP to feel safe.

Do pupils feel a sense of belonging? Do they have a person they can turn to?

Extra curricular activities are important and allow children to be known holistically.

Peer relationships - who are their friends?

Health needs

What are the motivating conditions (contributing factors) in your school/setting/context?

Additional Support Needs

Girls with ASD

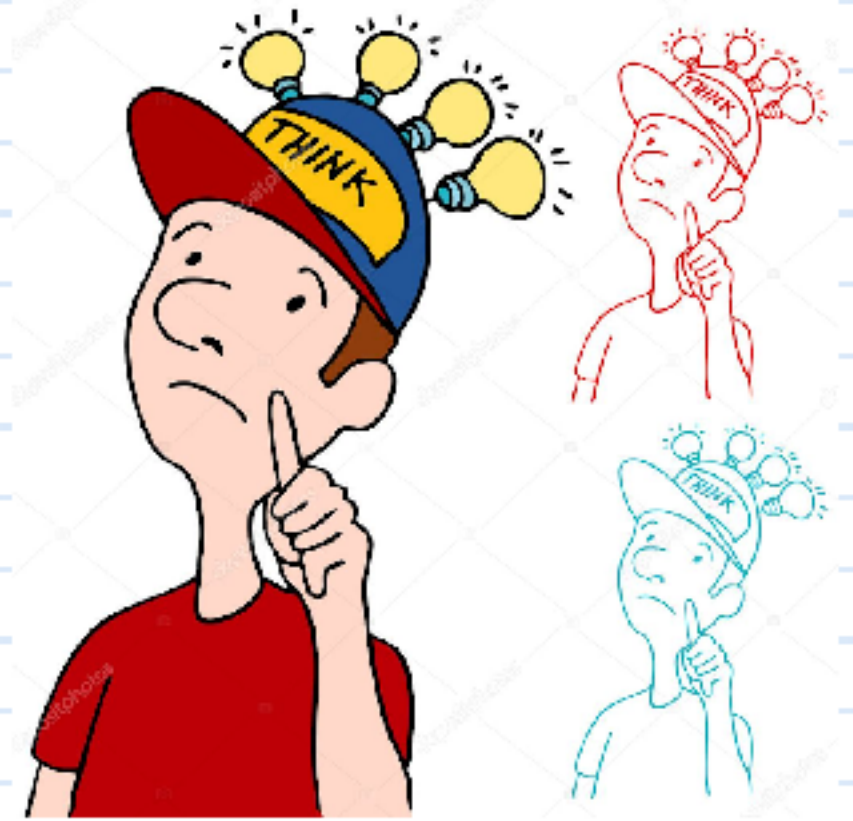
YP who feel they don't fit in



Parents and their experience of school. If it wasn't positive, will they communicate that?

Outstanding homework and friendship issues.

The overall environment and understanding expectations.



What are the challenges in relation to ESBA?

School relationships with parents are crucial.

The lived experience of poverty - getting to and from school.

Some kids are in survival mode and so school is not a priority.

**Relationships
trust and
safety. Who
are the safe
people for
kids?**

**We have used a lot
of icebreaker tasks
where staff have
been involved too so
that we get to know
our young people
really quickly
(mainly with our
new S1)**



**What works well: what strategies,
supports or approaches do you feel
have had an impact?**

**For us, things like
clubs help get
young people to
attend and then we
use this to develop
relationships with
our young people**