



HELP AND SUPPORT

CONTACT PUPIL SUPPORT

Please contact your child’s Pupil Support teacher if you wish to discuss any concerns regarding your child.

Getting in touch is the first step.

Drumchapel high School - 0141 5820070

House Group Pastoral Care Teacher:

NESS— Ms Adamson

LOMOND—Ms Tinney

TAY—Ms Valentin + Ms Meechan

S5 & S6 - Ms Arshad

LCR - Ms Barrowman

Nevis - Mr Craig

Drumchapel High School
Emotionally Based School Non-Attendance



Glasgow City Youth Health Service



Glasgow Educational Psychology Service
nurturing wellbeing and learning



EMOTIONALLY BASED SCHOOL NON-ATTENDANCE

Emotional Based School Avoidance (EBSA) is a term used to describe children and young people (CYP) who experience persistent challenges in attending school due to negative feelings, such as anxiety.

Factors that influence EBSNA, according to research, include the four functions of school non-attendance. These are:

1. to avoid uncomfortable feelings brought on by attending school, such as anxiety or low mood. This may include not feeling connected or a sense of belongingness to school
2. to avoid situations that may be stressful, such as academic demands, social pressures and/or aspects of the school environment
3. to reduce separation anxiety or to gain attention from significant others, such as parents or other family members
4. to pursue physical rewards outside school, such as going shopping or playing computer games during school time

SUPPORT FOR FAMILIES

There are supports on offer within the school and out with the school and these can be accessed directly or with the help of the Family Support Worker– Maggie Jeffrey. These supports include



- Home visits
- Termly family support sessions
- Access to school pantry
- Family and pupil drop in at Drumchapel library

SUPPORT FOR YOUNG PEOPLE

The thought of returning to school can be stressful for many young people after a long break in learning and being away from school. As young people make a return to school, we offer a range of strategies to make the return more gradual through the following supports.

- Access to the Achievement Zone– a quiet learning space both within school and in the local community with staff from the school.
- Access to the Sanctuary space at lunchtimes for a quieter space to meet friends.
- Support from a MCR mentor, who would meet weekly to check in.

