



Renfrewshire's Nurturing Relationships Approach

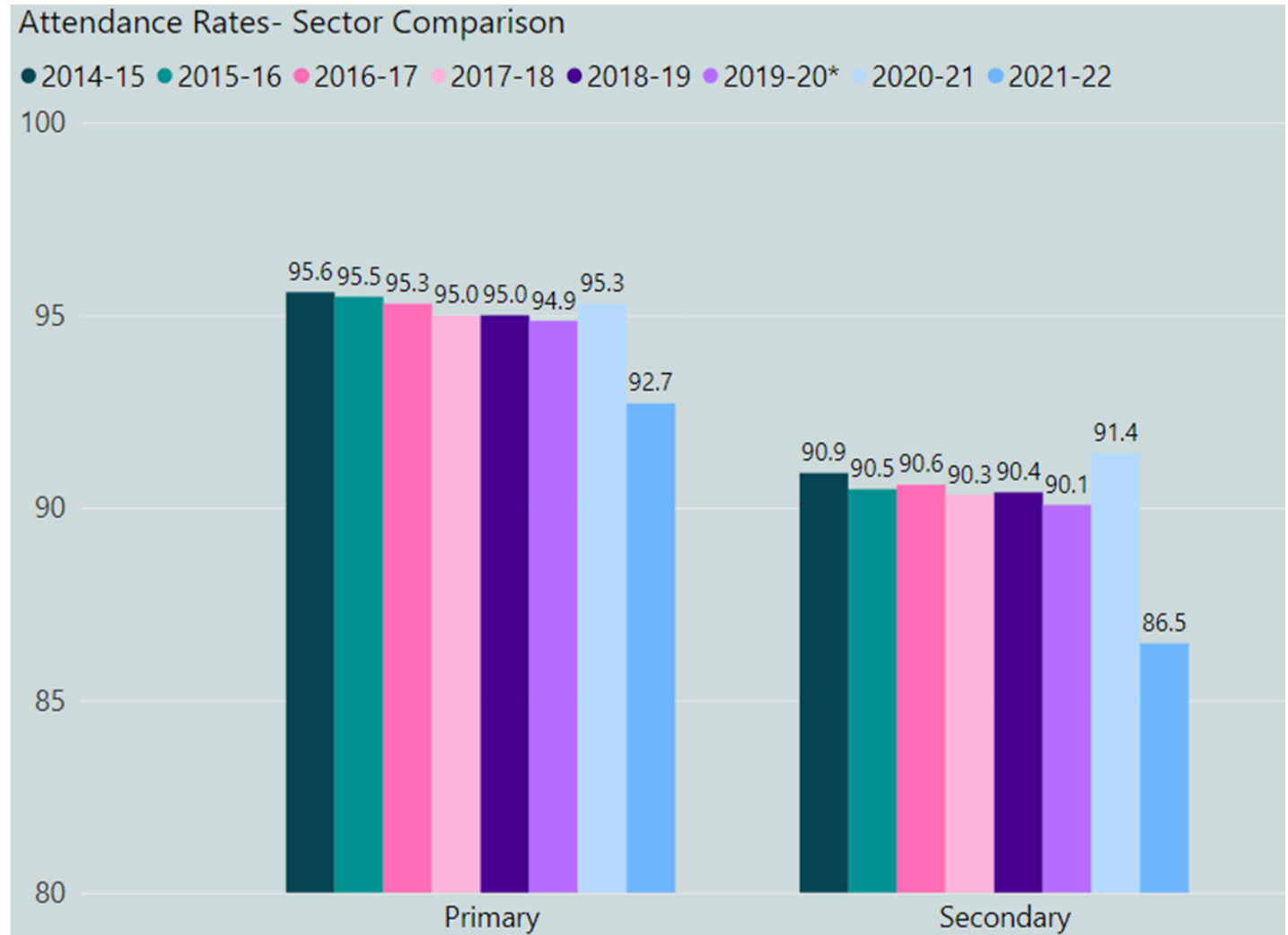
Attendance and Emotionally Based School Avoidance (EBSA) Toolkit

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Outline

- Renfrewshire data
- Universal support for attendance
- EBSA early intervention
- EBSA bespoke planning
- Initial findings from the pilot schools

Q1. How did we determine the extent of the problem?



Inquiry Approach

1. How prevalent is EBSA in Renfrewshire and what are the characteristics of those who make up the group?

Theoretical criteria:

EBSA = present percentage + authorised absence = less than 80%

James

Present percentage = 65%

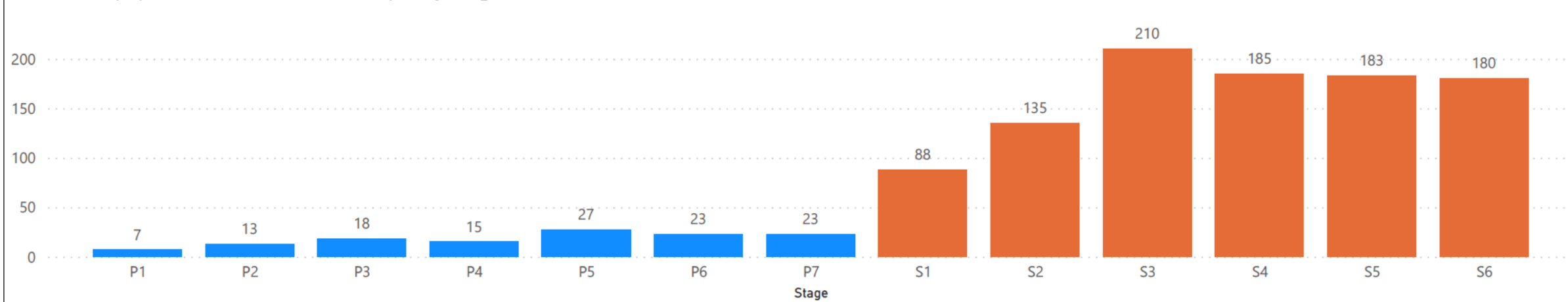
Authorised absence percentage = 17%

Overall = 82%

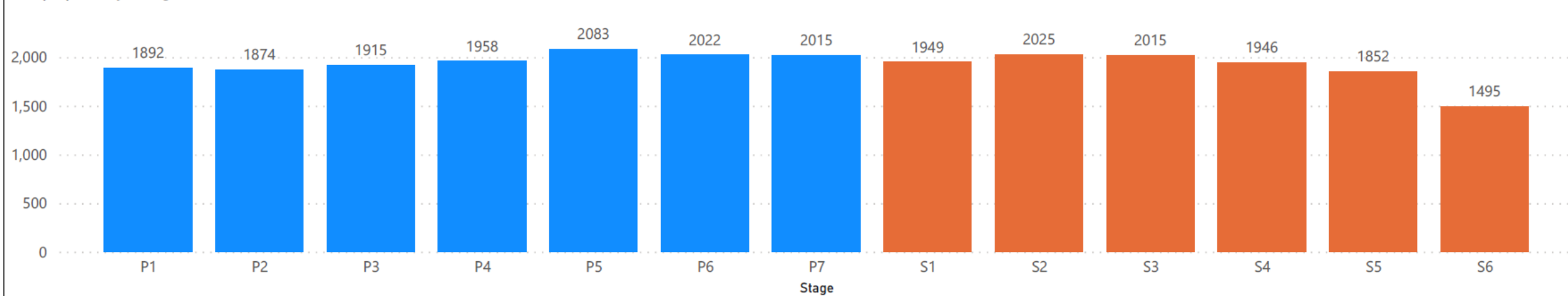
EBSA Sample

- 1107 children and young people
- 4.5% of Renfrewshire's school age population
- Aligned with previous research (4-5%)
- Who are they?
- Which groups are over/under-represented?

Number of pupils in low attendance sample by stage

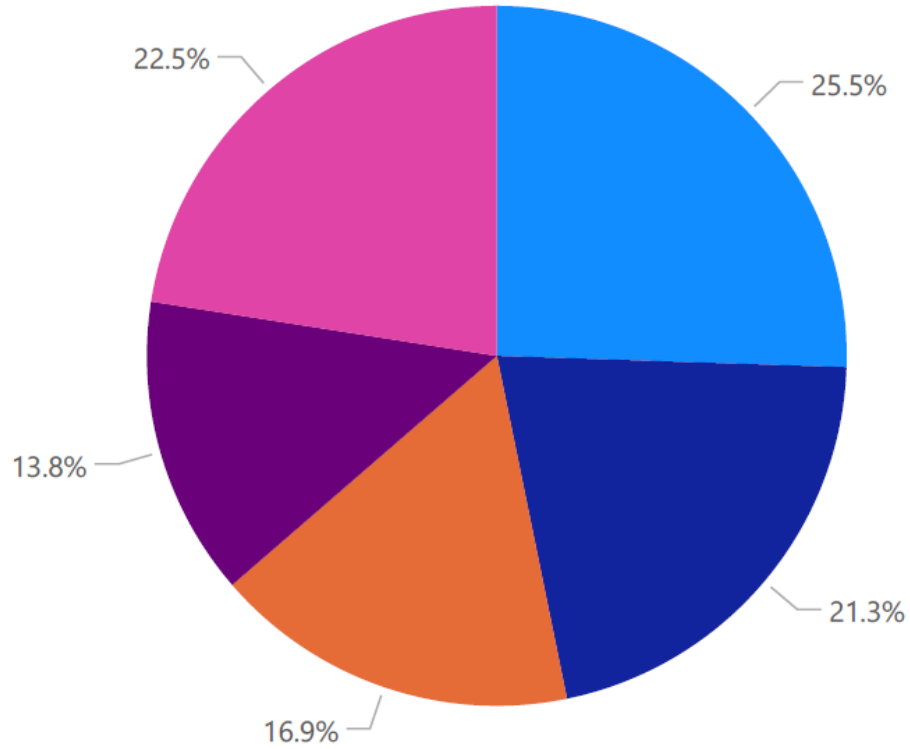


All pupils by stage



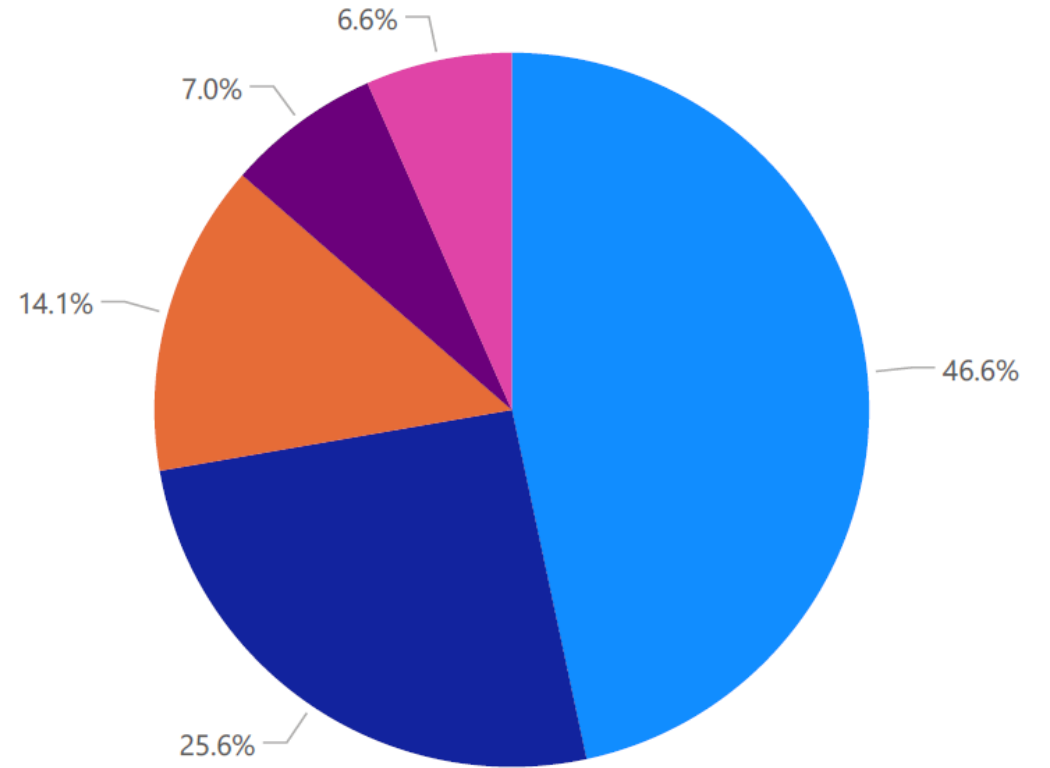
All population by SIMD Quintile

SIMD Quintile ● Quintile 1 ● Quintile 2 ● Quintile 3 ● Quintile 4 ● Quintile 5

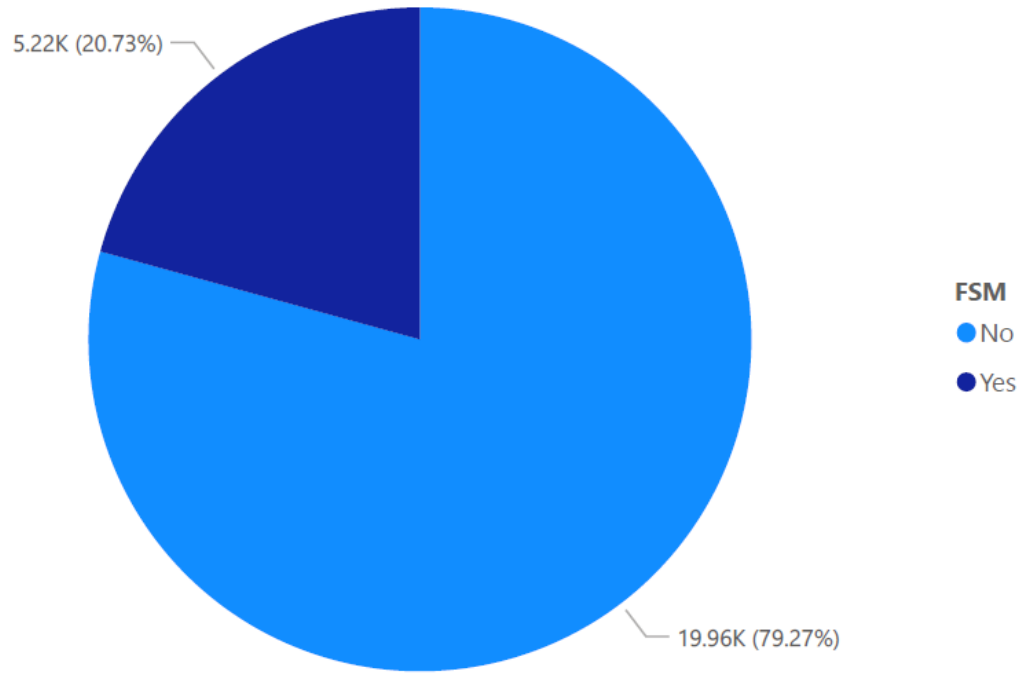


Low attendance group by SIMD Quintile

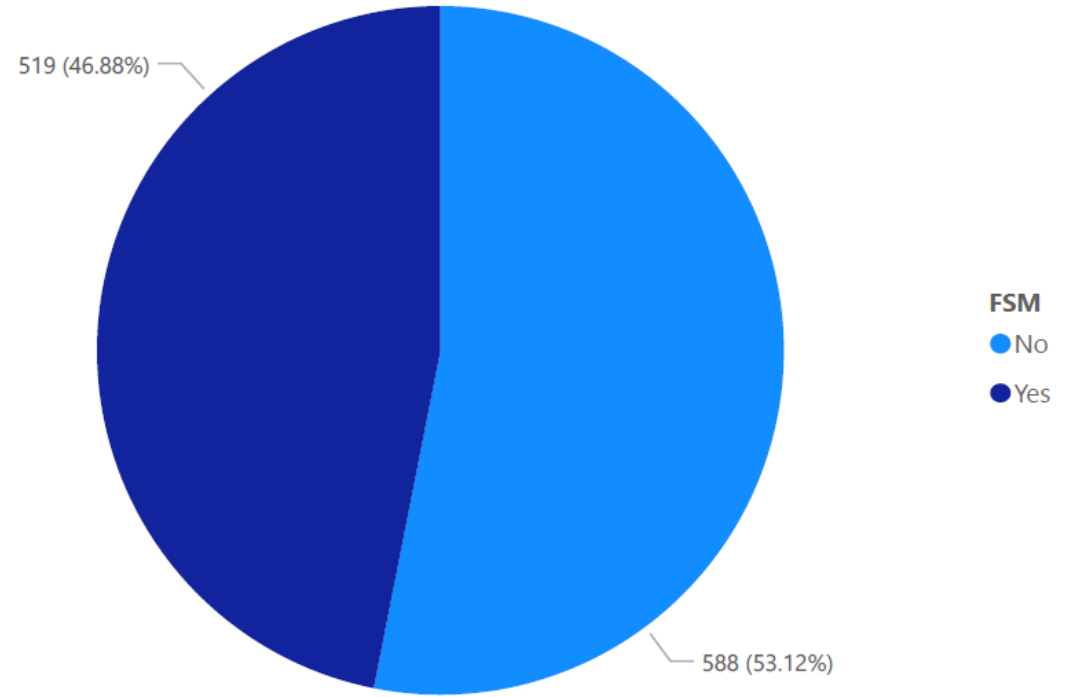
SIMD Quintile ● 1 ● 2 ● 3 ● 4 ● 5



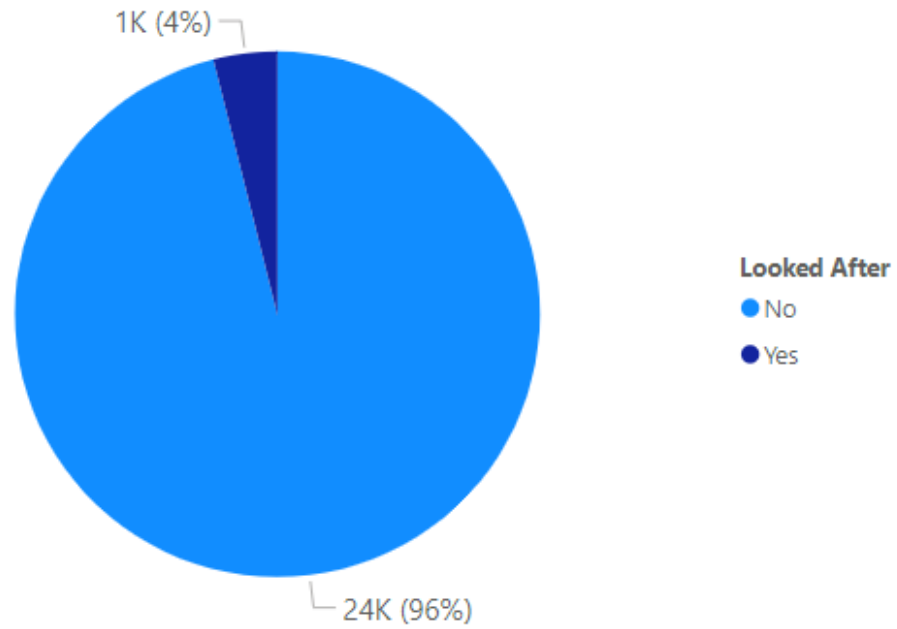
All pupils by FSM



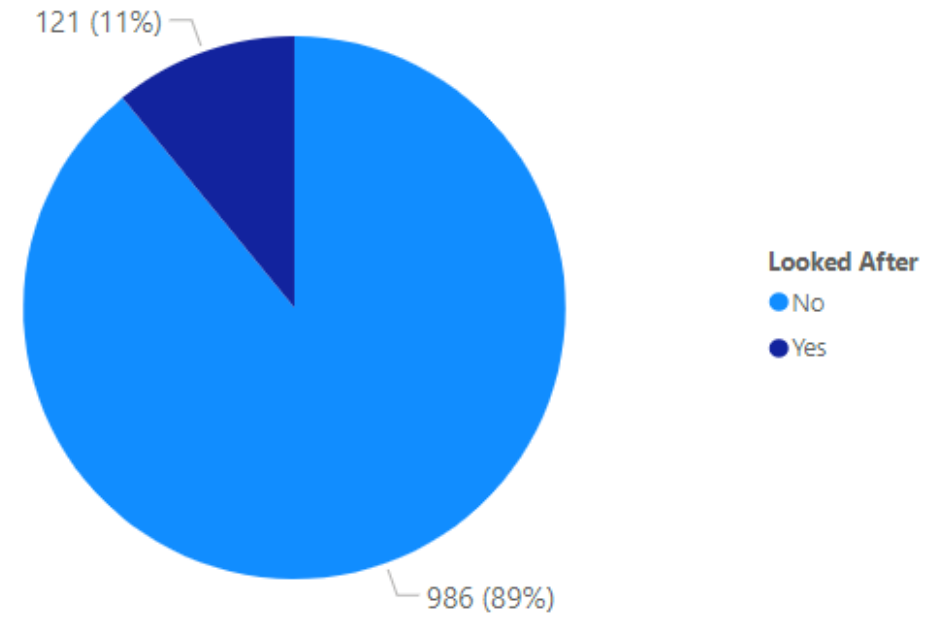
Low attendance sample by FSM



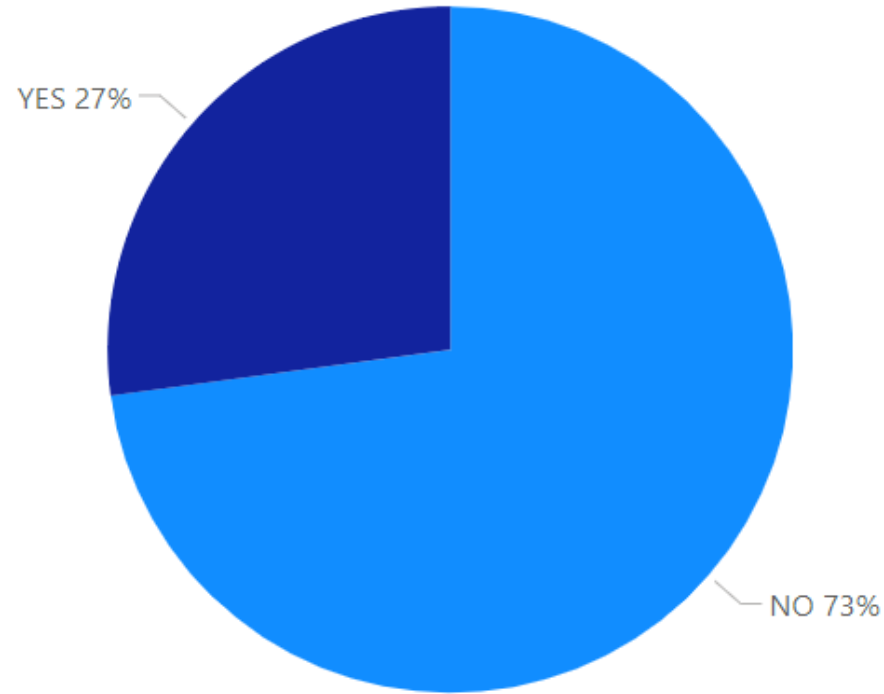
All pupils by care experienced



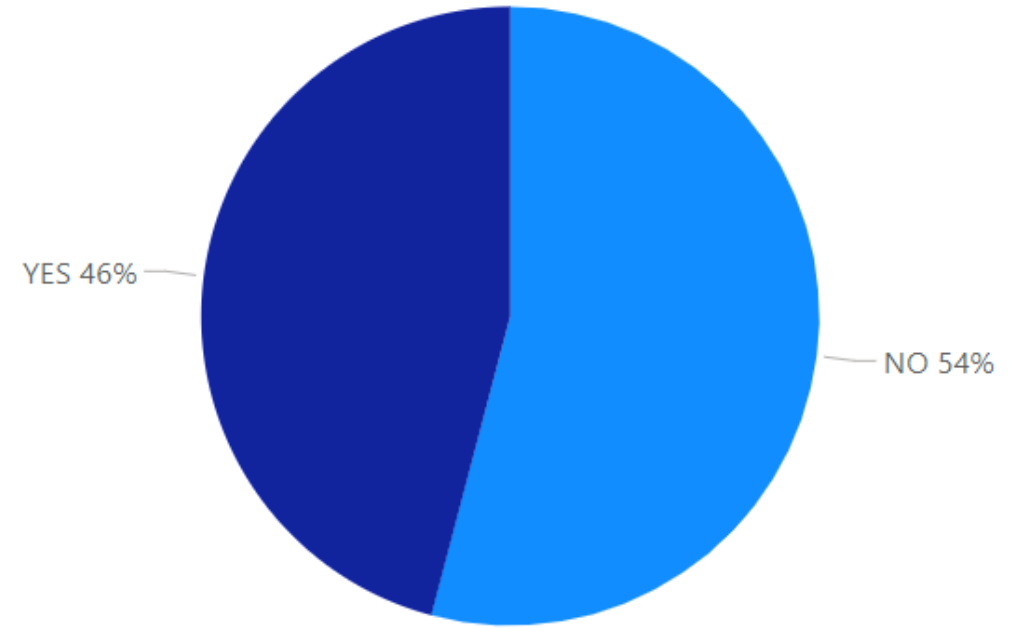
Low attendance sample by care experienced



All population by ASN



Low attendance sample by ASN Status



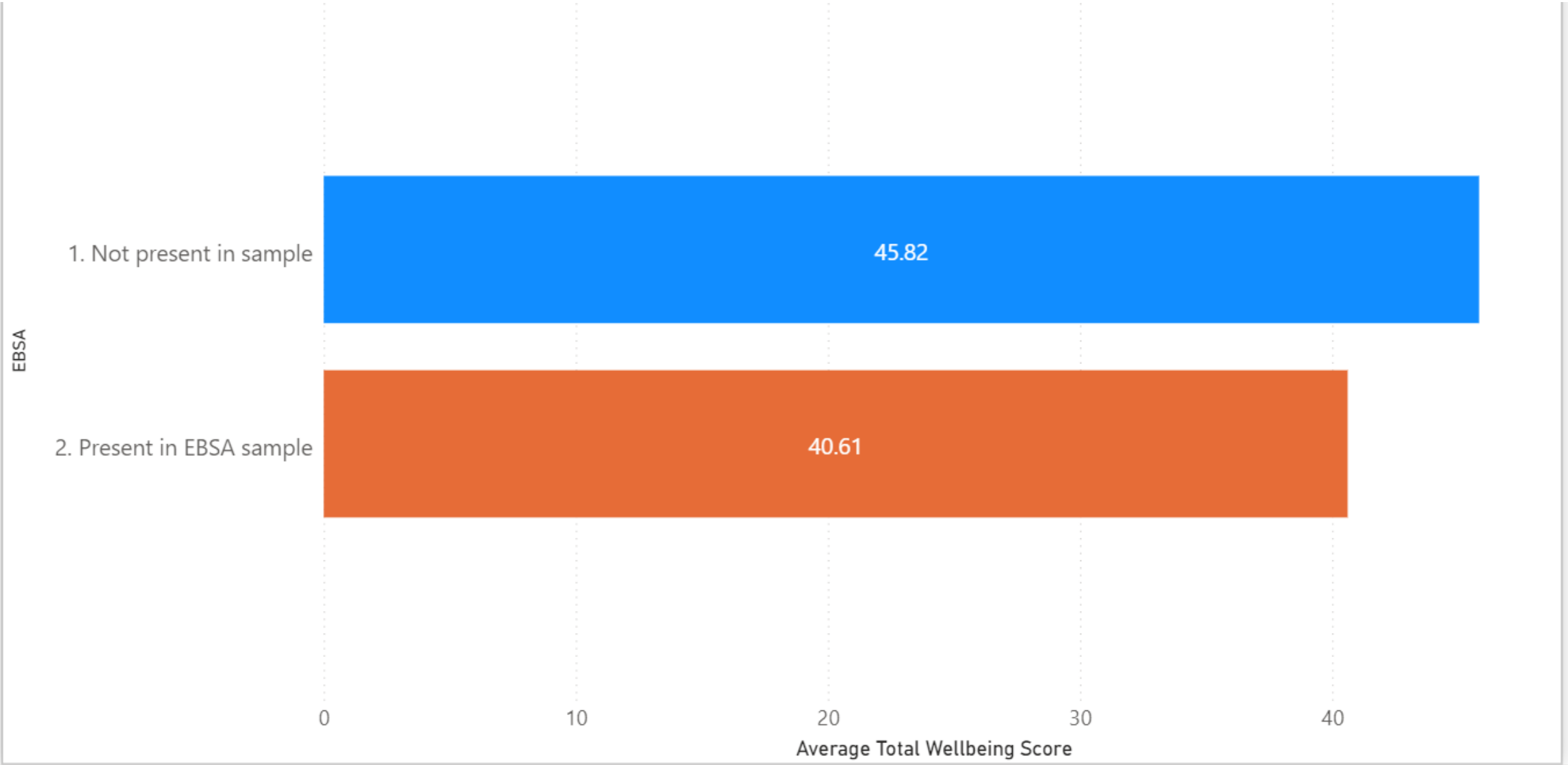
Q2. How do we know this is EBSA? Do we have any data to support the ideas that it is EBSA?

Use of Renfrewshire's HWB census

Data matching – SEEMiS Data and HWB Census Data

HWB Sample allows for meaningful analysis:

Comparisons made between EBSA vs Non-EBSA respondents

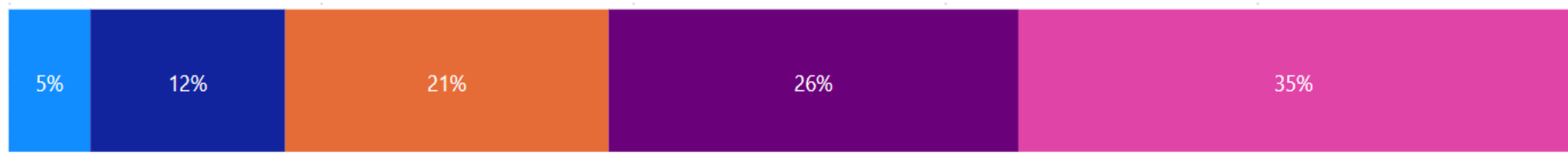


21. I WISH I HAD A DIFFERENT KIND OF LIFE

● 1. Strongly Agree ● 2. Agree ● 3. Neither agree or disagree ● 4. Disagree ● 5. Strongly disagree

EBSA Sample

1. Not present in EBSA sample



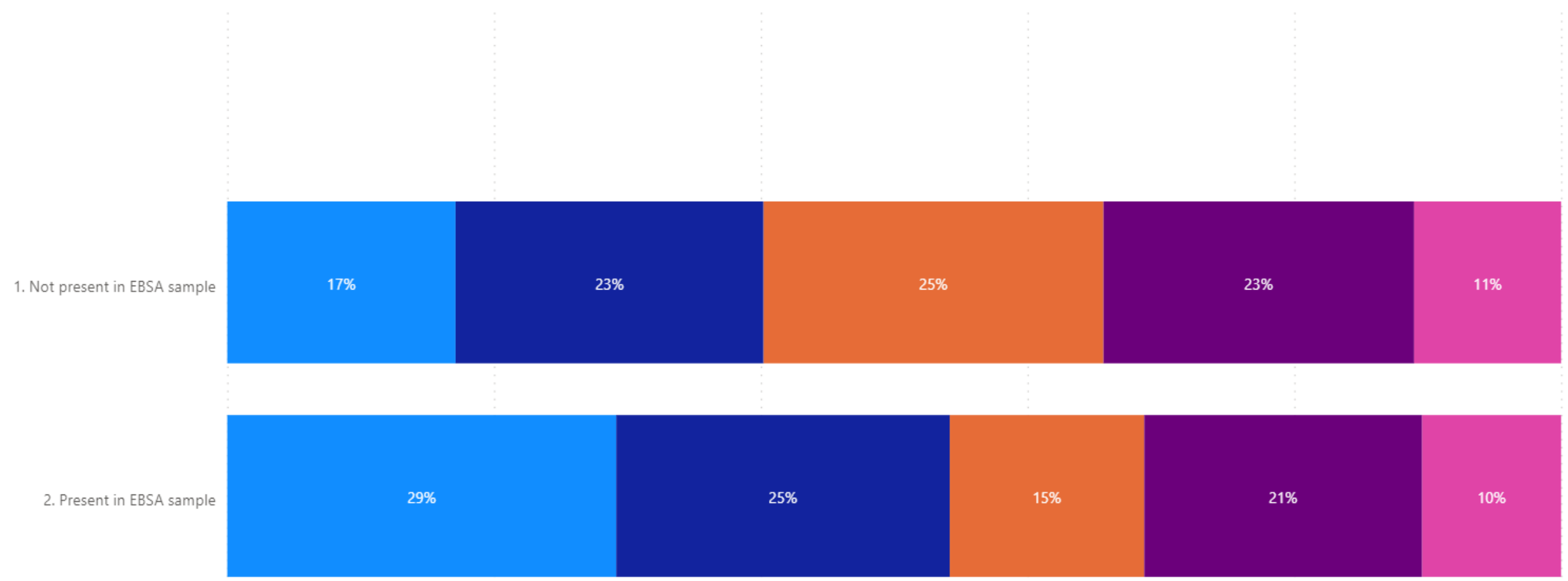
2. Present in EBSA sample



43 THERE ARE LOTS OF THINGS THAT I WORRY ABOUT IN MY LIFE

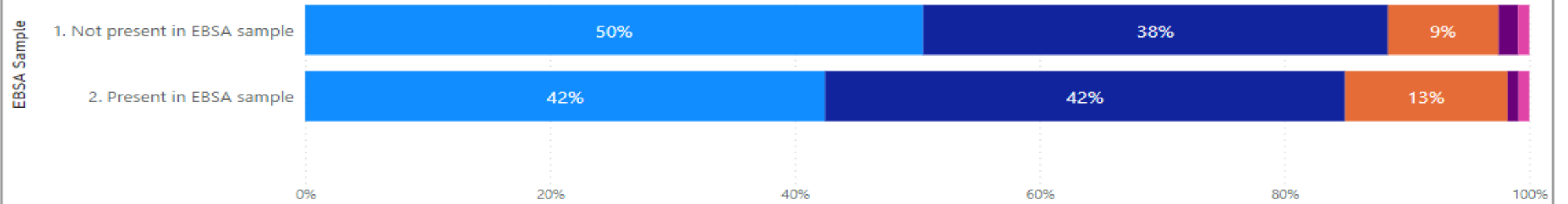
● 1. Strongly Agree ● 2. Agree ● 3. Neither agree or disagree ● 4. Disagree ● 5. Strongly disagree

EBSA Sample



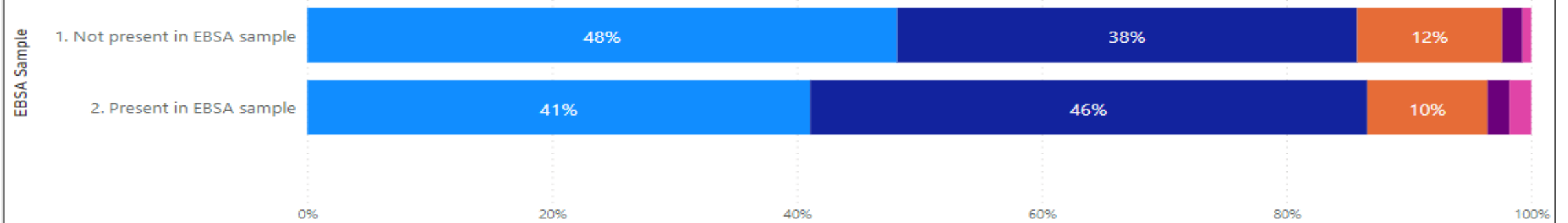
95. My friends will help me if I need it

● 1. Strongly Agree ● 2. Agree ● 3. Neither agree or disagree ● 4. Disagree ● 5. Strongly disagree



92. My friends treat me well

● 1. Strongly Agree ● 2. Agree ● 3. Neither agree or disagree ● 4. Disagree ● 5. Strongly disagree



111. HOW OFTEN DO YOU ENJOY BEING WITH THE PEOPLE YOU LIVE WITH?

● 1. Always ● 2. Often ● 3. Sometimes ● 4. Never ● 5. Prefer not to say

EBSA Sample

1. Not present in EBSA sample

51%

31%

14%

2. Present in EBSA sample

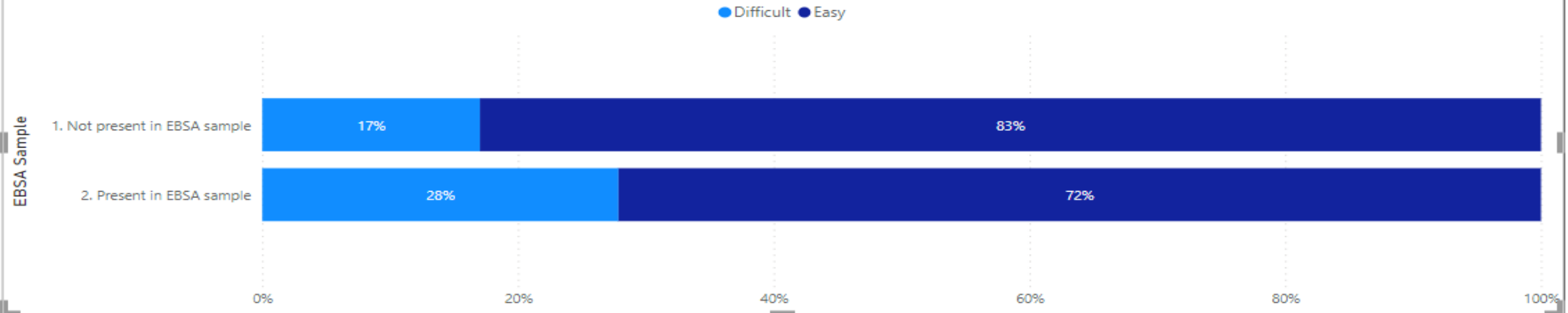
42%

23%

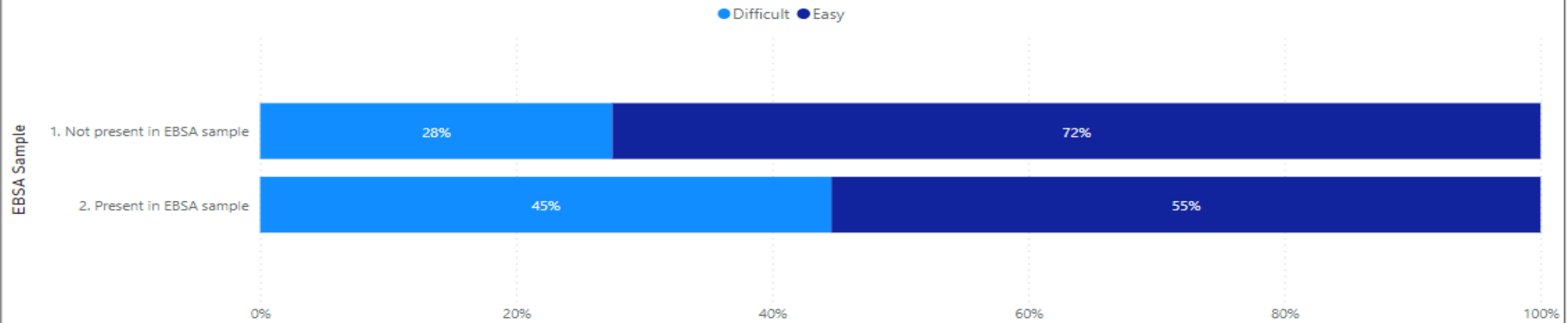
31%

3%

120. Easy to talk to (Mum / female carer)



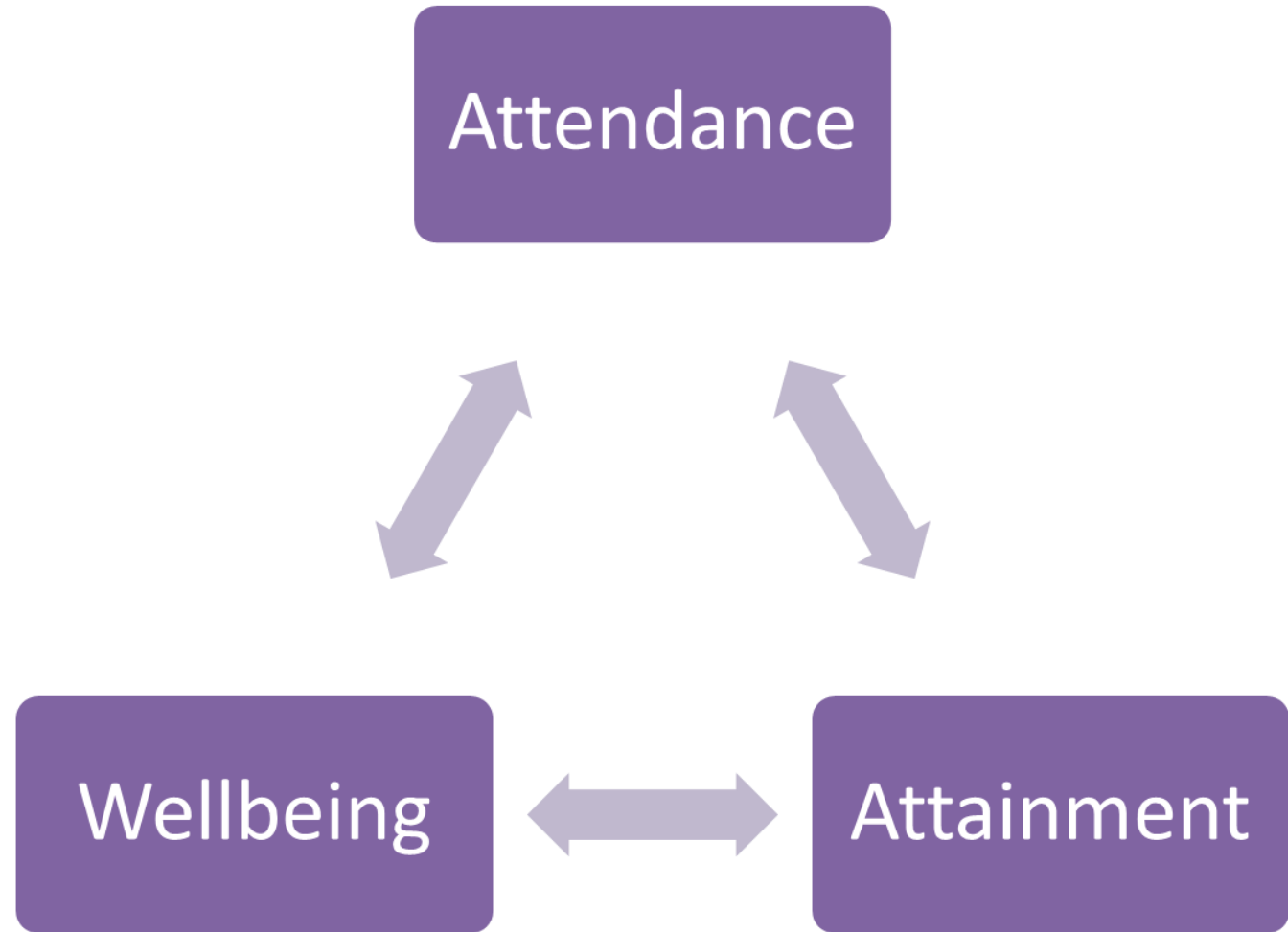
121. Easy to talk to (Dad / male carer)



Q2. What did the data tell us?

Young person	School	Family	Community
Anxiety	Peer relationships	Parental Mental Health	Peer relationships out with school (push/pull)
Dysregulation	Transitions	Poverty	Wider community events/relationships
Additional support needs	Belonging	Aspirations, attitude to education	
Trauma/ACES	Difficulty in particular subjects	Family history of EBSA	
Young carers		High levels of stress	
Attitude to education/aspiration		Loss/bereavement	

Q3. How could we improve attendance?



Q4. How can REPS support schools to improve attendance?

READINESS

- Discussion
- Needs Analysis:
- Data gathering:
Identify scale of EBSA
- Collect Stakeholders Views

TRAINING

- Whole establishment EBSA awareness raising
- SEEMIS coding training
- EBSA toolkit

IMPLEMENTATION

- Form Core Group
- Engage with parent population
- Engage with pupil population
- Identify universal interventions
- Identify targeted interventions
- Establishment leadership drive EBSA approach

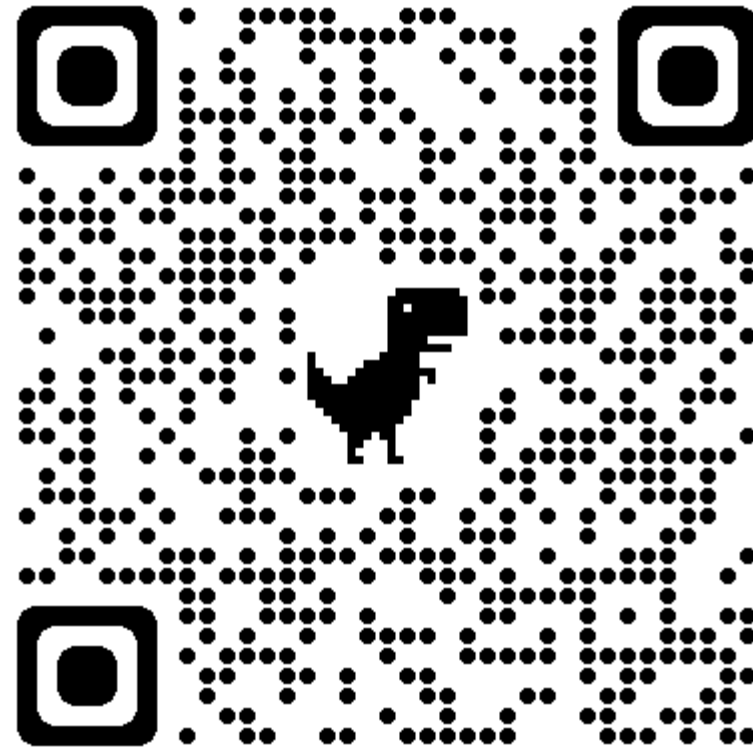
ACTION

- Create action plan
- Plan, do, study, act cycles
- Regular core group meetings
- Ongoing support and collaboration with EPS, CAMHS & RAMH
- Identify approaches which lead to positive impact
- Share & embed good practice within establishment

CONTINUOUS IMPROVEMENT

- Update and evaluate action plan
- Cycle of development, monitoring and evaluation of implementation.
- Share good practice with other establishments
- Support community approaches to improve school attendance

Q5. What does the Renfrewshire pilot involve?



Renfrewshire Attendance and EBSA Toolkit

Renfrewshire
Attendance Data >

Attendance
and EBSA
Toolkit

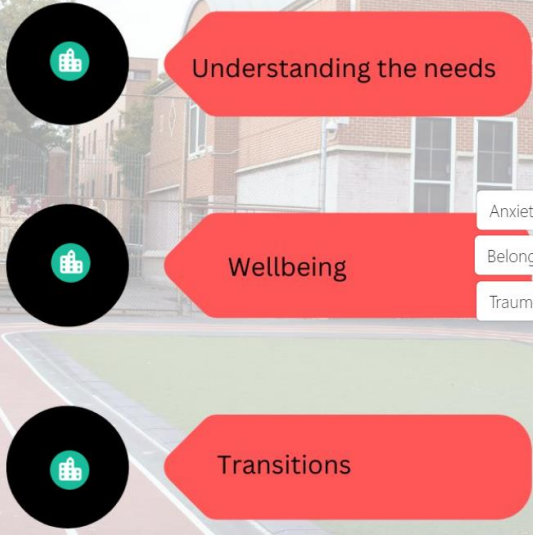
Universal
supports
for
improved
attendance

EBSA Early
intervention

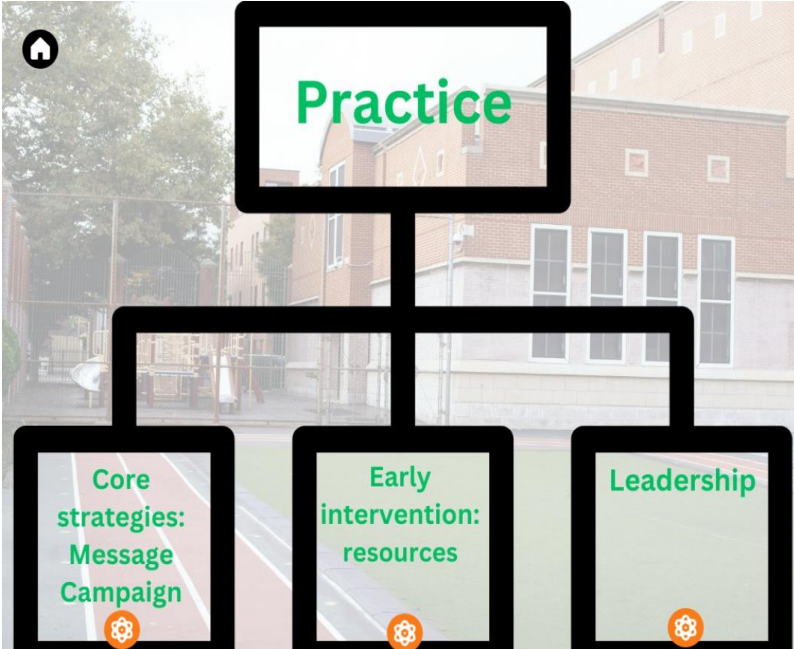
EBSA
Bespoke
planning

Professional Learning

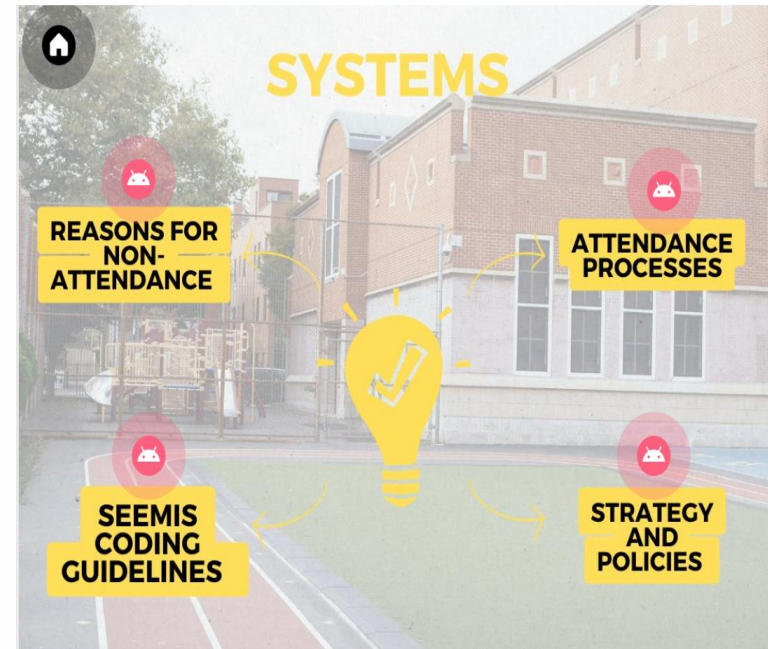
Culture



Practice



SYSTEMS





EBSA Early Intervention



What is EBSA?



Interventions



Planning for engagement



Parental support



Renfrewshire
Council

Renfrewshire data >

Professional learning >



Renfrewshire's Nurturing
Relationships Approach

EBSA BESPOKE PLANNING



Renfrewshire
Council

Renfrewshire data >

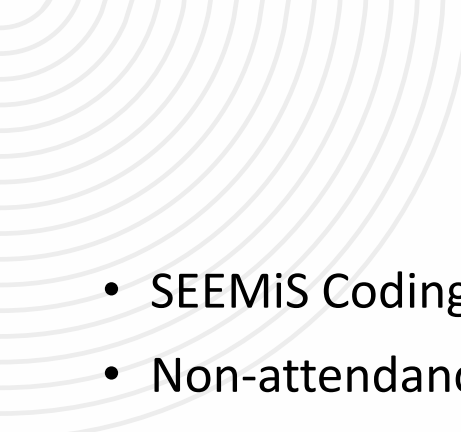



Professional learning >



Renfrewshire's Nurturing
Relationships Approach



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- SEEMiS Coding pattern changes, improved data about non-attendance
 - Non-attendance processes are being explored (thresholds, responses, consistent processes)
 - Renfrewshire attendance policy
 - Positive engagement from the correspondence sent about non-attendance (letters)
 - Telephone rounds – 78% improvement in attendance, increased occurrence of late coming
 - Data dashboard and data dashboard training for better access and understanding of school data
 - Identified YP for the transitions pilot (attendance/wellbeing)
 - Exchange counselling pilot (peer relationships)
 - Practitioner views

- 
- **Primary staff felt less strongly about the importance of school than secondary staff did.**
 - **Relationships between school and pupils was not really reflected on very often, it was mostly about positive relationships and partnership with families.**
 - **What, if any, are the supports in your school that work best in supporting non-attendance? (Primary)**
 - Phone calls to families
 - Positive relationships with families
 - **What, if any, are the supports in your school that work best in supporting non-attendance? (Secondary)**
 - Most report that it is the role of pastoral care/they would inform pastoral care staff
 - Homelink mentioned often
 - Some spoke about use of Teams
 - Mentioning of relationships and individualised planning



Renfrewshire's Attendance and EBSA Toolkit



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