



Child Based Factors

Rebalance and dishabituate high stress levels through regular relaxation, sensory breaks, calm starts

Discuss and plan for situations that they find difficult - role play to gain a sense of self-efficacy and build confidence

Explore social anxieties and develop insight into the aspects of social interaction that they find worrying or difficult

Targeted support to develop key social communication and assertiveness skills

Complete the 'Ladder of Strength and Courage' activity with the CYP to empower them to see the small manageable steps to achieve a return to school

Gradually increase duration or complexity of the demand to build a sense of mastery over reduced school avoidance

Behavioural experiments to build confidence and a resilient evidence base of coping and succeeding

Harness existing strengths and interests and explore hopes and dreams for the future

Psychoeducation around anxiety and EBSA, developing the CYPs understanding of their experience of anxiety and school

Developing strategies to manage worries such as deep breathing techniques, mindfulness, CBT and balanced thinking strategies



Home Based Factors

Use of a **visual timetable** to increase predictability and security and clearly indicate when the CYP will see the parent/carer again

Consider small amounts of **contact with parent/carer** throughout the day e.g. allowing phone calls home to check-in with family members

Gradually increase tolerance for **time away from parent/carers** through use of the key adult(s) approach

Establish **calm and consistent routines** for saying goodbye to parent/carer ahead of the home-to-school transition

Increase **incentives and rewards** for attending school and decrease rewards for non-attendance

Try to **increase the appeal of school** e.g. utilise the child's interest, start with a favoured subject area or a particular teacher, and shine a light on positives

If possible, **limit use of fun activities** e.g. no computer games until after school hours and increased focus on educational orientated tasks during the day

Home-School projects which span across environments so that the CYP has a **sense of continuity** even on days when they do not feel able to attend

Make use of **'transitional objects'** that represent their parent/carers are holding them in mind even though they are not physically present

Give the child **time to prepare for a return to school**; getting back into sleep routines, trying on school uniform, organising school bag, practicing the walk to school etc



School Based Factors

RAG (Red Amber Green) the school environment to review hotspots and areas requiring support, as well as areas that feel more manageable

Targeted support to reduce areas of particularly **high anxiety** e.g. 'meet and greet', peers to walk to school with

Make a **commitment to connection and belonging** e.g. spend additional time welcoming back, video calls prior to transition, special jobs and responsibilities

Provision of a **secondary attachment figure** - someone the CYP can build a trusted relationship with over time at school

Support to **identify positive aspects of school** (e.g. favoured lessons/ teachers) which could provide basis for return

A **'safe space' to escape to** when feeling overwhelmed and access to **'calming toolkits'** to aid regulation

Complete a **friendship audit** to review pre-existing friendships as well as friendship opportunities (e.g. Sociograms)

Practical support to develop friendships e.g. Circle of Friends, Buddy systems, lunchtime clubs and structured group activities

Access to **catch up tutoring and pre-teaching** (online or face-to-face) so that the child feels more confident re-entering the classroom

Support the CYP to **prepare a script** that they can use when other children ask them why they have not been attending school