How to create an EBBSA Support System

An **EBBSA Support System** is a relational, holistic approach to proactively identify barriers to education and support successful engagement with learning.

The term Emotionally Based Barriers to School Attendance (EBBSA) reflects a growing understanding that there are often several different things which affect a child or young person’s attendance at school and a variety of things that make school attendance easier or more difficult for them. While some of these are ‘within the child’, others exist in those things around the child, both inside and outside of school.

More information is available at [www.nelincs.gov.uk/EBBSA](http://www.nelincs.gov.uk/EBBSA).

**Early signs of EBBSA**

Change in attitude toward school

Student and/or family share distress around attendance

School notice student’s distress around attendance before and/or whilst at school

Attendance reduces

# **Be Aware**

Become **EBBSA Aware** by expanding your knowledge and understanding of EBBSA. You can do this by watching the **EBBSA Awareness** videos and reading the documents available on [www.nelincs.gov.uk/EBBSA](http://www.nelincs.gov.uk/EBBSA).

# **Be Curious**

Ask ‘**What’s going on here?**’ rather than ‘How do we get you back to school?’ Take a blame-free, solution-focused approach, placing the voice of the child at the centre.

Use the [**ATTEND Framework**](https://www.beem.org.uk/ATTENDFramework) to identify all the contributing factors when there are barriers and problems The ATTEND Framework is a way to frame a conversation, or series of conversations, with a family within a **trusting and collaborative relationship**.

Summarise **risk and resilience factors** onto the **EBBSA Support Action Plan**.

# **Be Responsive**

Facilitate a **person-centred** planning meeting where the interplay of factors is shared and attendees are **supported to understand** the risk and resilience factors.

Create next steps **together**, with the child, family, school and partner agencies, aimed at reducing risk factors and strengthening resilience factors. Consider the suggested activities from the **ATTEND Framework Support Strategies** (page 10 to 22), resources on the EBBSA webpage and the [**SEMH Graduated Response toolkit**](https://sendlocaloffer.nelincs.gov.uk/wp-content/uploads/2022/11/SEMH-Graduated-Response-Toolkit-accessible.docx).

**Be reflective** and review the action plan with everyone after a mutually agreed time period.