



ACEducation

OUR CHILDREN, SCHOOL AND BEYOND

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MUM OF 3**



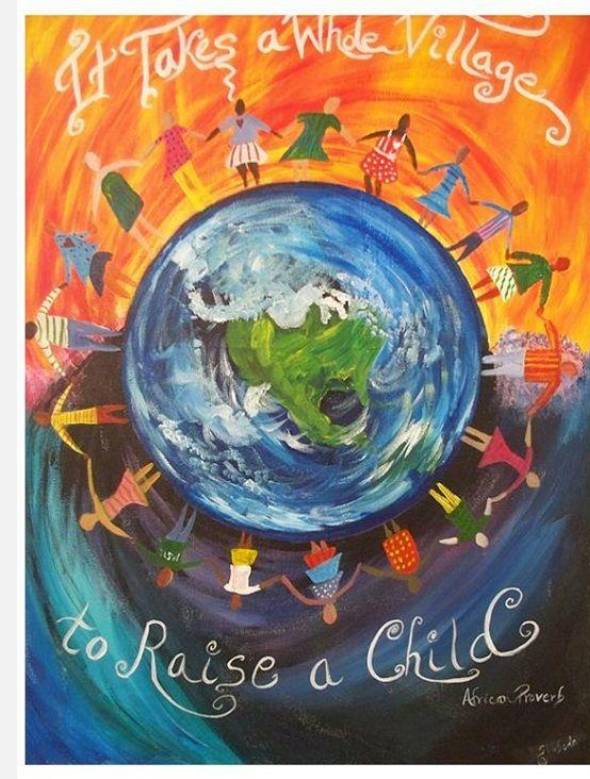
AMELIA BRUNT

- 12 years classroom teacher and SENCo
- 4 years teaching children who couldn't be in school
- 12 years Looked After Children's Education
- Past 2 years working with schools, families and professionals to support educational success through improved physical and mental health outcomes for children
- www.abconnect.co.uk



LEARNING INTENTIONS

- What school gives us
- Why some are struggling
- Understanding the struggle
- What children need to be well and do well
- Remembering everyone is working for our children
- Time for questions



BEFORE WE BEGIN

- Confidentiality in the room
- No phones please
- Only share what you are comfortable sharing
- Be mindful of stirred emotions
- Remember we are all doing the best we can
- Space and pace
- Questions – to school

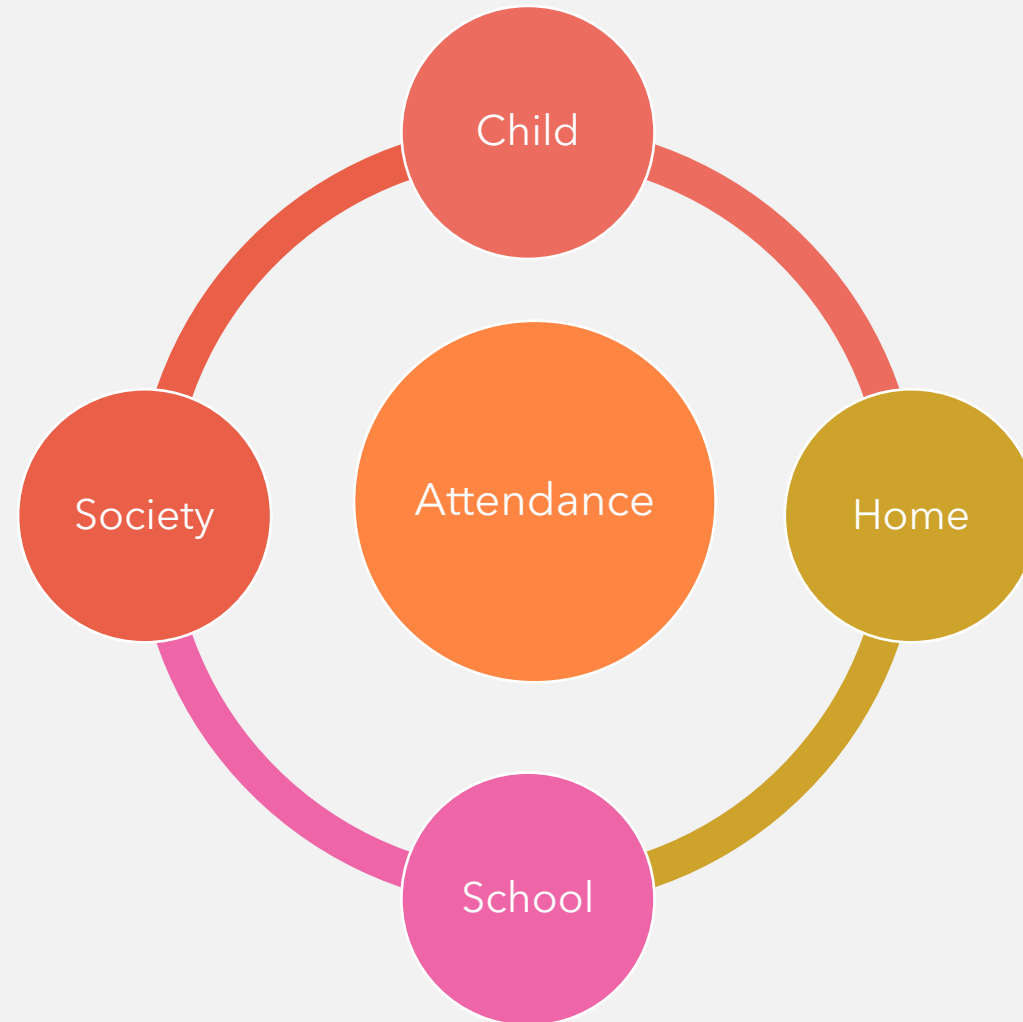


WHY ATTENDING SCHOOL MATTERS

- Education
- Social Skills
- Routines
- Friendships
- Relationships (adults)
- Problem Solving skills
- Self-worth and self-esteem
- Keeping up



MULTIPLE REASONS WHY CHILDREN MIGHT STRUGGLE



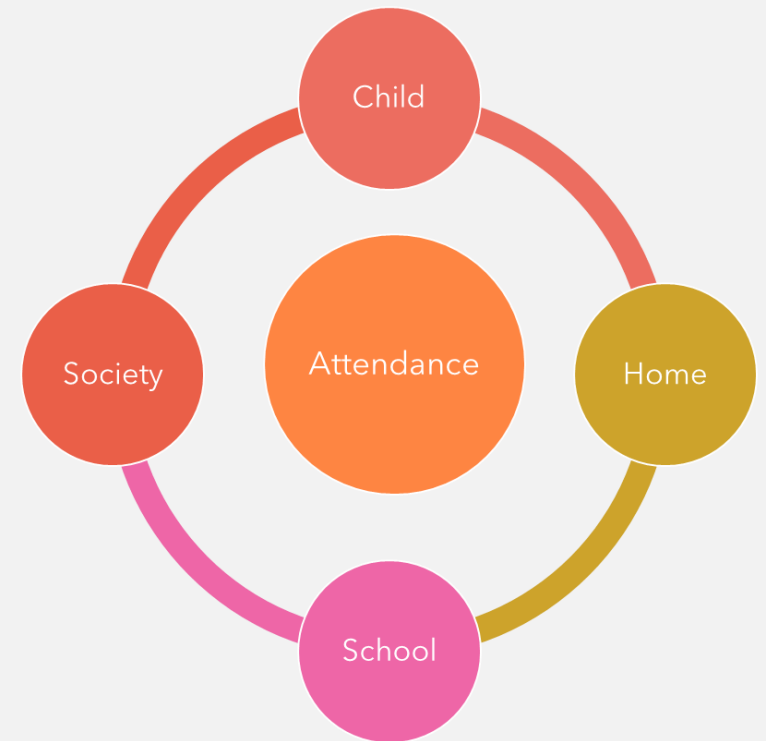
LEGISLATION AND GUIDANCE

- Education Act
- School attendance guidance
- Behaviour in schools guidance
- Suspensions and permanent exclusion guidance
- Mental health and behaviour in schools guidance
- Guidance on education for children with health needs who cannot attend school
- SEN Code of Practice
- Keeping children safe in education
- Children missing education
- Working together to safeguard children guidance
- Promoting the health and wellbeing of looked after children
- Promoting the education of CLA and PCLA
- Summary of responsibilities and effective practice examples where mental health is affecting attendance



REASONS ATTENDANCE DROPS

- Illness
- Routines
- Struggling with learning or relationships
- SEN
- Challenges within school
- Challenges at home
- Community difficulties
- Anxiety - Emotional Based School Avoidance



EMOTIONALLY BASED SCHOOL AVOIDANCE

- Emotionally Based School Avoidance is a broad term used to describe a *situation* where there are persistent barriers to a child or young person attending and fully engaging in school life and learning.
- EBSA is **not** a diagnosis or a disorder.
- Result of assessment of situation– Educational Psychologist?
- The child is *experiencing* EBSA, not the child has EBSA.

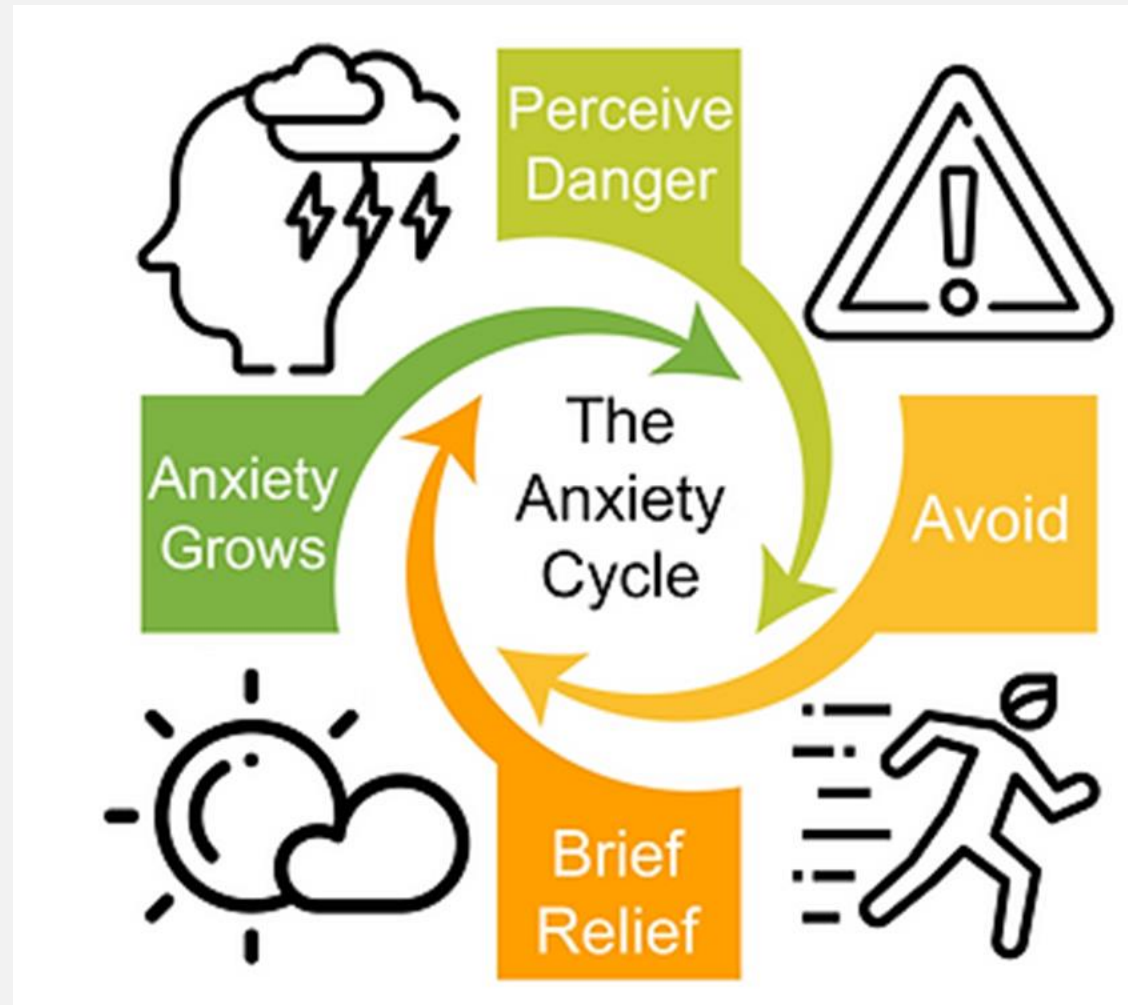


FACTORS THAT SUGGEST EBSA

- Parent/carer awareness
- Physical symptoms of stress and anxiety that may dissipate when not attending
- Child does want to keep up with learning
- Anxiety seeps into other areas of life e.g. cant cope with public places, won't leave bedroom, needing a familiar adult nearby etc.
- Childhood depression?



UNDERSTANDING ANXIETY



UNIQUE AND CHANGEABLE STRENGTHS AND DIFFICULTIES NEEDS BEING MET IN BALANCE

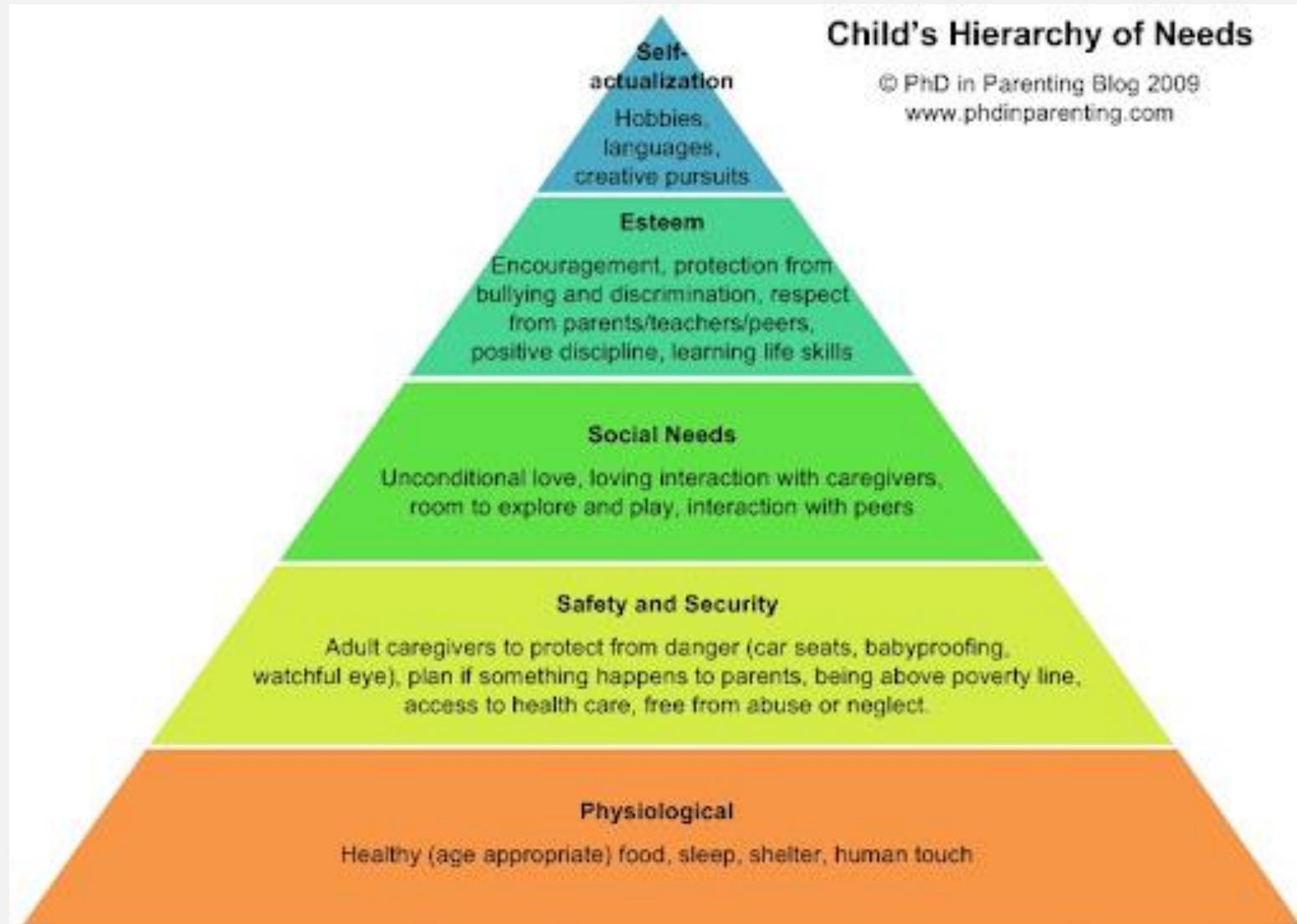


A FELT SENSE OF SAFETY – NOT WHAT YOU KNOW BUT HOW YOU FEEL

- What enables you to feel safe in your day?
- Routines and Rituals
- A sense of predictability
- Kindness
- Relationships and Connection – people, nature, animals
- A sense of belonging
- A felt sense of safety is a biological imperative for successful attendance and learning
- When physical and psychological safety are missing; anxiety sits in their place



WHAT CHILDREN NEED....



OUR ROLE IN SUPPORTING ATTENDANCE

- School attendance starts the day before:
- Healthy tea
- Managed screen use
- Age appropriate bedtime
- Consistent and predictable morning routine
- While you're at school, I will be..... being 'kept in mind'
- Picking up - being open and available - No phone zone!



NOTES TO SELF

- Our own childhoods
- It's OK to say No!
- "No" is a complete sentence
- 'Good enough parenting' – who is in YOUR village?
- Balance of nurture and boundaries
- We are not their mate
- I love you and I am saying No



BEING THE GROWN UP!

https://www.youtube.com/watch?v=xs7OWBj_GiE

How we respond matters!

Remember – We are all on the same team!



QUESTIONS AND FEEDBACK



Join us on X

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www.abconnect.co.uk

<https://www.surveymonkey.com/r/39R5ZM3>