

Emotionally based School Non-attendance (EBSNA)

BACKGROUND

In October 2022, a training offer was made to schools for three sessions around Emotionally Based School Non-Attendance (EBSNA). There were a variety of ways provisions could take up this offer – either as an individual schools, those within a trust, or through their Team Around the School (TAS) groupings. The initial session provided general information to the school/ staff teams about EBSNA, the theory behind it and practical steps to take forward in their setting, along with signposting to additional resources. The content/ focus of sessions two and three would be made in consultation with settings by the Lead Educational Psychologist.

PROGRESS

By the end of July 2022, **21** initial sessions had been delivered to **37** first/ primary schools, **13** middle/ secondary schools and **five** local authority teams. Ten second sessions have been delivered, along with one third sessions. Evaluations were completed by **284 attendees**.

Moving

Forward

Together

EVALUATION

Evaluations were completed by all participants at the beginning and end of the first session. The first two questions were completed at the start of the training and asked those attending to evaluate their knowledge of EBSNA and confidence supporting young people with EBSNA. This was then compared to their post training knowledge and confidence.

	Knowledge of Emotionally based School Non-attendance (EBSNA)	Confidence supporting young people experiencing EBSNA
Pre training score	3.91	4.42
Post training score	7.34	7.11

These scores reflected an 88% increase in knowledge and a 67% increase in confidence after the initial workshop. We anticipate an increase in perceived knowledge and confidence following delivery of the follow up sessions.

Attendees were also asked to rate the usefulness of the session. The average score for this question was **8.61**. Whilst the average score for this question was high, there were a small number of respondents (14) who gave the training's usefulness a score of 5 or 6. It was wondered whether these respondents did not feel the training was relevant to them in their current roles, and therefore, a question has been added asking the job role of each person, to establish if those in certain job roles need something specific from the training.