**APPENDIX 1: Profile of risk of emotional based school avoidance guidance**(West Sussex Guidance, 2018)

The Profile of Risk schedule consists of five key areas, each of which contains a number of items you are asked to consider in terms of their possible importance in influencing emotionally based attendance difficulties.

You should be as objective as possible when completing the schedule and base assessments on evidence.

During the process of completing the schedule, it may be useful to note factors associated with particular items, such as:

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* This has been an issue in the past, but doesn’t appear to be now.
* This has been an issue in the past and has persisted as an important item.

Items on the scale are not rated numerically, like a typical rating scale, as one single item (e.g. death of a parent) is so important it cannot be rated in the same way other items might be rated.  
  
If the profile suggests to you that the child/young person is at risk of emotionally based school avoidance, the next step would be to obtain the views of the young person, parents and other staff**.**

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| --- | --- | --- | --- | --- | --- |
|  | Level of concern | | | | |
| Loss and Change | High | Med | Low | Not an issue | Not known |
| Death of parent, relative, friend |  |  |  |  |  |
| Death of pet |  |  |  |  |  |
| Sudden traumatic event |  |  |  |  |  |
| Sudden separation from parent |  |  |  |  |  |
| Moving house, school, area |  |  |  |  |  |
| Loss of classmate |  |  |  |  |  |
| Parent, relative, friend illness |  |  |  |  |  |
| Note on key items | | | | | |
| Family Dynamic | High | Med | Low | Not an issue | Not known |
| Inappropriate parenting |  |  |  |  |  |
| Birth of new child |  |  |  |  |  |
| Parents separated |  |  |  |  |  |
| Parents arguing/fighting |  |  |  |  |  |
| Practical problems bringing child to school |  |  |  |  |  |
| Problems with parental control |  |  |  |  |  |
| Jealous of sibling at home |  |  |  |  |  |
| Note on key items | | | | | |
| Social Personal | High | Med | Low | Not an issue | Not known |
| Being bullied |  |  |  |  |  |
| Seems to have few friends/friendship issues |  |  |  |  |  |
| English as an additional language |  |  |  |  |  |
| Dislikes play/break times |  |  |  |  |  |
| Few leisure interests |  |  |  |  |  |
| Note on key items | | | | | |
| Curriculum/Learning issues | High | Med | Low | Not an issue | Not known |
| Low levels of literacy |  |  |  |  |  |
| PE and/or games issues |  |  |  |  |  |
| General learning difficulties |  |  |  |  |  |
| Subject specific difficulties |  |  |  |  |  |
| Exam or test anxiety |  |  |  |  |  |
| Difficulties with a particular teacher/adult |  |  |  |  |  |
| Problems keeping up in lessons |  |  |  |  |  |
| Note on key items | | | | | |
| Psychological wellbeing | High | Med | Low | Not an issue | Not known |
| Often seems tired |  |  |  |  |  |
| Low self esteem |  |  |  |  |  |
| Appears depressed |  |  |  |  |  |
| Appears anxious |  |  |  |  |  |
| Keeps feelings to them selves |  |  |  |  |  |
| Has a pessimistic nature |  |  |  |  |  |
| Note on key items | | | | | |
| Other issues | High | Med | Low | Not an issue | Not known |
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| Note on key items | | | | | |