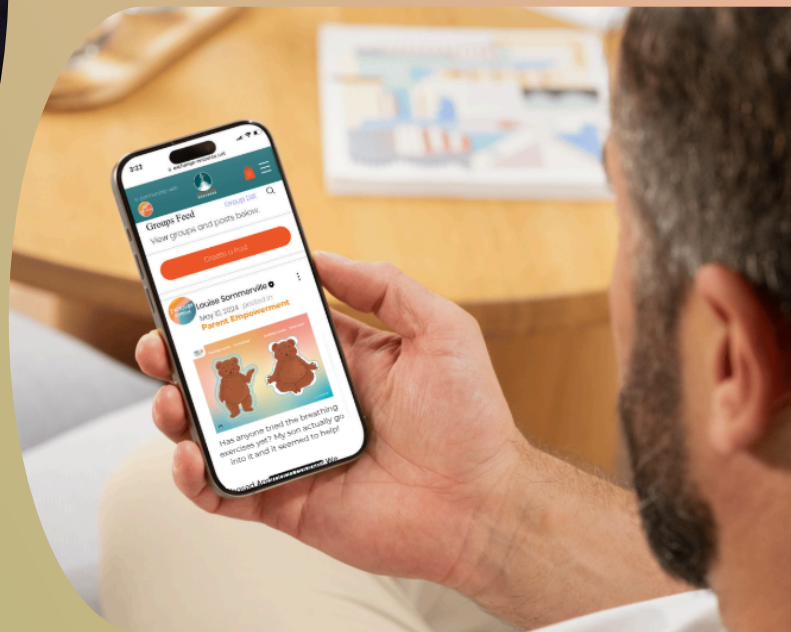


Emotional Based School Avoidance (EBSA)

Support for Parents and Carers



February – August 2025

What was the support?

- Online learning – resilience building programmes tailored to EBSA
- Strategies, activities and resources to support their child
- Support sessions with a trained specialist
- Community Learning – support sessions with other parents
- Access to emotional wellbeing workshops
- Access to continued digital learning

What were the pilot aims?

- Enhance parent confidence in supporting the challenges of Emotionally Based School Avoidance (EBSA)
- Provide practical tools to help children effectively manage anxiety and stress
- Strengthen self-regulation skills in children to better manage their emotions
- Boost self-esteem and confidence in children to support their overall wellbeing

Referral and Beneficiary Overview

During the delivery of the EBSA Digital Learning Programme, a total of 76 families were referred for support. Within these families, 82 children were identified as potential beneficiaries of the programme. This reflects instances where more than one child within a family required support, highlighting the broader impact of EBSA on households and the importance of a family-centred approach in intervention planning.

School	Referrals
Families referred	76
Families engaged	60
Children supported	66
Unsuitable referrals/no contact made	16

76% of families went on to actively engage with the process, showing strong uptake and interest in the support offered. However, 12% of referrals were either unsuitable or we were unable to make contact. In many of these cases, it may not have been the right time for the family, or the child's needs had already been met elsewhere.

Demographics

Parents

Mothers	71
Fathers	5
Carers	0

Children's gender

Male	Female
36	30

Children's School Year

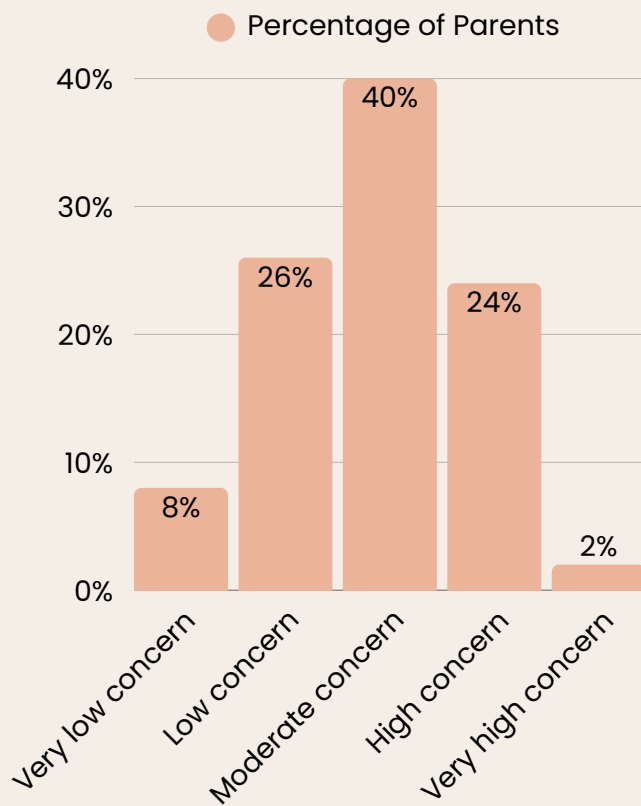
School	Referrals
P1	3
P2	8
P3	14
P4	11
P5	8
P6	10
P7	12

Tracking Support Journeys: Initial Profile of the 66 families we've supported

Accessed before	11%
Not accessed before	89%

Only 11% of children and families had accessed Exchange support prior to engaging with our service, while a significant 89% were accessing help for the first time. This highlights a crucial gap in early intervention and support pathways. It underscores the importance of meeting families where they are, offering flexible, timely support that fits their needs.

Parental Level of Concern at Point of Referral



24% of parents reported a high level of concern about their child's wellbeing.

In many of these cases, schools had already identified early warning signs, such as changes in behaviour, emotional distress, or a history of non-attendance, that prompted timely referrals.

These concerns often reflected the early stages of Emotionally Based School Avoidance (EBSA), where children begin to disengage from school due to underlying emotional or sensory challenges. Parents described noticing an escalation of emotional and behavioural symptoms like reluctance to attend school or increased anxiety.

Main struggles reported by parents at the initial calls

Main themes reported by parents
Anxiety
Peer relationships
Self-esteem
Sensory difficulties

18% of parents reported that their child has suspected ASD and 9% had a diagnosis

Outcomes

Brief Parental Self-Efficacy scale (BPES)

Average start score	Average end score
Moderate	High

The BPSES score ranges from 5 to 25, with higher scores indicating higher levels of parental self-efficacy. 88% of parents recorded higher scores at the end of support

At the start of their journey, parents expressed some uncertainty in managing their child's needs, reflecting a moderate sense of confidence. By the end of the intervention, they reported feeling significantly more assured and capable in their parenting role

Additional Key Benefits

Sustainability

Empowered Family Communication

Engagement and Collaboration

Parents reported that....

- Activities were embedded into daily routines, demonstrating not only immediate impact but also recurring and sustainable benefits over time.
- The use of everyday language helped reshape the relationship between parents and their child, making psychoeducation and practical strategies more relatable, actionable, and impactful.
- Families reported that having on-hand support throughout the process provided immediate reassurance and clarity

Parents reported....

- The return to school was largely positive. The transition was smoother than anticipated and continues to be successful into the second week.
- Confidence in the effectiveness of the strategies provided throughout the support was highlighted and they noted their intention to continue to use these throughout the school year.

Key strategies implemented by parents on the return to school

Breathing strategies

For stability and focus

Movement strategies (yoga)

For self-regulation

Mindfulness

For emotional literacy

Changes/ creation of a in routine

For predictability

Parent Survey Feedback

**100%**


Found the website
easy to navigate

**100%**


Were satisfied with the number of
support calls received

**100%**


Children found the activities
interesting

**100%**

Found it easy to contact us if
needed

**100%**

Felt they had guidance and support
from their learning advisor

**100%**

Felt the course had the correct
number of activities to complete



Parent Feedback Comments

'What did you like best about the support?'

- "My son and I found the programme easy to follow. And the regular support that we had via telephone and email helped keep everything on track and gave loads of good ideas that we could action"
- "Having that kind of compassionate, practical guidance was a real turning point for us"



"The support we received was incredibly personal and insightful. It gave me a much clearer understanding of my daughter's emotional world and helped me reframe how I communicate with her"

"Working through this programme brought me and my son together to look at all our feelings and struggles and it became a family event on occasion"

"Since working through EBSA there has been a huge change. He manages to recognise emotions and focus on his reactions and is managing friendships and school much better"

"We have been using the strategies and focussing on breathing. This is working extremely well for his worries."

Digital Learning Programmes for Parents and Carers

BEAR Balance

Age 4-7

A Resilience Building Programme for

Anxiety management and confidence building for children struggling with emotional-based school avoidance

Information, Activities and Resources



Information, Activities and Resources



Recharge

Age 8-12

Additional Learning and Resources

**Introduction
to Emotional
Based School
Avoidance**

**The Science of
Resilience**

**Exchange
Resource Hub**



Support for You

1-1 support with a psychological wellbeing practitioner

Online sessions with other parents who are facing similar challenges

Access to a **private online learning hub** to interact with other parents



The Exchange
PART OF
Health is One