

## Examples of Outcomes for each Step of the EBSA Pathway

### Step 1. Student and Parent/Carer Voice

- [Student] has contributed their views regarding school attendance. School understands the young person's hopes and fears/concerns.
- [Student] has engaged with timetable management, e.g. selected at least one lesson or activity to attend.
- [Student] has identified adaptations to timetable/curriculum/break times, etc, which they believe will support their attendance.
- [Parents/Carers] have shared their views on [student's] needs relating to attendance.
- [Parents/Carers] have shared their views on more and less effective forms of support for [student].

### Step 2. Validation

- [School] have provided evidence of responding to [student]'s views by sharing with them: a new timetable/personal copy of uniform policy/map of new 'quiet area' for break/lunch times, etc.
- [School] have shared new adaptations and expectations with [student]'s parents.
- [Student] can give examples of adaptations or changes in response to sharing their views.
- [Parents/Carers] have been informed in writing about changes to timetable, policies, etc, based on views gathered during Step 1.

### Step 3. Relationships and Belonging

- [Student] has completed All About Me or ice-breaking activities with a member of staff.
- [Student] can identify at least one person they trust to report a problem to.
- [Student] spontaneously labels emotions or asks for help from a trusted adult.
- [Student] has engaged with structured peer support programme, e.g. Circle of Friends.
- [Student] has attended a club or social group.

### Step 4. Self-Esteem

- [Student] can identify something they feel proud of.
- [Student] can identify a new skill/a skill that they have improved this term.
- [Student]'s self-rated responses improve (e.g. using School Stress Survey, RAG (Red, Amber, Green or Myself As a Learner Scale, MALS).
- [Student] can identify something that they initially felt anxious about but which was more positive and successful than feared.



- [Student] has contributed ideas and examples towards a personal Record of Achievement.

### **Step 5. Calming**

- [Student] begins to signal that they need a break/access to a calming space or resource.
- [Student] independently makes use of a calming resource at least once per week (as necessary).
- [Student] can identify a calming resource that helps them regulate after strong emotions.

### **Step 6. Coping**

- [Student] makes links between their thoughts, feelings, and behaviour during a weekly meeting with a trusted adult.
- [Student] begins to use an appropriate coping strategy when responding to strong emotions, e.g. using an Exit or Time Out card, discussing with a trusted adult, engaging in a calming ritual.
- [Student] will verbalise their feelings in a situation with strong or heightened emotions.
- [Student] will independently ask for help or take a break from a challenging situation.

### **Step 7. Goals and Aspirations**

- [Student] has identified (and achieved) short-term goals within school/college, for example completing a weekly homework task, asking or answering questions in front of classmates in a specific lesson.
- [Student] has selected GCSE options.
- [Student] has a clear goal for post-16 education/higher education/employment.
- [Student] has developed 'life skills' goals, for example visiting the cinema, using public transport, etc.

**EBSA Pathway Example Outcomes**

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