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**Risk & Resilience**

**Profile 2**

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Birth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Relationship: Parent/Carer  Teacher  TA/Support 

**Directions**: The following helps us to build a profile and identify how we can best support the child / young person. Please circle the response (**N**ever, **R**arely **S**ometimes, **O**ften or **A**lways) that best describes the extent that you think these have an impact for the child / young person at this time.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Continued on next page* | **N**ever | **R**arely | **S**ometimes | **O**ften | **A**lways |
| 1. Feels that their parents / carers understand what they’re going through
 | N | R | S | O | A |
| 1. Feels that their teachers / school staff understand what they’re going through
 | N | R | S | O | A |
| 1. Is motivated to attend school when feeling able to
 | N | R | S | O | A |
| 1. Would like to be in school full-time in the future
 | N | R | S | O | A |
| 1. Wants to make progress with their learning
 | N | R | S | O | A |
| 1. Know what they want to achieve in the future
 | N | R | S | O | A |
| 1. There is something that they feel good at
 | N | R | S | O | A |
| 1. There are things they can do which they are proud of
 | N | R | S | O | A |
| 1. Feels that everything will be alright in the future
 | N | R | S | O | A |
| 1. Can recognise and talk about good things that happen in the day
 | N | R | S | O | A |
| 1. Has a close friendship in school
 | N | R | S | O | A |
| 1. Feels liked by their peers in school
 | N | R | S | O | A |
| 1. Feel confident in themselves
 | N | R | S | O | A |
| 1. Feels that they are well liked by others
 | N | R | S | O | A |
| 1. Are able to talk with others about how they feel
 | N | R | S | O | A |
| 1. Are able to successfully calm themselves when feeling anxious
 | N | R | S | O | A |
| 1. Has a close relationship with family at home
 | N | R | S | O | A |
| 1. Feels able to open up and talk with family at home
 | N | R | S | O | A |
| 1. Feels safe and secure when at home
 | N | R | S | O | A |
| 1. Has a stable and predictable home routine
 | N | R | S | O | A |
| 1. Is able to separate from parents / carers
 | N | R | S | O | A |
| 1. Feels comfortable being away from parents / carers
 | N | R | S | O | A |
| 1. Family are motivated to support them to attend school
 | N | R | S | O | A |
| 1. Family value education and want them to do well with learning
 | N | R | S | O | A |
| 1. Family talk positively about school
 | N | R | S | O | A |
| 1. There is good communication between home and school
 | N | R | S | O | A |
| 1. Siblings consistently attend school
 | N | R | S | O | A |
| 1. Siblings have not experienced Emotionally Based School Avoidance in the past
 | N | R | S | O | A |
| 1. Does things outside of school which they enjoy
 | N | R | S | O | A |
| 1. Belongs to clubs / attends activities outside of school
 | N | R | S | O | A |
| 1. When not at school, there is a clear routine to the day e.g. sleep, activities, meals
 | N | R | S | O | A |
| 1. When not at school, they are supported to engage in learning (formal or informal)
 | N | R | S | O | A |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **N**ever | **R**arely | **S**ometimes | **O**ften | **A**lways |
| 1. Has a ‘safe space’ in school they can go to if feeling anxious
 | N | R | S | O | A |
| 1. Feels that school is a safe and predictable place to be
 | N | R | S | O | A |
| 1. Gets on well with most teachers
 | N | R | S | O | A |
| 1. Feels supported by teachers / staff in school
 | N | R | S | O | A |
| 1. Feels that teachers / staff care about them
 | N | R | S | O | A |
| 1. Has a close relationship with at least one member of staff
 | N | R | S | O | A |
| 1. Feels a sense of belonging / identity within their class or a club in school
 | N | R | S | O | A |
| 1. Feels a sense of belonging / identity within their friendship group in school
 | N | R | S | O | A |
| 1. Has a particular strength in something they feel good at in school
 | N | R | S | O | A |
| 1. Is able to do something they are confident to show to their class
 | N | R | S | O | A |
| 1. Feel able and confident to ask for help in school
 | N | R | S | O | A |
| 1. Enjoys receiving additional support (e.g. 1:1 or small group) in school
 | N | R | S | O | A |
| 1. There are parts of school which they really enjoy / have an interest in
 | N | R | S | O | A |
| 1. There are things in school which they look forward to
 | N | R | S | O | A |
| 1. Feels that teachers / school staff take time to try and understand them
 | N | R | S | O | A |
| 1. Views have been integrated into any plans or support
 | N | R | S | O | A |

**Top 3 Best / Easiest Parts Of The Day (e.g. Times When They Seem Calmer / More Confident, Activities They Really Enjoy)**

**1.**

**2.**

**3.**

**What Has Made The Difference When They Feel More Comfortable / Able To Attend School?**

**What Strategies Or Approaches Have Been Most Helpful So Far?**

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**Any Patterns To Increased Attendance Over Time? (e.g. Days Of The Week, Times Of The Year, Before Or After Certain Events / Holidays)**