**[](https://www.edpsyched.co.uk/educational-psychologists)**

**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)**