

School Refusal Support Services

Parent & School Pathways

PARENT PATHWAY

1. Recognise early signs of anxiety or distress.
2. Record symptoms, patterns, and triggers.
3. Inform the school gently, focusing on wellbeing.
4. Request ASN recognition (Scotland) or SEND needs (England/Wales/Ni).
5. Request reasonable adjustments and a wellbeing plan.
6. Ask for a GIRFEC Wellbeing Assessment (Scotland) or equivalent.
7. Reduce pressure and protect emotional safety at home.
8. Prioritise mental health – seek GP/therapist support where appropriate.
9. Collaborate with school only when the child feels emotionally safe.
10. If pressure or threats occur, use the SRSS letter templates.
11. Discuss phased or flexible attendance only when ready.
12. If attendance becomes impossible, request alternative provision.
13. If school fail to support, escalate using formal complaints.
14. For Scotland: consider CSP request or LA escalation.
15. Focus on recovery – not speed. Safety always comes first.

SCHOOL / EDUCATOR PATHWAY

1. Acknowledge early signs of anxiety-based avoidance.
2. Adopt a non-punitive, non-pressure approach.
3. Recognise needs under ASN (Scotland) / SEND (England/Wales/Ni).
4. Begin a wellbeing assessment promptly.
5. Apply correct attendance coding (illness/mental health).
6. Stop threats, sanctions, or physical prompting immediately.
7. Implement reasonable adjustments:
 - reduced demands
 - flexible arrival
 - access to safe space
 - trusted adult support
 - sensory and emotional regulation breaks
8. Communicate regularly and calmly with parents.
9. Ensure consistent staff understanding of the child ' s needs.
10. For Scotland: begin GIRFEC process and SHANARRI review.
11. Consider multi-agency involvement where needed.
12. Plan phased re-engagement based on wellbeing, not attendance targets.
13. Protect the child ' s dignity, emotional safety, and mental health.
14. Document all adjustments, meetings, and plans clearly.
15. Prioritise the child ' s wellbeing above attendance statistics.