

# **Emotionally Based School Avoidance (EBSA)**

**R.I.S.E. Support Plan  
Template**

# EBSA R.I.S.E. Support Plan

This support plan is designed to be used as part of the EBSA R.I.S.E. Framework.

**Pupil Name:**

**Year Group:**

**Key Adults:**

**Date Created:**

**Review Date:**

# R = Recognise

*“What’s going on underneath the behaviour?”*

**Purpose:** To understand what the pupil is experiencing emotionally, not just what they are doing behaviourally. Staff should work collaboratively to spot patterns and seek out pupil and family voice.

**What’s the current attendance pattern?**

**What changes have we noticed?**

**What might be contributing?**

**What is the pupil telling us?**

**Parent/Carer insight and view.**

**Has anything changed at home?**

# I = Involve

*“Do they feel understood and part of the plan?”*

**Purpose:** To build connection and emotional safety before expecting re-engagement. Inclusion of the pupil and family ensures plans are not done to them but with them.

**Who are the safe adults in school?**

**How will the pupil's voice be included?**

**What does the pupil say helps them to feel safe?**

**What role does the family want to play?**

**Are there any communication preferences?**

**Family insight into routines, triggers and strategies.**

# S = Support

*“What can we adapt to reduce overwhelm and rebuild trust?”*

**Purpose:** To provide responsive, trauma-informed support that meets the pupil where they are, not where we want them to be. Support should be gradual, predictable, and co-regulated.

**What is the reintegration plan?**

**What are the agreed regulation strategies?**

**Details of agreed safe space(s).**

**Classroom strategies.**

**What else might be helpful?**

# E = Evaluate

*“Are we seeing progress – and what does success really look like?”*

**Purpose:** To review the plan holistically – not just in terms of attendance data, but connection, wellbeing, confidence, and co-regulation. Adjust and celebrate small wins.

**Emotional  
readiness score.**

**Wins or progress to  
celebrate.**

**Any concerns or  
setbacks?**

**Is the support  
working?**

**Pupil  
voice/feedback.**

**Date of next plan  
review:**

# Linking to EHCP Outcomes

If the pupil has an EHCP, we can use this section to link the support plan to the outcomes listed in their statutory plan.

This helps ensure that the work we do together supports the pupil's long-term goals – emotionally, socially, and academically.

<b>EHCP Outcome</b>	<b>How is it supported?</b>

# Change of Timetable?

If the pupils timetable has changed then complete the below to reflect the expected timetable attendance.

<b>Monday</b>	
<b>Tuesday</b>	
<b>Wednesday</b>	
<b>Thursday</b>	
<b>Friday</b>	

# Sign-off

**Purpose:** By having everyone involved signing the support plan we all become accountable and therefore are motivated to ensure your success.

<b>Role</b>	<b>Name</b>	<b>Signature</b>
<b>Pupil</b>		
<b>Parent/ Carer</b>		
<b>Key Adult</b>		
<b>Pastoral Lead</b>		

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