



# EMOTIONALLY BASED SCHOOL AVOIDANCE GUIDANCE

## PRIMARY

Pupil version

### Mapping the Landscape of Your School

#### 1. The Physical Environment

- Look carefully at the map of your school
- Use the highlighter pens to mark how the areas on the map make you feel.
  - Green = I feel calm and relaxed in this space
  - Yellow = I feel anxious/uncomfortable in this space
  - Red = I would like to avoid this space as it makes me very anxious
- For the areas that you have coloured red, what makes you feel unsafe?

- What might the school do to help you feel safer in your 'red' areas?

Thank you for colouring the map.





## 2. The Social Environment

During the school day children work with their class and talk to other children and adults. Sometimes this can be fun but sometimes we can feel anxious about being with other people. What things that you do with other people make you happy or upset you?

	1	2	3	4	5
					
	I avoid this If I can	I am very anxious about this	I feel anxious/ uncomfortable about this	I feel comfortable about this	I enjoy this
1	Coming into school in the morning.				
2	Hanging up my coat or putting my bag in the cloakroom				
3	Going into the classroom when the children are all moving round				
4	Finding my job to do when I come in				
5	Finding a place where I can sit				
6	Carpet times				
7	Lining up with my class				
8	Choosing times				
9	Going out to play				
10	Sitting in the dining hall with other children				
11	Changing for PE				
12	Joining in with games, PE, dance				





## Working in class

Classes involve different ways of working and some we will find more comfortable than others. Use the 5 point rating scale to indicate how you feel about different things that happen in classes.

	1	2	3	4	5
	I avoid this If I can	I am very anxious about this	I feel anxious/ uncomfortable about this	I feel comfortable about this	I enjoy this
1 Answering questions in class					
2 Listening when the teacher explains what we are going to do					
3 Following instructions.					
4 Knowing what to do to start a task.					
5 Working on my own.					
6 Working with a learning partner.					
7 Working in a group.					
8 Asking a teacher for help when I have not understood something.					
9 Working in a quiet class.					
10 Working when other children are messing about.					
11 Reading aloud in class					
12 Written work – handwriting					





Working in class continued



13 Recording what I have done in pictures, diagrams or graphs.	1	2	3	4	5
14 Using the computer to record what I have done	1	2	3	4	5
15 When the teacher tells off other children	1	2	3	4	5
16 When the teacher is marking my work	1	2	3	4	5
17 When I go into class and my usual teacher is not there	1	2	3	4	5
18 Making sure that I have all the books and equipment I need for the task	1	2	3	4	5
19 When I have an LSA supporting me in class	1	2	3	4	5
20 When I have to stop what I am doing before I have finished	1	2	3	4	5
21 When the teacher uses pictures, diagrams, videos, etc to help to explain things	1	2	3	4	5
22 Homework	1	2	3	4	5
23 Sharing equipment in practical lessons, e.g. art or DT.	1	2	3	4	5
24 When other children try to distract me.	1	2	3	4	5
25. Class tests and assessments	1	2	3	4	5

Look at your rating about what happens in class. Can you describe your ideal class/lesson.





### 3. The Learning Environment

#### Subject Preferences

Many different subjects are taught in school and some we find easier and more interesting than others. Rate the subjects on the list on a scale of 1 – 5.



e.g. If you really enjoy maths ...

List of subjects	Rating
Maths	5

My subject ratings are ....

Subject	Rating	Subject	Rating
Science		Art	
ICT		DT	
Reading		Geography	
PE/Games		French	
Drama		Spanish	
Topic work		Other language	
RE		Dance	
Maths		Music	



