A blue hexagon with a white outline of a head with a brain inside

Description automatically generated

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| **Name** |  | **Date of Birth** |  |
| **Year Group** |  | **Key adult/s** |  |
| **Agencies involved** |  | | |

**EBSA Formulation Record**

**Sources of information gathered:**

Pupil voice

Parent voice

Information from key adults in school

History from previous setting/year group

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| **Description of behaviours/patterns of non-attendance** |

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| **Summary of Risk Factors** | | |
| Child | School | Home |
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| --- | --- | --- |
| **Strengths and Protective Factors** | | |
| Child | School | Home |
|  |  |  |

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| **Possible Function/s of Behaviour** |
| To avoid uncomfortable feelings brought on by attending school, such as feelings of anxiety or low mood |
| To avoid situations that might be stressful, such as academic demands, social pressures and/or aspects of the school environment |
| To reduce separation anxiety or to gain attention from significant others, such as parents or other family members |
| To pursue tangible reinforcers outside of school, such as going shopping or playing computer games during school time |

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| **Formulation and Integration of information**  (consider all sources of information – what might be happening for the young person? What are the push and pull factors? Is there anything that might be maintaining the cycle of EBSA?) |

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| **Possible Next Steps** |