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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***
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