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

Description automatically generated

|  |  |  |  |
| --- | --- | --- | --- |
| **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

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

|  |  |  |
| --- | --- | --- |
| **Summary of Risk Factors** | | |
| Child | School | Home |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Strengths and Protective Factors** | | |
| Child | School | Home |
|  |  |  |

|  |
| --- |
| **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 |

**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?)*

**Possible Next Steps**