

Emotionally-Based School Avoidance (EBSA) Factors Sheet

Pupil: _____ Year: _____ Date: _____

School factors		Family factors		Pupil factors	
✓	Is this a possible factor and/or fear?	✓	Is this a possible factor?	✓	Is this a possible factor?
	Bullying?		Youngest child in the family?		Physical illness?
	Difficulties in specific subjects and/or with specific teachers/support staff?		Separation and divorce or another change in the family dynamic?		Fear of failure and poor self-confidence?
	Structure of the school day and rules/routines/expectations?		Parent physical and mental health problems?		Age is around key transition points (5-6, 11-12 & 13-14 years)?
	Academic demands, especially around performance-orientated lessons, including homework?		Dysfunctional family interactions (e.g. possible over-protective parenting style)?		Temperamental style – reluctance to interact and withdrawal from unfamiliar settings, people or objects?
	Transport or journey to school?		Loss and bereavement?		Experienced traumatic events?
	Tests and exams?		Family history of poor school attendance?		Possible separation anxiety from parent?
	Peer or staff relationship difficulties?		High levels of family stress?		Learning or developmental difficulties?
	Parts of the school environment (possibly in combination with times of the day) e.g. toilets, corridors, etc.?		Young carer?		Social communication difficulties or diagnosed autism (including associated sensory difficulties)?

Notes:

Emotionally-Based School Avoidance (EBSA) Push and Pull Factors Sheet

Pupil: _____ Year: _____ Date: _____

<i>Pull</i> away from attending school ←		
Are there school factors that currently pull the pupil away from attending school?	Are there family factors that currently pull the pupil away from attending school?	Are there pupil factors that currently pull the pupil away from attending school?
<i>Push</i> towards attending school →		
Are there school factors that could 'push' the pupil towards attending school more often?	Are there family factors that could 'push' the pupil towards attending school more often?	Are there pupil factors that could 'push' the pupil towards attending school more often?

What can we do to reduce or remove the identified *pull* factors?

What can we do to stabilise, increase, strengthen or extend the identified *push* factors?