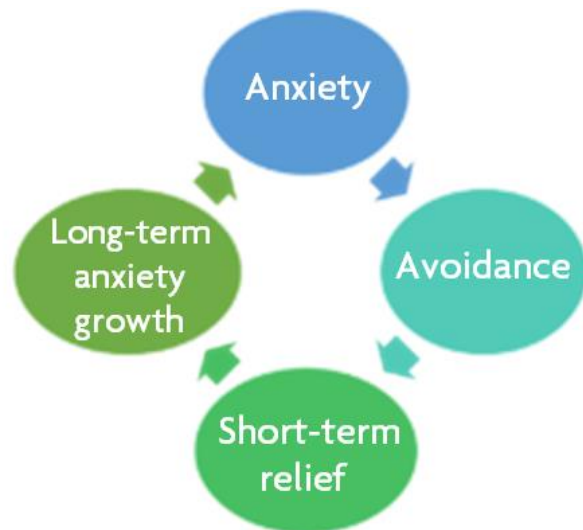


## EBSA Pre-pathway Guidance

Emotionally Based School Avoidance (EBSA) is a term describing children and young people who have reduced or non-attendance at school for a prolonged period. EBSA occurs when the **push factors** away from school outweigh the **pull factors** into school.

For most young people, EBSA is the product of a self-perpetuating **anxiety cycle**. When people avoid situations that they find stressful, they feel short-term relief. However, in the long-term, they build more anxiety around those situations due to lack of experience and practice.



Due to the strength of emotions associated with EBSA, it can be a very **complex and difficult issue to resolve**. Typically, young people with EBSA report feeling helpless and their families and teachers report feeling hopeless. Wherever possible, we need to **identify those at risk of EBSA and take early, preventative action**.

## EBSA Risk Factors Screening Tool (RFST) and Assessment (RFA)

Based on a review of the latest research into EBSA combined with our professional experiences, the North Somerset EPS has created the [EBSA Risk Factors Screening Tool \(EBSA RFST\)](#) and [Risk Factors Assessment \(RFA\)](#). The screening tool allows quick identification of students at risk of developing EBSA. The assessment focuses on their individual needs.

Schools/colleges completing the assessments will find a helpful [Resources Bank](#) with links to a range of activities, toolkits, and best practice guidance which **meet the underlying needs** that are known to increase the risk of young people developing EBSA.

To aid with the recording action and progress action, there is also a [Plan-Do-Review template](#) and a document providing examples [of good quality outcomes for young people](#).

1	Student Name:	Date of Birth:		
2	Risk Factor	Yes/No/Unknown	Score	Notes/Comments
3	<b>Transitions</b>			
4	Upcoming major transition, e.g. new school, Y6 to Y7, Y7 to Y8, or Y11 to Post-16	Yes	1	
5	Expressed worry or anxiety about upcoming transition.	Yes	1	
6	Significant change in school environment, for example moving from a smaller or rural primary school to larger or urban secondary school.	No	0	
7	Attendance decline in new school or college setting.	Yes	1	
8	<b>Cognition and Learning</b>			
9	Teacher reports/school assessments show low levels of progress.	Yes	1	

