

## EBSA Formulation Template – Suggested Questions

Taken from West Sussex's and Solihull's guidance

<b>Name</b>		<b>School</b>	
<b>Year group</b>		<b>Key school Staff</b>	
<b>Other agencies involved:</b>			
<b>Description of behaviour</b>			
<ul style="list-style-type: none"> <li>• What is the current rate of attendance?</li> <li>• Are there any patterns to non-attendance e.g. particular lessons or days?</li> <li>• When did the behaviour first occur?</li> <li>• What does the behaviour look like? What does the child/young person say about specific fears and difficulties?</li> </ul>			
<b>Risk factors – school, child, family</b>			
<ul style="list-style-type: none"> <li>• Developmental and educational history (health, medical, sensory or social factors)</li> <li>• Any changes in family dynamic? (separation, loss, birth of a sibling, health issues of other family members)</li> <li>• Any other needs within the family?</li> <li>• Use Profile of Risk Factors tool in Appendix 2 to record risk factors</li> </ul>			
<b>Strengths and protective factors</b>			
<ul style="list-style-type: none"> <li>• What strengths does the CYP person have?</li> <li>• What are the CYP's aspirations or ambitions?</li> <li>• What positive relationships do they have at home and school?</li> <li>• What positive experiences have they had at school?</li> <li>• What was different about the times when the young person was able to get to school?</li> <li>• What has been helpful in the past?</li> </ul>			
<b>Formulation and integration of various factors</b>			
<ul style="list-style-type: none"> <li>• What is people's understanding of why the young person is demonstrating these behaviours?</li> <li>• Are there any differences of views?</li> <li>• What risk factors have been identified (child, school and family)?</li> <li>• What strengths have been identified that can be built on?</li> <li>• What is the <b>function</b> of the behaviour – is it: <ul style="list-style-type: none"> <li>- To avoid something or situations that elicit negative feelings or high levels of stress (e.g. fear of the toilets, playground noise, busy corridors, tests/exams).</li> <li>- To escape difficult social situations (e.g. feeling left out at playtime, reading out loud in class, public speaking, working as a group).</li> <li>- To get attention from or spend more time with significant others (e.g. change in family dynamic, concerned about the well-being of a parent).</li> <li>- To spend more time out of school as it is more fun or stimulating (e.g. shopping, playing computer games, spending time with friends).</li> </ul> </li> <li>• Are there any maintaining factors?</li> </ul>			