**PREDISPOSING (RISK) FACTORS**

|  |  |  |  |
| --- | --- | --- | --- |
| **School** | **Family** | **Child** | **Community/ Societal** |
|  |  |  |  |

**PROTECTIVE (RESILIENCE) FACTORS (identify up to 3 priority areas for development)**

|  |  |  |
| --- | --- | --- |
|  | **Area of strength** | **Areas for development** |
| **Bonding** (friendships, relationships, belonging) |  |  |
| **Mastery** (experiences of success, progress, recognition, autonomy) |  |  |
| **Meaning** (sense of purpose, personal goals, passions/ interests, self-understanding) |  |  |
| **Skills** (emotional, social, communication, academic, independent living) |  |  |
| **Basics** (food, water, shelter, health, sleep, safety, love) |  |  |

**PUSH/PULL FACTORS (identify 1-2 priority areas for intervention in each box)**

**PULL**

**PUSH**

**PUSH**

**PULL**

**AIM TO REDUCE**

**AIM TO INCREASE**

**POSSIBLE FUNCTION(S) OF THE EBSNA (please circle or number in order of relevance)**

|  |  |  |
| --- | --- | --- |
| **AVOIDING SOMETHING IN SCHOOL** | **Avoiding negative emotion**Avoiding uncomfortable feelings brought on by attending school. | **Situation avoidance**Escaping particular situations that might be stressful (e.g. academic demands, social pressures, aspects of the school environment). |
| **SEEKING SOMETHING OUTSIDE OF SCHOOL** | **Relationship seeking**Reducing separation anxiety, gaining relational input from and/or spending more time with significant others. | **Tangible reward**Spending more time out of school as it is more stimulating/motivating, or because doing things outside of school meets their needs better than being in school. |

**IF/THEN STATEMENTS TO TEST THROUGH OUR ACTION PLANNING (e.g. *if*  X is supported to develop their literacy skills *then* they will attend literacy lessons more consistently)**

**ACTION PLANNING (please also refer to the resource ‘Targeting intervention for EBSNA’)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Priorities** | **Aims/outcomes** | **Actions** | **By who and when?** |
| **Gaining pupil and family views** |  |  |  |  |
| **Boosting resilience factors** |  |  |  |  |
| **Reducing push away from school** |  |  |  |  |
| **Reducing pull to home** |  |  |  |  |
| **Increasing pull to school** |  |  |  |  |
| **Increasing push from home** |  |  |  |  |

**REVIEW DATE:**