**EBSA Risk Screening Tool**

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| Name of child:  |  | DoB: |  |
| Name of school: |  |
| Completed by: |  | Role: |  |
| Year Group: |  | Date of Screening: |  |
| Additional Information: | *SEN Level / TAC / Early Help involvement / Social Care involvement / Pupil Premium / diagnosis / agency involvement* |

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| **Risk Factors Which Increase the Likelihood of EBSA Occurring** |

| **Child** | Identified:(Yes/No) | Further information needed: (what/from whom/when/how) | Notes: |
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| Anxiety, depression or other mental health concerns |  |  |  |
| Difficulties with emotional literacy (awareness and regulation) |  |  |  |
| Separation anxiety, anxiety about parent/carer wellbeing or attachment issues (current or historic) |  |  |  |
| Worries about home situation / family |  |  |  |
| Being a young carer |  |  |  |
| Low self-confident or esteem / fear of failure |  |  |  |
| Physical illness / health needs (current or historic) |  |  |  |
| Previous exclusions |  |  |  |
| Traumatic events or adverse child experiences |  |  |  |
| Unidentified/supported special educational need or disability |  |  |  |
| Anxiety or reluctance to interact |  |  |  |

| **Home** | Identified:(Yes/No) | Further information needed: (what/from whom/when/how) | Notes: |
| --- | --- | --- | --- |
| Poor parental mental health  |  |  |  |
| Siblings at home, including home educated or due to illness or EBSA |  |  |  |
| Absence of a parent |  |  |  |
| Changes to the home environment or dynamic, including bereavement, divorce, separation, illness or loss |  |  |  |
| Limited social interaction |  |  |  |
| Young carer responsibilities |  |  |  |
| Parents appear easily stressed by child’s anxiety/over protective |  |  |  |
| Conflict/family dynamics |  |  |  |
| High levels of family stress, including financial stress, conflict of domestic violence |  |  |  |
| Dysfunctional family interactions |  |  |  |

| **School** | Identified:(Yes/No) | Further information needed: (what/from whom/when/how) | Notes: |
| --- | --- | --- | --- |
| Academic demands, high level of pressure and performance orientated classrooms and exams |  |  |  |
| Difficulties with peer relationships, including making and maintaining friendships or being socially isolated |  |  |  |
| Socially isolated |  |  |  |
| Requirement to engage with activities the student cannot cope with (e.g. talking in front of others, assemblies, sport) |  |  |  |
| Difficulties coping with transport to/from school |  |  |  |
| Difficulties coping with transition (e.g. change to new school, stage of education such as primary/secondary or Key Stage) |  |  |  |
| Bullying |  |  |  |
| Relationships difficulties with staff |  |  |  |
| Poor organisation/unpredictability in classroom |  |  |  |
| Harsh or unfair consequences from teachers |  |  |  |
| Difficulties in particular subjects |  |  |  |
| Learning needs not identified/met |  |  |  |
| Ineffective SEN provision |  |  |  |

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| Any further information: |
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| Action Planning / Next Steps: |
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