**Factors Associated with increased likelihood of EBSA**

This document can be used during transition meetings to help to identify students who may be at increased risk of emotionally-based school avoidance (EBSA). Secondary transition can be a key driver for EBSA and identifying children who may have one or more risk factors (who may be coping well with the level of support at primary school), can support early planning and intervention at secondary school as part of transition planning.

It is recommended that children who are known experience one or more of the factors below are raised at transition meetings so that additional monitoring and early intervention can be implemented to support resilience.

**Factors that increase the risk for EBSA**

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| **Risk factor** | **Identified** |
| Having a sibling at home with EBSA |  |
| A history of separation anxiety above the level typically expected (this can track back as far as Reception) |  |
| Having a diagnosis of autism |  |
| A parent with a physical or mental health difficulty, particularly where the child takes a caring role |  |
| Domestic abuse within the family |  |
| Current or historic experiences of bullying / difficult peer relationships |  |
| Difficulties managing anxiety |  |
| Bereavement within the immediate family |  |