**Risk and Resilience Factors of EBSA**

**Risk**

Evidence suggests that there are a variety of factors which contribute to the risk of children and young people (CYP) experiencing EBSA. Therefore, there is no one reason why CYP avoid school. EBSA is usually caused by the combination of different factors and their interactions. These potential risk factors fall under three main categories: the school, family and home, and the child or young person.

**Some examples of EBSA risk factors could include:**

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|  **School Factors**  |  **Family and Home Factors**  |  **Child or Young Person Factors**  |
| Bullying  Difficulties in specific subjects  Transition from primary to secondary school, key stage, or change of school Structure of the school day Academic demands/high levels of pressure and performance-orientated classrooms  Transport or journey to school Exams  Peer or staff relationship difficulties   | Separation/divorce or change in family dynamic  Parent physical and mental health problems  Overprotective parenting style  Dysfunctional family interactions  Being the youngest child in the family  Loss and bereavement  High levels of family stress (e.g., financial stress, conflict or domestic violence) Family history of EBSA  Young carer  | Temperamental style-reluctance to interact and withdrawal from unfamiliar settings, people or objects  Fear of failure and poor self confidence  Physical illness  Age (5-6, 11-12 & 13-14) Learning Difficulties, developmental problems or Autism if unidentified or unsupported  Separation anxiety or attachment issues with parents/carers Trauma and adverse childhood experiences (ACEs) Anxiety, depression, or other mental health concerns    |

**Resilience**

When working with CYP who are experiencing or showing early indications of EBSA, it is important to identify and build upon areas of strength or resilience of child or young person effected, the family and the school. Building resilience may help to ‘protect’ the child or young person against the risk factors outlined above, therefore preventing EBSA or reducing its impact.

**Ways to do this could include:**

* Fostering and maintaining positive relationships between peers and/or staff
* Creating opportunities for positive experiences in school and opportunities to succeed and celebrate success
* Developing feelings of safety, security, and a sense of belonging within the classroom and school
* Developing a school culture where CYP feel listened to, valued and understood
* Collaboration between school, the child or young person, family, and external professionals in the best interest of the child or young person

**Push and Pull Factors**

Risk and resilience factors can also be understood in terms of **push** and **pull** factors.

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| Push Factors  | Pull Factors   |
| Factors that push the CYP away from school  | Factors that pull the child towards home  |

For example, CYP may be pushed away from school because they are being bullied, have difficult relationships with staff, or they find the journey to school challenging. Whereas CYP may be pulled towards home because they are caring for a sick parent who is suffering from a chronic illness.