



Emotionally-Based School Avoidance (EBSA) Push and Pull Factors Sheet

<i>Pull away from attending school</i>		
		
Are there school factors that currently pull the pupil away from attending school?	Are there family factors that currently pull the pupil away from attending school?	Are there pupil factors that currently pull the pupil away from attending school?
<i>Push towards attending school</i>		
		
Are there school factors that could 'push' the pupil towards attending school more often?	Are there family factors that could 'push' the pupil towards attending school more often?	Are there pupil factors that could 'push' the pupil towards attending school more often?

--	--	--

What can we do to reduce or remove the identified *pull* factors?

What can we do to stabilise, increase, strengthen or extend the identified *push* factors?

