**APPENDIX 3: West Sussex (2018) analysis template**

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| Name |  | School |  |
| Year Group |  | **Key school staff** |  |
| Other agencies involved |  | | |
| Description of behaviour | | | |
| What is the current rate of attendance?  Are there any patterns to Non-attendance e.g. particular lessons or days?  When did the behaviour first occur?  What does the behaviour look like? What does the child/young person say about specific fears and difficulties? | | | |
| Risk factors school, child and family | | | |
|  | | | |
| Strengths and protective factors | | | |
| What strengths does the CYP person have?  What are the CYP’s aspirations or ambitions?  What positive relationships do they have at home and school?  What positive experiences have they had at school?  What was different about the times when the young person was able to get to school?  What has been helpful in the past? | | | |
| Formulation and integration of various factors | | | |
| What is people’s understanding of why the young person is demonstrating these behaviours?  Are there any differences of views? | | | |
| Function of behaviour | | | |
| These are based on Kearney’s (2008) four factors. Is the behaviour:   * To avoid something or situations that elicits negative feelings or high levels of stress? * To escape difficult social situations? * To get attention from or spend more time with significant others (e.g. change in family dynamic, concerned about the wellbeing of a parent)? * To spend more time out of school as it is more fun or stimulating (e.g. play computer games, hang out with friends)?   Are there any maintaining factors? | | | |