**EBSA – Profile of Risk**

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|  | **Level of concern** | | | | |
| High | Medium | Low | Not an issue | Not known |
| **Bereavement, loss, and change** |  |  |  |  |  |
| Bereavement of parent/carer, relative, friend |  |  |  |  |  |
| Loss of significant family member (e.g. grandparent moving location) |  |  |  |  |  |
| Death of pet |  |  |  |  |  |
| Exposure to traumatic event(s) (e.g family seeking asylum / refugee) |  |  |  |  |  |
| Sudden separation from parent |  |  |  |  |  |
| Moving to a new house/school/area, transition to P1/S1 |  |  |  |  |  |
| Loss of a classmate |  |  |  |  |  |
| Parent, relative, friend illness |  |  |  |  |  |
| Any key information to note: | | | | | |

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|  | **Level of concern** | | | | |
| High | Medium | Low | Not an issue | Not known |
| **Family dynamics / home life** |  |  |  |  |  |
| Parenting challenges (e.g. lack of routines / chaotic home environment) |  |  |  |  |  |
| Parent/carer with physical and / or mental health difficulties |  |  |  |  |  |
| Birth of a new child |  |  |  |  |  |
| Parental separation/divorce |  |  |  |  |  |
| Challenges within the family home environment (e.g. DV, financial stress, substance misuse) |  |  |  |  |  |
| Transport issues |  |  |  |  |  |
| Family difficulties within the community |  |  |  |  |  |
| Wanting to be at home during the day (e.g. another sibling is at home) |  |  |  |  |  |
| Any key information to note: | | | | | |

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|  | **Level of concern** | | | | |
| High | Medium | Low | Not an issue | Not known |
| **Curriculum/learning** |  |  |  |  |  |
| Additional Support Needs |  |  |  |  |  |
| P.E. and/or games issues |  |  |  |  |  |
| Difficulties with literacy (may have an identification of dyslexia) |  |  |  |  |  |
| Subject specific difficulties |  |  |  |  |  |
| Exam or test anxiety |  |  |  |  |  |
| Difficulties with a particular teacher/adult |  |  |  |  |  |
| Difficulties with organisational skills/time management (e.g. various curricular demands) |  |  |  |  |  |
| Any key information to note: | | | | | |

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| High | Medium | Low | Not an issue | Not known |
| **Social / Personal** |  |  |  |  |  |
| Impact of health needs (e.g. prolonged hospital stay) |  |  |  |  |  |
| Experiencing bullying |  |  |  |  |  |
| Seems to have few friends/friendship issues |  |  |  |  |  |
| English as an additional language |  |  |  |  |  |
| Dislikes play / break times |  |  |  |  |  |
| Few leisure interests |  |  |  |  |  |
| Autistic |  |  |  |  |  |
| Speech, language and communication needs |  |  |  |  |  |
| Difficulties within the community (e.g. picking up charges) |  |  |  |  |  |
| Any key information to note: | | | | | |

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|  | **Level of concern** | | | | |
| High | Medium | Low | Not an issue | Not known |
| **Psychological Wellbeing** |  |  |  |  |  |
| Often seems tired |  |  |  |  |  |
| Low self-esteem |  |  |  |  |  |
| Appears depressed |  |  |  |  |  |
| Appears anxious |  |  |  |  |  |
| Withdrawn (keeps feelings to themselves) |  |  |  |  |  |
| Any key information to note: | | | | | |

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|  | **Level of concern** | | | | |
| High | Medium | Low | Not an issue | Not known |
| **Any other issues** |  |  |  |  |  |
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| Any key information to note: | | | | | |