**PUPIL PROFILE FORM SAFE TO LEARN BOOK VERSION**

**Pupil Pseudonym: M/F**

**Age and year group:**

**A. Risk Factors leading to a tendency towards emotional and behavioural difficulties in children** (just tick if relevant and if you know)

**Pupils from families with:**

* Parents who have unresolved issues of loss, trauma and neglect in their personal histories
* A ‘replacement’ baby for a (recent) previous loss
* Parents with diagnosed personality disorders / learning difficulties
* Parents suffering from untreated mental health conditions
* Mothers who suffer(ed) from (unsupported) post natal depression or post partum psychosis
* Alcoholic or addicted parents
* Domestic violence
* Conflict ridden histories going back into previous generation(s)
* Acute stress, lots of shouting or domestic violence during pregnancy
* Extreme anxiety about the health of the mother and the unborn child during pregnancy
* A baby/child who is unwanted or rejected
* Premature birth, or health complications requiring hospitalization / anxiety about survival
* Poverty: emotional poverty and/or extreme financial hardship

**The more risk factors the more likely a pupil will be affected.**

**B. Relationship / response to the teacher/mentor/teacher assistant**

**C. Attitude to proximity** (i)anxiously avoidant, or (ii) ‘attention needy’ or clingy)\*

**D. Approach and response to the learning task set by the teacher. \*** pupil

(Please fill in ‘Learning triangle (see Geddes 2009) for pupil

Indicating the relationship between pupil/teacher, pupil/task, teacher/task

solid line = manageable \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

dotted line = difficult / impossible - - - - - - - - - - - -

teacher task

**Attitude to beginning tasks/ finishing tasks / frustration?**

**Any learning blocks?**

**E. Predominant Attachment Pattern of the Pupil** (with reasons)

**F. What feelings does the pupil *evoke* when working with him/her**

**what feelings do you *observe* in the pupil, and in others working with him/her.**

**Can he talk about feelings?**

**G. Repeated behaviour patterns and possible behavioural communications & triggers.**

**H. Suggestions for teaching, reaching and managing pupil**

The Avoidant, Resistant/Ambivalent and Chaotic/Disorganised **strategies** in the

Safe to Learn Attachment Presentation 1 may be helpful.

Make and take 3 copies of this form to session 8 Thank you