**Insecure Attachment Support Plan. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Additional Learning Needs**  **Social, Emotional and Behavioural Difficulties (Insecure attachment) due to severe disruption to early schooling.**  **What does this mean?**  I find it difficult to;   * Mix with peers * Have confidence in myself * Be optimistic about the future and people close to me * Believe that the world is a safe place * Believe that adults can protect me * Feel safe | **I learn best when;**   * I’m with peers who will talk to me and look and sound friendly * I get positive attention * Adults are consistent and reliable * My day is predictable and safe   **I try to keep myself to myself by**   * Winding up other people so they shout at me and give me a reason to sit back * Provoking peers so attention is on their behaviour rather than mine * Tell tales about peers to get them into trouble.   **I really do want to join in but don’t want to risk it going wrong. This might make me;**   * Tap on tables * Argue with peers. * Fiddle with equipment. * Say I don’t want to join in. * Stay near an adult at playtime where it is safe. * Ask for jobs to do. | **You can help if you…**   * Ignore low level attention seeking behaviour, or redirect it sensitively * Let me, and others know when I get it right. * Making me feel good about myself by praising me a lot. * Help my peers see me in a different light.   **Key facts about attachment**  **Children who are insecurely attached;**   * **May feel lost or unnoticed and seek to address this balance with attention seeking behaviour.** * **May feel they are worthless and seek to prove this is right each time they meet new adults.** * **May provoke hostile reactions in the teacher to reinforce their self doubt.** |