

Behaviour, Emotional and Social Difficulties may become apparent in the following ways

- Age inappropriate behaviour or that which seems otherwise socially inappropriate or strange
- Behaviour which interferes with learning (of either the pupil or their peers)
- Signs of emotional distress or vulnerability
- Difficulty in forming and maintaining positive relationships

Lower levels of difficulty may be indicated by:

- Difficulty in remaining on task
- Failure to make expected progress, often accompanied by signs of frustration and early indications of disaffection or disillusion
- Problems in sustaining relationships with peers
- Fluctuations in mood and unpredictability over attitudes to learning

Higher levels of difficulty may be indicated by:

- Distractibility that hinders progress with learning even when adult support is available
- Behaviour which is bizarre and/or self harming or which endangers others
- Evidence of significant unhappiness, distress and disillusionment often accompanied by poor attendance patterns

Children and young people who demonstrate features of **emotional and behavioural difficulties**, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs, may require help or counselling for some, or all, of the following:

- Flexible teaching arrangements
- Help with development of social competence and emotional maturity
- Help in adjusting to school expectations and routines
- Help in acquiring the skills of positive interaction with peers and adults
- Specialised behavioural and cognitive approaches
- Re-channelling or re-focusing to diminish repetitive and self-injurious behaviours
- Provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour
- Provision of a safe and supportive environment