

	Category description	Underlying factors may include:
Planning and organisation difficulties	Skills in planning and organisation support children to approach tasks and activities strategically. Although not fully developed until early adulthood, these skills provide a foundation for children to consider long term goals when making decisions and forming plans. In the school environment, children experiencing difficulties with planning and organisation may struggle to start or complete tasks required for effective learning. They may also struggle to engage in play and social activities.	<ul style="list-style-type: none"> classroom - child is not interested in classroom activities; finds classroom environment loud and overwhelming, chaotic or distracting; finds instructions and procedures too complicated; finds work too hard neurological conditions (eg attention deficit hyperactivity disorder, autism, fetal alcohol spectrum disorder), communication and language difficulties, developmental conditions, mental health (eg anxiety, perfectionism), cognitive difficulties, traumatic head injury, learning difficulties, visual and auditory processing difficulties environment - traumatic experiences, poverty, neglect, chronic stress relationships - stressful relationships eg with teachers or peers
Sensory behaviours	Sensory processing involves the child registering and interpreting sensory input. Children who struggle to notice, process and respond helpfully to internal and external sensory information may have difficulty self-regulating. This can interfere with their ability to engage in learning and take in relevant information. Sensory difficulties can also impact children socially as interpreting their own emotions and feelings can help children become aware of the needs and experiences of others.	<ul style="list-style-type: none"> classroom - child finds classroom environment loud or overwhelming, chaotic or distracting developmental conditions, sensory disorders, atypical interoception, hyper/hypo sensitivity to some types of sensory input, communication and language difficulties, disability environment - chronic stress, traumatic experiences, over/under stimulating physical environments relationships - stressful relationships eg with teacher or peers
Sexualised behaviour	Exploration and curiosity about sex and their bodies is a normal part of children's development. However it is cause for concern when children exhibit sexual behaviours that are not appropriate for their age/development; involve a power imbalance; harms the child or others or puts someone at risk.	<ul style="list-style-type: none"> classroom - child experiences educator responses to sexualised behaviours as shaming; inadequate safety and supervision curiosity and exploration; neuro developmental conditions; mental health (eg depression, anxiety); dysregulation and poor impulse control; fetal alcohol spectrum disorder; intellectual disability; addiction to sensation (eg fear, power) environment - family values and beliefs (eg regarding sex, privacy); exposure to sexual imagery (eg pornography); sexualised home environment; little or no physical, sexual or emotional privacy; experience of child abuse; neglect/poor parental care; family violence; traumatic experiences; past and present stress in the child's environment; loss and grief relationships - difficulty understanding social boundaries; lacks secure attachment; no or poor interpersonal relationships; loneliness, seeking affection and emotional closeness
Self-harm	Risk taking can be an appropriate part of children's development, but becomes problematic when it extends to self-harm and self-injurious behaviours. Self-harm may also be related to mental health difficulties or challenging life experiences that can impact on learning, relationships and social opportunities. Children may self-harm as a way to cope with difficult emotions and/or challenging experiences and/or to experience feelings. Although not always associated with self-injury or suicidal ideation, self-harm should always be addressed due to the detrimental impact it can have.	<ul style="list-style-type: none"> classroom - child finds academic work stressful mental health (eg depression, anxiety, low self-esteem), developmental conditions, atypical interoception environment - traumatic experiences, abuse and/or neglect, stressful home environment relationships - bullying and peer conflict, stressful relationships eg with teachers or peers
Anxious behaviour	Worry and stress responses are normal biological responses that help children navigate danger and assess risk. When children experience chronic stress, this can interfere with their ability to engage in learning. Children may avoid certain situations or activities to prevent feeling anxious.	<ul style="list-style-type: none"> classroom - child finds academic work stressful, work too hard or routines and activities unpredictable mental health (eg anxiety, perfectionism), attachment difficulties, autism, complex health issues, disability environment - overprotective or authoritarian parenting styles, traumatic experiences, abuse and/or neglect, stressful home environment, unpredictable environments relationships - bullying and peer conflict, stressful relationships with teachers or peers
Social difficulties	Through their social relationships, children learn how to relate to others, understand themselves and others, and self-regulate. As children grow older, they become more aware of the needs, values and perspectives of others and play an active role in shaping their relationships. When children struggle to understand themselves, they experience social difficulties which can have an impact on their sense of belonging, their mental health and wellbeing, and their engagement in learning.	<ul style="list-style-type: none"> classroom - child feels isolated in the classroom; absence of social emotional learning curriculum; child experiences teaching practices as punitive and/or authoritarian developmental difficulties, communication and language difficulties, mental health (eg depression, anxiety), cognitive difficulties, attachment difficulties, poor impulse control/executive function, lack of empathy, autism, complex physical health issues, disabilities environment - stressful home environment, traumatic experiences, exposure to radicalisation and violent extremism relationships - bullying and peer conflict, stressful relationships with teachers, difficulty understanding social norms, child feels unheard/unvalued, child experiences lack of agency within relationships

Behaviour Categories

	Category description	Underlying factors may include:
Attention and memory	Attention and memory are important foundations for children’s learning. These skills enable children to concentrate on tasks over time, memorise information and extend their knowledge. They are required to focus their attention and memory on the most important information. When children struggle with attention and/or memory they can become overwhelmed by instructions and information. This can impact their ability to cope with basic learning requirements and positively engage in social situations.	<ul style="list-style-type: none"> classroom – child finds: classroom environment loud or overwhelming, chaotic or distracting, inconsistent with their cultural experiences, instructions and procedures too complicated; child is not interested in classroom activities neurological conditions (eg autism, attention deficit hyperactivity disorder, executive functioning difficulties, traumatic head injury), cognitive difficulties, visual and auditory processing difficulties, intellectual disability, English as a second language environment - stressful home environment, traumatic experiences, abuse and/or neglect relationships - stressful relationships eg with teachers or peers
Regulation difficulties	When children are young, they need help to notice, identify and regulate their emotions. As children develop the capacity to notice, identify and self-regulate they begin to be able to manage a range of new situations. Increasingly, they are required to develop strategies to cope with more complex emotional challenges (eg conflicting emotions). For children who have difficulty self-regulating, this can affect their mental health, the way they interact with others, and their capacity to engage in learning and the school environment.	<ul style="list-style-type: none"> classroom – child finds classroom environment loud, overwhelming, boring or isolating; academic work stressful or too hard neurological conditions (eg fetal alcohol spectrum disorder, attention deficit hyperactivity disorder, autism, executive functioning difficulties), mental health (eg depression, anxiety), attachment difficulties, learning difficulties, radicalisation and/or violent extremism environment - stressful home environment, traumatic experiences, abuse and/or neglect, poverty, overprotective or authoritarian parenting styles, the emotional states and responses of others, continually high or low stimulus relationships - bullying and peer conflict, stressful relationships with teachers or peers, presence of emotionally heightened peers
Withdrawing/disengaging	Children are naturally curious and predisposed to learn about their world. When this natural curiosity is stimulated, it supports children to engage in everyday classroom tasks and forms a basis for developing a connection to lifelong learning. Students who struggle to connect with and value learning can disengage from school and struggle academically. They are less likely to feel a sense of belonging in the school community. This may impact their relationships and social interactions with peers and adults in the school environment.	<ul style="list-style-type: none"> classroom – child finds: classroom environment loud, overwhelming, chaotic, distracting or isolating; academic work stressful; instructions or procedures too complicated; child is not interested in classroom activities, inconsistency with cultural norms boredom, learning difficulties, cognitive difficulties, neurological conditions (eg fetal alcohol spectrum disorder, attention deficit hyperactivity disorder, autism, executive functioning difficulties), developmental conditions, loneliness, mental health (eg depression, anxiety), communication and language difficulties, attachment difficulties, radicalisation and/or violent extremism environment - stressful home environment, traumatic experiences, abuse and/or neglect relationships - social alienation, bullying and peer conflict, stressful relationships with teachers or peers
Verbally aggressive behaviours	Verbally aggressive behaviour will often isolate the child from peers and adults in the school environment and damage existing relationships. This behaviour can also have a significant impact on the child’s ability to participate in learning. This is due to disrupting the child’s ability to engage or as the result of the child’s removal from the learning environment.	<ul style="list-style-type: none"> classroom – child finds classroom environment loud or overwhelming or academic work too hard or boring neurological conditions (eg executive functioning difficulties), developmental conditions, mental health (eg depression, anxiety), communication and language difficulties, attachment difficulties, cognitive difficulties, traumatic head injury, radicalisation and/or violent extremism environment - stressful home environment, traumatic experiences, abuse and/or neglect, social norms and values relationships - bullying and peer conflict, stressful relationships with teachers or peers, social norms in class/school/community
Aggressive/Antisocial behaviours	Children learn to cope with emotions and criticism and to constructively resolve conflict with others. Children who struggle with self-control often react inappropriately to criticism, struggle to compromise in conflict situations and have difficulty complying and cooperating with the requests of others. These difficulties can result in aggressive or antisocial behaviour directed towards others. Aggressive or antisocial behaviour will often isolate the child from peers and adults in the school environment and damage existing relationships.	<ul style="list-style-type: none"> classroom – child finds classroom environment loud or overwhelming or academic work too hard; child is not interested in classroom activities neurological conditions (eg executive functioning difficulties), developmental conditions, mental health (eg depression, anxiety), communication and language difficulties, attachment difficulties, cognitive difficulties, traumatic head injury, radicalisation and/or violent extremism environment - stressful home environment, traumatic experiences, abuse and/or neglect, social norms and values relationships - bullying and peer conflict, stressful relationships with teachers or peers, social norms in class/school/community
Disruptive behaviours	The ability to focus on learning, and to regulate their attention and motivation is a challenging task that most children can struggle with at times. For some children, this is particularly difficult and they struggle to focus and control their actions on a regular basis. This can result in the child exhibiting behaviours in the classroom that are disruptive to their learning and jeopardise their social connections.	<ul style="list-style-type: none"> classroom – child finds: classroom environment loud, overwhelming, chaotic, distracting or isolating; academic work too hard or stressful; instructions or procedures too complicated; child is not interested in classroom activities neurological conditions (eg fetal alcohol spectrum disorder, attention deficit hyperactivity disorder, autism, executive functioning difficulties), developmental conditions, mental health (eg depression, anxiety), communication and language difficulties, high energy levels, attachment difficulties, cognitive difficulties, boredom, learning difficulties, radicalisation and/or extremism environment - stressful home environment, traumatic experiences, abuse and/or neglect relationships - bullying and peer conflict, stressful relationships with teachers or peers

