**SEN: Behavioural, Emotional & Social Difficulties (BESD)**

**Definition:** BESD is a learning difficulty where children and young people demonstrate features of emotional and behavioural difficulties such as: being withdrawn or isolated, disruptive and disturbing; being hyperactive and lacking concentration; having immature social skills; or presenting challenging behaviours arising from other complex special needs. Whether a child is considered to have behavioural, emotional and social difficulties will depend on a range of factors including the: nature of the presenting difficulties; their frequency, their persistence, their severity and the effect they have on the child’s behaviour and emotional well-being compared with what might normally be expected for a particular age range. Children and Young People’s BESD will change over time and across different settings as behaviour is influenced by both individual and environmental factors. As such any assessment should be undertaken over time and support and strategies adapted as appropriate.

**Age Range:** Pre-School

### Policies & Procedures:
Settings should ensure that there is a Behaviour Policy in place which is led and supported by the leadership team and senior managers. The values a setting promotes such as respect, unconditional valuing and social inclusion must be the basis for the principles underlying its behaviour policy and indicate a commitment to improving outcomes for all pupils through the elimination of discrimination, harassment, the promotion of equality of opportunity and the well being of all pupils. The presence of a positive, inclusive school ethos in which all pupils are respected and valued was identified as a key characteristic of schools with low levels of exclusion in the research reported by Munn et al. (1997). Action that supports this should be identifiable within a positive behaviour policy and could include:

- Timely, effective and appropriate support to pupils with SEND to ensure social and academic progress.
- Regular auditing of aspects of school organisation practices which increase the likelihood of disruptive incidents and the taking of purposeful steps to adjust/eliminate these.
- Consideration of the school environment. This includes the physical surroundings and the attitude of the staff who need to model a commitment to ensuring effective interaction with all pupils through responding positively rather than punitively to pupils with social, emotional and behavioural difficulties.
- Ensuring that principles of equality are implemented consistently throughout the school, for example through anti-bullying and the application of “reasonable adjustments”

### Resources


### Early Years Inclusion Development Programme: BESD Training

- Educational Psychology & Counselling Service Training Courses
- Parent Partnership Courses
- Specialist Early Years Training Courses
- Children’s Centre Training Courses
- Early Years / Child Care Advisory
- Team Courses
• Being aware of the need to address pupils’ physical and emotional needs to ensure behaviours are not the result of being tired, thirsty, undernourished, anxious and/or fearful.
• Ensuring the curriculum and its delivery is accessible, relevant and motivating for all pupils, through the regular observation of classroom practice to provide an accurate overview of where additional support is needed.
• Enhancing phased interventions in personal and social development to facilitate the development of skills and knowledge in these areas.
• Auditing staff confidence levels in positively responding to the needs of pupils with social, emotional and behavioural difficulties, then supporting through mentoring, training in classroom management skills or targeted strategies to support the inclusion of pupils with specific challenges associated with their SEND.
• Monitoring differences in behavioural concerns across departments/classes/areas. For instance the document Promoting Positive Discipline identified that when an audit was undertaken in a secondary school, it highlighted that behaviour problems were ten times more likely to occur in English than in Art. Being aware of this may then result in action to offer additional support, amended curriculum etc.
• Ensuring that all supervisory staff are supported to reflect on challenges to maintaining positive behaviour in all areas of the school and that an action plan is produced to reduce the incidence of negative behaviours.
• Ensuring effective pupil voice mechanisms that have an impact on school policies and practices.
• Paying attention to the specific challenges presented by transition.
• Developing effective partnership with parents through the use of positive communications to provide feedback.

Environment
The environment plays a key role in supporting and extending children’s development and learning. Growing up with a balance of experiences, which involves accessing learning equally indoors and outdoors, provides the best recipe for emotional well-being and mental health. The following recommendations should be considered:
• Rules and routines should be clear and consistent and should flow with the pupil’s needs.
• The environment should support every pupil’s learning through planned

Assessment Tools
Framework for Intervention Audit Tool

The audit in the SEAD booklet (DCSF 00707-2008BKT-EN, p.53) will support settings to review in detail the emotional environment of the setting.

Provision Maps to assist with planning for progression of pupils from universal to individual or specialist intervention

These can be accessed through the relevant support services.
experiences and activities that are challenging but achievable; the environment should be rich and varied and include indoor and outdoor spaces that are stimulating, secure and safe, yet challenging giving them the confidence to explore.

- Regular and sustained time outdoors will usually impact on behaviour through reducing anxiety levels, increasing collaboration and calming high emotions.
- The emotional environment of a setting is the constant between indoors and outdoors. Practitioners provide the security of positive adult support and interactions which are in tune with the pupil’s current emotions in both places.
- Pupils who are experiencing behavioural, emotional or social difficulties are often more sensitive to the emotional environment of a setting. Changes in staffing, routines and quality of interactions will be likely to result in more intense responses from children who are struggling with this area of development and so should be managed carefully.

Staffing
All practitioners play a significant role in influencing pupil’s developing understanding of how people relate to each other. Early experiences of positive and responsive relationships are known to be a considerable protective factor which supports future mental health. Enabling pupils to feel secure and develop a healthy response to the full range of emotions will contribute significantly to their well-being. The following staff should be available:

- Special Educational Needs Coordinators (SENCO) and / or Behaviour Coordinators
- Support Staff
- Teaching Staff (staff competent in delivering the Curriculum)
- Leaders and Managers
- Child Minders

All staff should have access to appropriate CPD, support and supervision.

Interventions & Packages
The following interventions could be implemented at a Universal level:

- SEAD
- R time
- Baby Massage
- Baby & Toddler Groups
- Playgroups
- Stay & Play
- Family Learning and Education
- Parenting Groups & Workshops
- Drop-ins e.g. Health Visitor
- Visual Timetables / visual supports
- Get Moving
- Sticky Kids

**Relevant support services**
The following support services are available:
- Educational Psychology & Counselling Service
- Specialist Early Years Service
- Behaviour Consultant
- Early Years / Child Care Advisory Team
- Health Visitors
- Family Support Advisors
- Parent Partnership Service
- GP

**Community links (local offer)**
The following services and organisations are also available within the Community:
- Family Information Service
- Children’s Centres
- Parks Activities
- Public Library Service
- Sycamore Adventure
- Leisure Services
<table>
<thead>
<tr>
<th><strong>All strategies outlined in Universal approaches should be consulted</strong></th>
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<td><strong>Policies &amp; Procedures:</strong></td>
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<td>In addition to what has been stated in Universal settings should ensure they have:</td>
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<td>- Clear referral pathways / triggers for Outside Agency Involvement.</td>
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<td><strong>Environment</strong></td>
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<td>In addition to what has been stated in Universal the environment should also offer:</td>
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<td>- Withdrawal areas / rooms for additional support and outside agency assessments.</td>
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<td>- Quiet Area / Time Out Zone.</td>
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<td><strong>Interventions &amp; Packages</strong></td>
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<td>In addition to those suggested in Universal the following interventions could be implemented at a Targeted level:</td>
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<td>- Allocation of a Key Adult who has responsibility for a small group of children</td>
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<td>- Targeted SEAD</td>
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<td>- BESD / complex needs groups or small groups with targeted children with BESD / complex needs: provided with opportunities to engage in activities to promote co-operative play skills etc with an adult or adults.</td>
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### Community links (local offer)
The following services and organisations are also available within the Community:
- Family Information Service
- Children’s Centres
- Sycamore Adventure
- Parent Led Community Groups / Facility

### Policies & Procedures:
In addition to what has been stated in Universal and Targeted settings should ensure they have:
- Clear processes for gathering information, reviewing outcomes and requesting additional individual support

### Environment
In addition to what has been stated in Universal the environment should also offer:
- Withdrawal rooms for additional support and outside agency assessments.
- Quiet Area / Time Out Zone
- Individual Work Areas

### Staffing
In addition to those staff recommended in Universal and Targeted the following staff should be available:
- Specialist Teacher or Teaching Assistant / Key workers / Key adults for individual children

### Interventions & Packages
In addition to those suggested in Universal and Targeted the following interventions could be implemented at a Specialist level:
- Allocation of Specialist Teacher or Teaching Assistant / Key Adult who has responsibility for an individual child
- 1:1 sessions to develop behavioural, emotional and social skills

### Resources
In addition to the resources suggested in Universal and Targeted the following resources are recommended:
- Individual Pupil tracking e.g. Individual Behaviour Plans / Individual Education Plan
- Person Centred Planning

### Training
See previous.

### Assessment Tools
In addition to the assessment tools suggested in Universal and Targeted the following tools are recommended:
- Behaviour, Social and Emotional Checklists / Questionnaires
- ABCC Charts
- Brief Functional Analysis of Behaviour leading to a Multi-Element Behaviour Plan
- Conner’s Rating Scale
• Play Therapy
• Theraplay
• Reduced Timetable: RIPE (Reduction In Pupil Entitlement)
• Physical Intervention

**Relevant support services**
The following support services are available:
- Educational Psychology & Counselling Service
- Specialist Early Years Service
- Behaviour Consultant
- Early Years Advisory Team
- Emotional Health & Well Being Co-ordinator
- Health Visitors
- Family Support Advisors
- Parent Partnership Service
- SEN Team
- Child & Adolescent Mental Health Service

• CAF Team
• Family & Adolescent Support Team accessed through Children’s Services
• Troubled Families Team
• Children’s Services
• Virtual School for LAC
• Flipside Foster Care
• Sycamore Centre Early Years Outreach

Setting may also want to explore the root of the BESD by consulting with the following services:
- Speech & Language Therapy Service
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- Parent Led Community Groups / Facility