

Growing in Emotional Maturity



People in this range: display high levels of emotional maturity; take responsibility for their actions and emotions; calm and inspire others; have high self-esteem.

They may: exhibit a range of different strategies to stay calm when things get tough; be highly motivated, able to focus; lead the group with consideration for everyone; be pro-active, innovative, creative and resilient; learn from experience; be able to describe and observe their own emotions and empathise with the emotions of others; be good losers; be able to work in a team; be the best they can be.

‘I know that things are going to turn out ok’, ‘I am prepared to take risks and work hard in order to make the most of life.’

Needs: to be given opportunities to show their leadership and help others.



People in this range are able: to identify and manage their own emotions and recognize and appreciate emotions in others; empathise.

They may: be generally well-motivated, making positive behaviour choices; respond constructively, controlling strong emotions; experiment with boundaries; be friendly and considerate of others; work well in a group; see the needs of others and act accordingly.

‘Why don’t we try this?’, ‘Is there a better way?’, ‘Jack is being bullied, I think you should know.’

Needs: to be given responsibility and trust.



People in this range are: able to identify and manage their own emotions; improving their self-esteem.

They may: make positive behaviour choices; take some responsibility for their own behaviour; be a quiet passive student; be good at following instructions, not pro-active; be a follower in the group; be sensitive to criticism.

‘What should I be doing now?’, ‘When is our homework due in?’ etc, ‘I was there but I didn’t do the bullying’.

Needs: encouragement and confidence-building.



People in this range are able to: identify and describe their own emotions; develop self-regulation and manage emotions.

They may: be able to describe how they are/were feeling; be aware of alternative actions after the event; take time to learn from experiences; sometimes take responsibility for their own behaviour; struggle to control feelings and behaviours at times, rarely taking constructive action; rarely consider others’ feelings or how their actions impact on others.

‘How can I get what I want?’, ‘How can I get others to follow me so I feel boosted?’, ‘It’s not fair.’, ‘You can’t make me.’

Needs: clear boundaries, support and encouragement.



People in this range are: driven by emotions but unaware of them – as if possessed by them; have low self-esteem, so find it difficult to manage situations where self-esteem might be threatened.

They may: be unmotivated, or unwilling to try; get upset easily, withdraw, become over excited, behave impulsively, lose control, blame others; find it difficult to work in a team or be accepted within a team; be self-critical, making it all about them; struggle to learn from experiences; not take responsibility for own behaviour and how it affects others; either bully others or be bullied; be unable to empathise with or understand others since they cannot understand themselves.

‘Why does it always happen to me?’, ‘It’s not my fault.’ ‘I couldn’t help it, it was . . . ’

Needs: reassurance, clear boundaries, support and attention.