

# Redbridge *Education* Partnership

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21.10.25

# Early Years and Childcare Improvement Team (EYCIT)

- We support a range of Early Years settings in Redbridge including:
  - Schools (nursery and reception classes)
  - Private, Voluntary and Independent settings (PVI's)
  - Childminders
  - Wraparound provision including afterschool and breakfast clubs.
- We provide advice, training, challenge and support to staff working within Early Years settings to improve the quality of their practice and provision.

# Early Years and Childcare Improvement Team (EYCIT) – Training Programme and PFA

**Early Years & Childcare Training Programme**  
Autumn 2025 – Summer 2026

London Borough of Redbridge



- FORUMS & NETWORKS
- LEADERSHIP & MANAGEMENT
- SAFEGUARDING & WELFARE
- SEN & DISABILITIES
- QUALITY OF EDUCATION

## First Aid Training for Early Years Settings

Training delivered by the Redbridge Early Years and Childcare Improvement Team (EYCIT)

2025 - 2026

A partnership between:



REIS London Borough of Redbridge ProTrainings.co.uk  
APPROVED CENTRE #90344149 exp: 31/12/2021

[early\\_years\\_and\\_childcare\\_training\\_programme\\_-\\_a25-s26.pdf](#)  
[first\\_aid\\_training\\_brochure\\_for\\_2025-2026.pdf](#)

# Introduction

- Name
- School
- Length of time leading
- Nursery/Reception/Role in school



# REP Partnerships

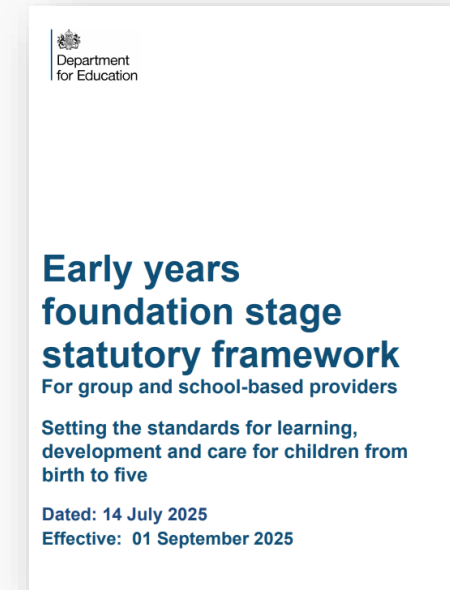
SPG1 Diversity	SPG2 Connect	SPG3 Making a Difference	SPG4 Talking Heads	SPG5 Wanstead and Woodford
<p>Aldersbrook Primary Christchurch Primary Gordon Primary Mayespark Primary South Park Primary SS Peter and Paul's Primary Woodlands Primary Winston Way Primary</p>	<p>Atam Academy Al Noor VA Primary Barley Lane Primary Chadwell Primary Farnham Green Primary Goodmayes Primary Grove Primary Little Heath Astrum - Newbridge Astrum - Hatchside Seven Kings Primary William Torbitt Primary</p>	<p>Coppice Primary Fairlop Primary Gilbert Colvin Primary John Bramston Primary Manford Primary Mossford Green Primary New Rush Hall Avanti Court</p>	<p>Clore Tikva Primary Cranbrook Primary Gearies Primary Glade Primary Hatton Parkhill Infants WOHL Ilford Jewish Primary Highlands Primary Redbridge Primary Uphall Primary</p>	<p>Churchfields Infants Churchfields Juniors Nightingale Primary Oakdale Infants Oakdale Juniors Roding Primary Snaresbrook Primary St Antony's Primary Wanstead Church Primary Wells Primary Our Lady of Lourdes</p>



# Revisions to EYFS statutory framework & Ofsted Inspections

# Revisions to EYFS Statutory Framework

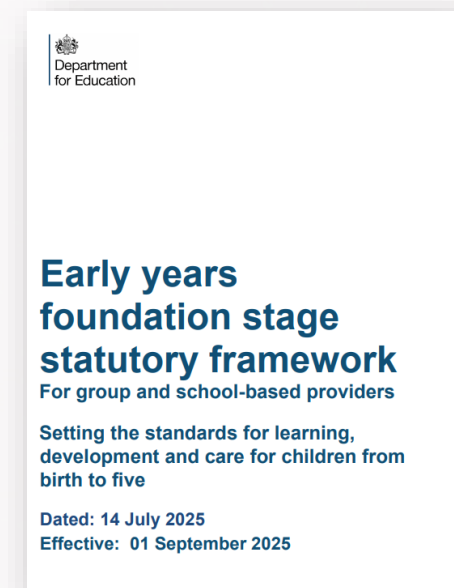
- **Strengthened safeguarding requirements**
- Promote safer recruitment
- Amendments to absence procedures
- Emergency contacts
- New requirements to ensure safer eating
- Safeguarding training – in line with annex C
- New requirements to support whistleblowing
- Amendments to ensure that children's privacy during nappy changing and toileting is considered and balanced with safeguarding considerations



[Help for early years providers : Changes to the EYFS framework](#)

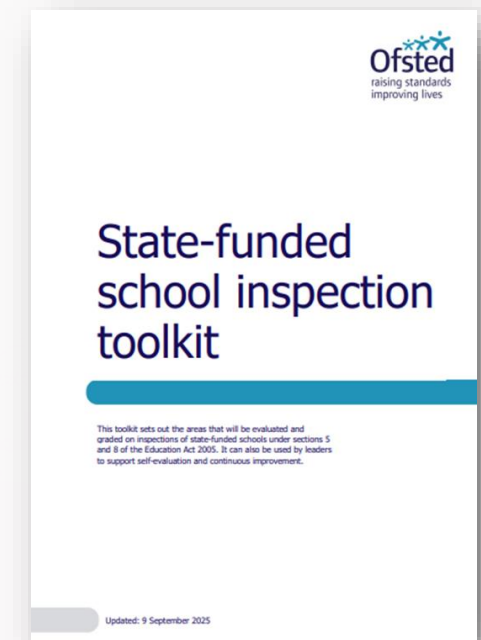
# Revisions to EYFS Statutory Framework

- [New nutrition guidance](#) has been developed with nutrition and sector experts. Providers must take this into account and should follow it unless there is a good reason not to.
- The [Early Years Qualifications Requirements and Standards document](#) was updated.
- **Reception Baseline Assessment** - Annex B has been updated to reflect the additional digital elements that will be introduced for academic year 2025/26 onwards.



# Revisions to Ofsted Inspections

- There will be a **new inspection report card** to highlight excellence and identify areas for improvement.
- Early Years – Inspectors will continue to assess Early Years separately.
- The evaluation area will focus on whether:
  - The school complies with the statutory requirements of the EYFS.
  - The school provides a high-quality early education for:
    - **Disadvantaged children**
    - **SEND**
    - **Children in or previously known to social care**
    - **Barriers to learning and/or wellbeing**



# Revisions to Ofsted Inspections

- Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, professional standards, research and inspection evidence indicate contribute most strongly to the quality of early education.

These factors are:

- **Leaders** understanding the **strengths and areas for development** of the school's early years provision, and the effectiveness of their actions to improve it
- **Planning, designing and implementing** an **early years curriculum** that is **ambitious** for all children
- Having a **curriculum and care practices** that **meet the needs** of the **range of children** who attend

# Revisions to Ofsted Inspections

- **The content of the curriculum** being taught **systematically**, in a **logical progression**, and explained effectively, so that children gain the necessary foundations for the rest of their schooling
- Ensuring that children **develop, consolidate and deepen their knowledge**, understanding and skills **across all the areas of learning and development** in the EYFS
- Staff focusing on developing children's **communication and language**
- Leaders **identifying and supporting** the **disadvantaged groups** of children

# Gathering Evidence about Early Years

Leadership  
of Early  
Years

Curriculum

Teaching

Achievement  
in Early Years

Well-being  
and  
Welfare in  
Early Years

Inclusive  
Practices  
in Early  
Years

# Grading Early Years in Schools

## Grading early years in schools

Needs attention	Expected standard	Strong standard
<p><b>Early years in schools is likely to be graded 'needs attention' when the 'expected standard' has not been met.</b></p> <p><b>This may include when one or more of the following applies:</b></p> <ul style="list-style-type: none"> <li>Leaders have appropriate ambitions for and/or expectations of children in the early years, but weaknesses or inconsistencies in practice have a negative impact on children in general or on a particular group.</li> <li>Leaders have only recently started to take action to improve early years provision. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work.</li> <li>Support for disadvantaged children, children with SEND, those who are known (or previously known) to children's social care, and/or those who may face other barriers to their learning and/or well-being is not well matched to their needs or does not keep up with their evolving circumstances.</li> </ul>	<p><b>Early years in schools meets the 'expected standard' when all the following apply:</b></p> <p>Leaders prioritise the early years to give children a successful start to their education and the best chance of later success. They have an accurate understanding of the quality and impact of education and care in this phase, and an effective strategy to bring about improvements.</p> <p>Leaders know the statutory requirements of the EYFS and make sure they are met. They have a clear vision for providing high-quality education and care for children in the early years and the same high expectations of them as they do for pupils in the rest of the school.</p> <p>Leaders and staff make sure that education and care practices are suitable for the age and stage of children's development.</p> <p>Leaders make sure that the curriculum identifies and sequences the key knowledge that children will learn across the EYFS educational programmes.</p> <p>Leaders ensure that the curriculum is well taught and that staff engage in high-quality interactions with children.</p>	<p><b>Early years in schools meets the 'strong standard' when the 'expected standard' has been met and all the following apply:</b></p> <p>Relevant leaders, including the headteacher, are highly knowledgeable about the early years. They make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well children have learned what was intended.</p> <p>Leaders are highly effective in quality assuring the impact of education and care in the early years, which allows them to make rapid and sustained improvements when necessary.</p> <p>Staff consistently maximise the opportunities for engaging children in high-quality interactions throughout the day, including during informal times and through care routines. They proactively seek out children who engage less readily with staff or other children.</p> <p>Typically, children's achievement will be reflected in above-average proportions reaching a good level of development.</p> <p>Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and</p>

Needs  
Attention

Exceptional

# Grading Early Years in Schools

Needs  
Attention

## Urgent improvement

**Early years in schools is likely to be graded 'urgent improvement' when any of the following apply:**

- Leaders have not met the statutory requirements of the EYFS in full. This has a significant negative impact on children's safety and well-being and/or learning and development.
- Leaders have low expectations of what children in the early years can and should achieve.
- The curriculum is poorly designed. It does not meet children's needs or provide the necessary foundations for future learning.
- Leaders or staff have a weak understanding of the areas of learning they teach and the ways in which children learn.
- Relationships between staff and children do not support children's emotional well-being effectively.
- By the end of Reception, children are unprepared for Year 1. They cannot communicate, read and/or spell enough phonically regular words to a level that is appropriate for their age. They do not have basic fluency in number, or knowledge of shape, space and measures.

Exceptional

## Exceptional

**Inspectors may consider leaders' work in early years to be 'exceptional' when the 'strong standard' has been met and all the following apply:**

- Exceptionally high standards of education and care in the early years have been sustained. Children achieve consistently well, and develop the knowledge and skills to be exceptionally well prepared for their next steps.
- Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged children, children with SEND, those who are known (or previously known) to children's social care, and those with other barriers to their learning and/or well-being. These children now achieve and flourish across all areas of school life.
- There are no significant areas for improvement that leaders have not already prioritised.

If this grade is awarded, leaders should use their exceptional success in this evaluation area to:

- support improvement across all aspects of their own school and/or group
- share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

[Ofsted education inspection framework: state-funded primary schools](#)

# Inspection Information for State Funded Schools

- Schools are inspected approximately once every 4 years, except if they are in one of our monitoring programmes.
- The statutory timeframe requires all schools to be inspected within 5 school years from the end of the school year in which the previous inspection took place.
- Effective from 10<sup>th</sup> November 2025



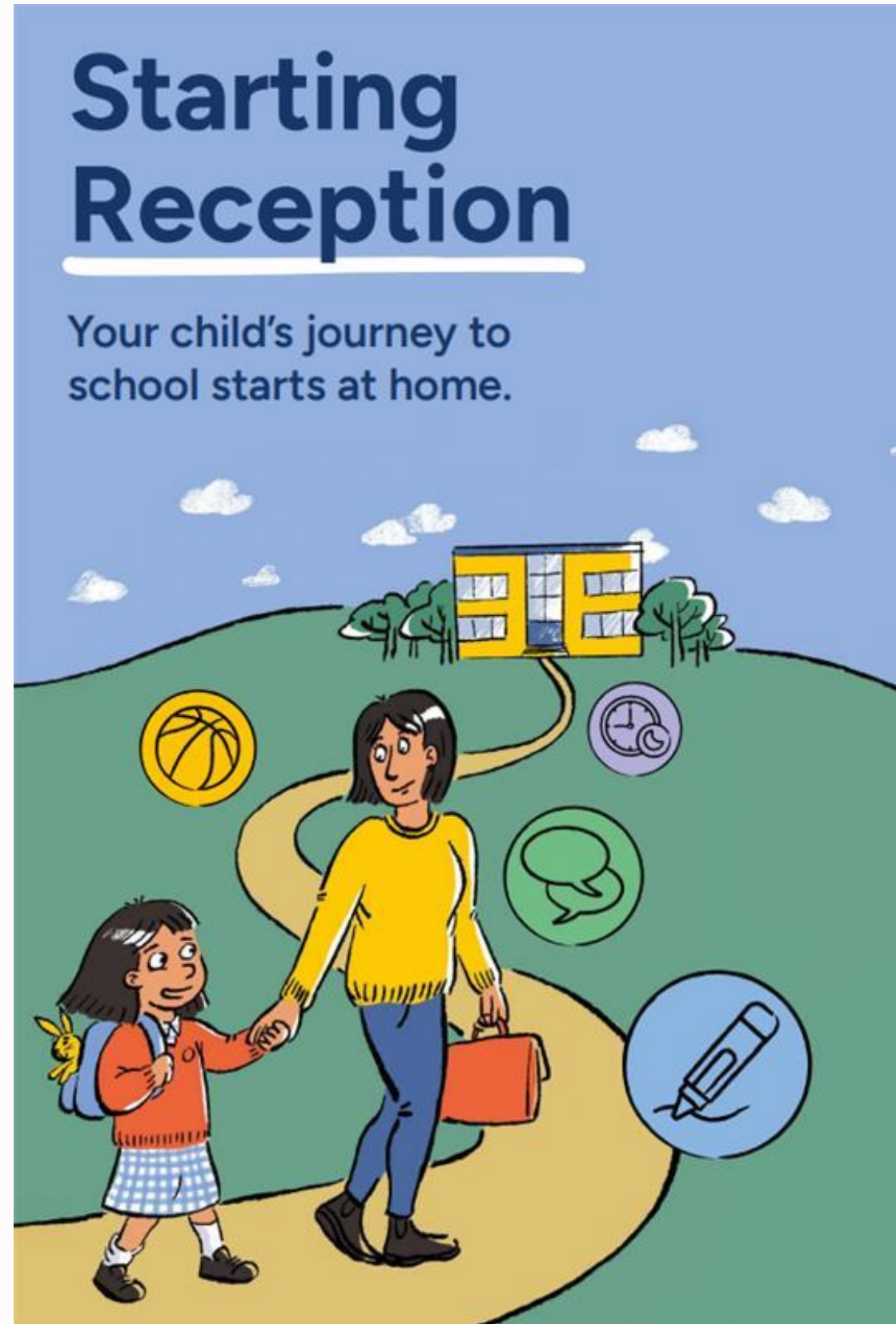
[Inspection information for state-funded schools: for use from November 2025 - GOV.UK](https://www.gov.uk/guidance/inspection-information-for-state-funded-schools-for-use-from-november-2025)

# Inspection Information for State Funded Schools

- Ofsted inspect provision for 2- and 3-year-olds when they carry out a full inspection.
- The lead inspector will make sure that the grading of early years provision includes an evaluation of the provision for 2- and 3-year-olds.
- Inspectors will also record if any children receive additional funding.

# Starting school experiences and transition to Year 1

# Skills to practice before starting Reception



# Skills to practice before starting Reception

## Growing independence

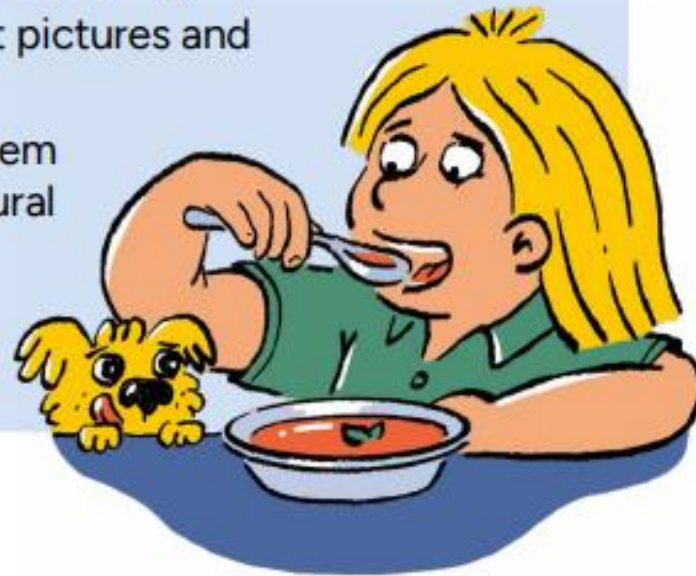


### Taking care of themselves

- ✓ Putting on/taking off their coat and shoes
- ✓ Using the toilet and washing their hands
- ✓ Getting dressed with little help, e.g. after using the toilet or doing PE
- ✓ Using cutlery (e.g. fork and spoon, chopsticks) and drinking from an open cup
- ✓ Spending time away from you, learning they can be looked after by caring adults

### Play, creativity and curiosity

- ✓ Taking part in imaginative play (e.g. role play)
- ✓ Drawing, painting, colouring and sticking
- ✓ Sharing story books, looking at pictures and talking about the characters
- ✓ Exploring the world around them (e.g. looking closely at the natural world, playing safely with objects at home)



## Building relationships and communicating



### Being with others

- ✓ Practising sharing and taking turns with toys
- ✓ Talking to them about **how** they are feeling and **why**
- ✓ Looking at story books together and speaking about what characters are feeling is a good way to do this
- ✓ Beginning to recognise what others are feeling, e.g. understanding if a friend is sad
- ✓ Encouraging them to set boundaries for themselves and others (e.g. knowing how to say 'no')

### Communication and language

- ✓ Singing along with songs and nursery rhymes
- ✓ Talking happily to others about activities, experiences and the world around them
- ✓ Showing they need help by speaking clearly (in basic English or sign language)
- ✓ Recognising the pattern of their name (so they can find it on their coat peg or jacket)

### Listening and engaging

- ✓ Paying attention for short periods of time
- ✓ Listening to and following simple instructions
- ✓ Carrying on with a task even when it's difficult and bouncing back if things go wrong



# Skills to practice before starting Reception

## Physical development

### Getting moving for at least three hours a day

- ✓ Walking up and down steps (one foot at a time, using the wall for support)
- ✓ Climbing, running, jumping and playing
- ✓ Catching a large ball (most of the time)
- ✓ Doing simple puzzles and craft activities, strengthening their grip with cutting and sticking



## Healthy routines

- ✓ Going to bed around the same time each night, waking up in time to get ready for school
- ✓ Limiting screen time to the recommended daily amounts (see advice)
- ✓ Eating a healthy diet and trying new foods
- ✓ Brushing their teeth with fluoride toothpaste twice a day (you'll need to supervise this until they are at least 7)



# Discussion

- How was the start of term for your Nursery, Reception and Year 1 children?
- Have you asked the children how they felt about starting their new class?
- What worked well?
- Any changes needed?

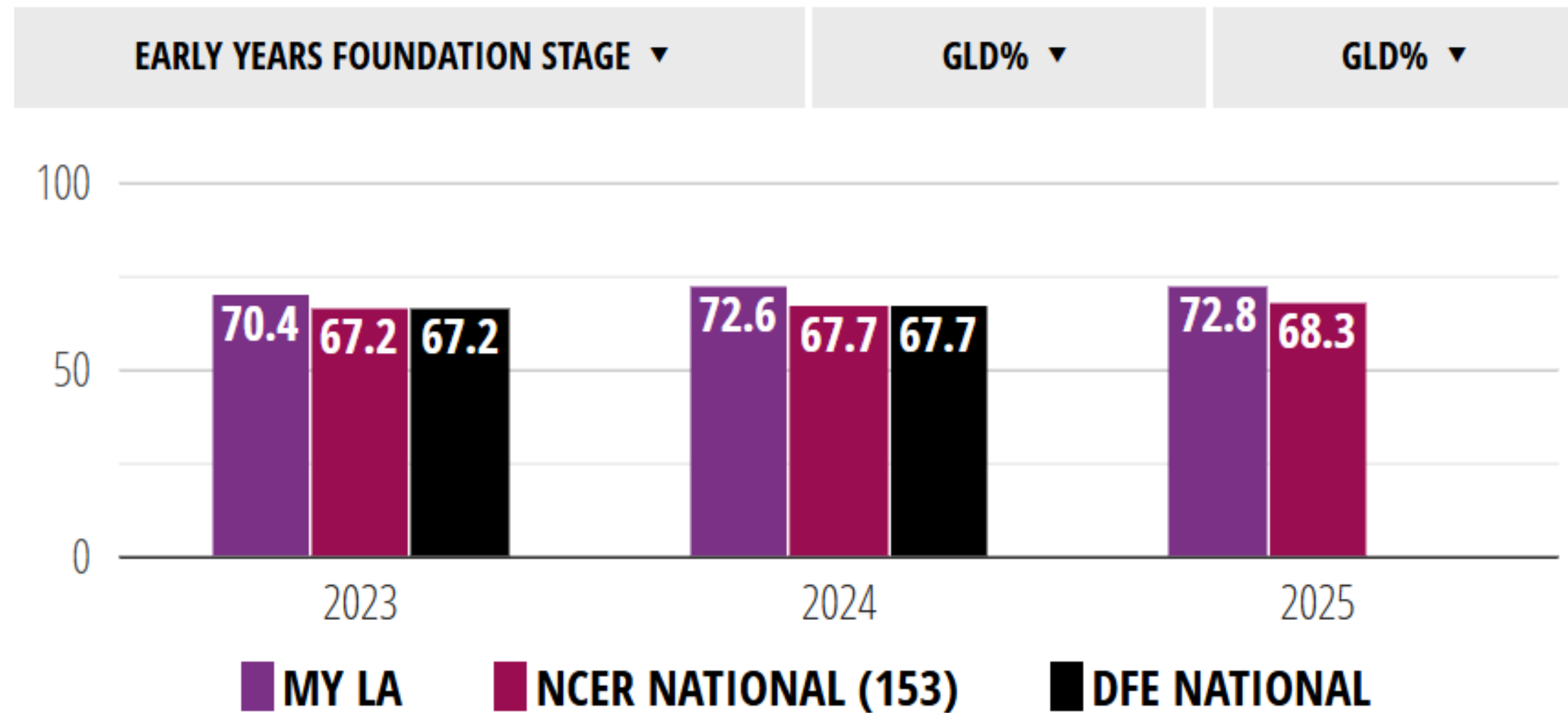


# GLD - Redbridge data trends



# Good Level of Development (GLD)

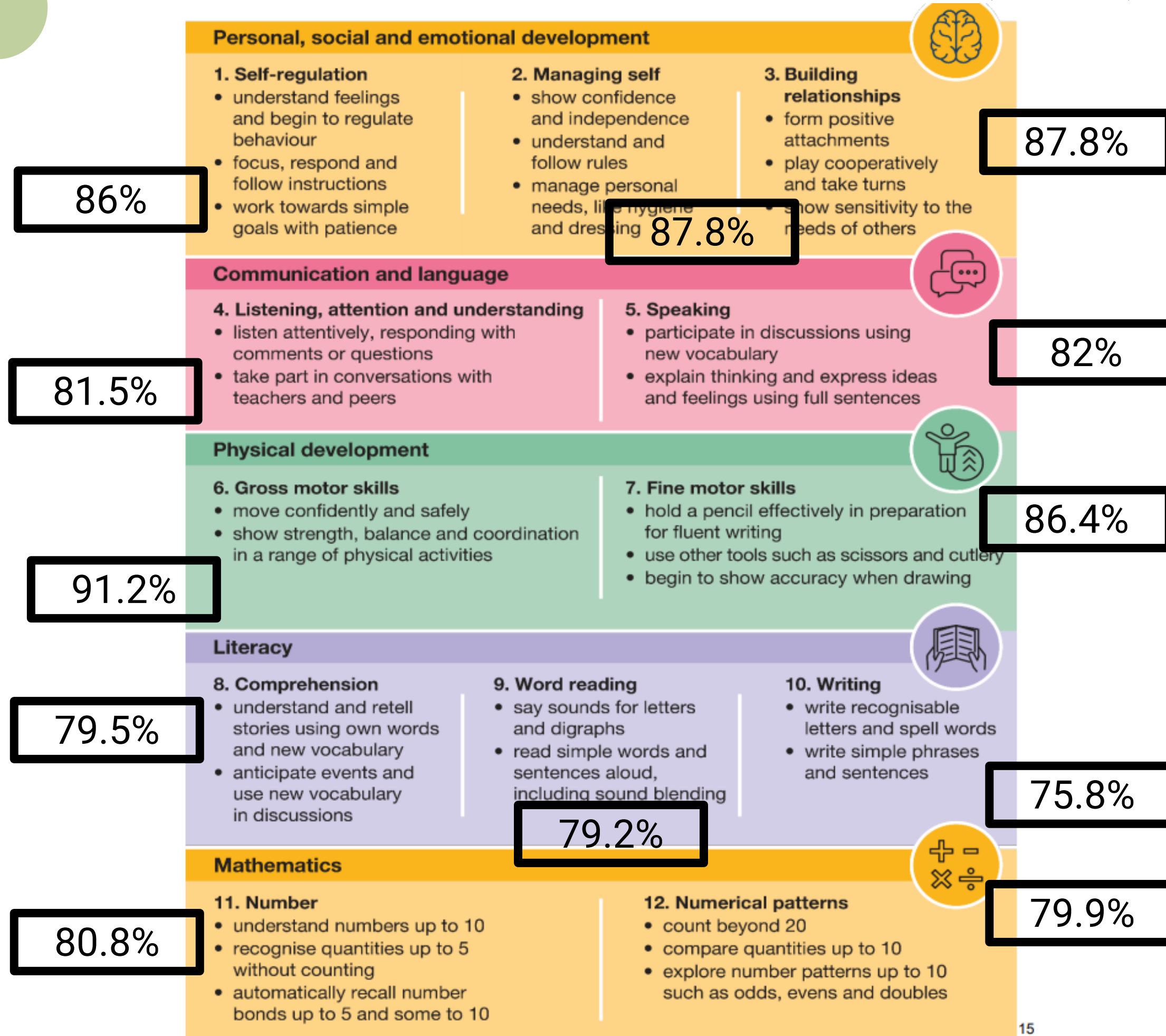
## ATTAINMENT TRENDS



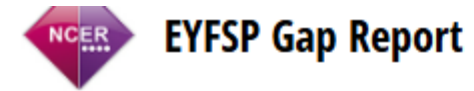
# Good Level of Development (GLD)

Eligible	GLD <sup>1 2</sup>	Avg. No. Exp. ELGs <sup>2</sup>	ACHIEVED EXPECTED										Specific Goals	All Goals
			COM	PSE	PHY	Prime Goals	LIT	MAT	UTW	EXP				
3,990	72.8%	14.2	79.6%	84.2%	85.9%	77.5%	74.1%	79.2%	79.3%	85.5%	72.0%	71.4%		

# Good Level of Development (GLD)



# GLD - Gender gap



## Local Authority

Indicator	Sex: Female		Male	
	Eligible Cohort <sup>1</sup>		Eligible Cohort <sup>1</sup>	
	LA	Value	LA	Value
	1,925		2,065	
	Value	Gap	Value	Gap
Good level of development <sup>2</sup> ●	78.7%	+11.3%	67.4%	
Average no. ELGs at expected level	14.9	+1.4	13.5	
All: At least expected	77.8%	+12.4%	65.4%	
Prime: At least expected	83.5%	+11.6%	71.9%	
COM: At least expected ●	84.8%	+9.9%	74.9%	
PSE: At least expected ●	88.9%	+9.0%	79.9%	
PHY: At least expected ●	91.5%	+10.8%	80.7%	
Specific: At least expected	78.2%	+12.0%	66.2%	
LIT: At least expected ●	79.6%	+10.7%	68.9%	
MAT: At least expected ●	83.0%	+7.3%	75.7%	
UTW: At least expected	84.1%	+9.3%	74.8%	
EXP: At least expected	91.2%	+11.1%	80.1%	

# Birth term – Autumn born pupils

## Local Authority

Indicator	Eligible Cohort <sup>1</sup>	Term of Birth: AUT	All pupils not 'AUT'	
		LA	LA	Value
		1,345		2,645
		Value	Gap	Value
Good level of development <sup>2</sup> ●		80.4%	+11.4%	69.0%
Average no. ELGs at expected level		14.9	+1.1	13.8
All: At least expected		79.4%	+12.1%	67.3%
Prime: At least expected		83.8%	+9.5%	74.3%
COM: At least expected ●		85.4%	+8.7%	76.7%
PSE: At least expected ●		88.0%	+5.7%	82.3%
PHY: At least expected ●		89.3%	+5.1%	84.2%
Specific: At least expected		80.0%	+12.1%	67.9%
LIT: At least expected ●		81.9%	+11.8%	70.1%
MAT: At least expected ●		85.9%	+10.1%	75.8%
UTW: At least expected		85.3%	+9.1%	76.2%
EXP: At least expected		88.7%	+4.9%	83.8%

# Birth term – Spring born pupils

## Local Authority

Indicator	Eligible Cohort <sup>1</sup>	Term of Birth: SPR	All pupils not 'SPR'	
		LA	LA	Value
		1,305	2,685	
		Value	Gap	Value
Good level of development <sup>2</sup> ●		73.6%	+1.2%	72.4%
Average no. ELGs at expected level		14.2	+0.1	14.1
All: At least expected		72.3%	+1.4%	70.9%
Prime: At least expected		77.3%	-0.2%	77.5%
COM: At least expected ●		79.8%	+0.2%	79.6%
PSE: At least expected ●		83.7%	-0.8%	84.5%
PHY: At least expected ●		86.7%	+1.2%	85.5%
Specific: At least expected		73.2%	+1.8%	71.4%
LIT: At least expected ●		75.0%	+1.4%	73.6%
MAT: At least expected ●		79.5%	+0.4%	79.1%
UTW: At least expected		79.8%	+0.8%	79.0%
EXP: At least expected		85.4%	-0.1%	85.5%

# Birth term – Summer born pupils

## Local Authority

Indicator	Eligible Cohort <sup>1</sup>	Term of Birth: SUM	All pupils not 'SUM'	
		LA	LA	Value
		1,340	2,650	
		Value	Gap	Value
Good level of development <sup>2</sup> ●		64.4%	-12.7%	77.1%
Average no. ELGs at expected level		13.4	-1.2	14.6
All: At least expected		62.4%	-13.5%	75.9%
Prime: At least expected		71.3%	-9.3%	80.6%
COM: At least expected ●		73.8%	-8.8%	82.6%
PSE: At least expected ●		81.0%	-4.9%	85.9%
PHY: At least expected ●		81.7%	-6.3%	88.0%
Specific: At least expected		62.8%	-13.8%	76.6%
LIT: At least expected ●		65.3%	-13.2%	78.5%
MAT: At least expected ●		72.3%	-10.5%	82.8%
UTW: At least expected		72.7%	-9.9%	82.6%
EXP: At least expected		82.2%	-4.9%	87.1%

# Gender gap – Summer born pupils

## Local Authority

Indicator	Sex: Female		Male	
	LA	Gap	LA	Value
Eligible Cohort <sup>1</sup>	642		686	
Good level of development <sup>2</sup> ●	72.1%	+14.5%	57.6%	
Average no. ELGs at expected level	14.3	+1.7	12.6	
All: At least expected	70.7%	+15.7%	55.0%	
Prime: At least expected	78.7%	+13.8%	64.9%	
COM: At least expected ●	80.4%	+12.2%	68.2%	
PSE: At least expected ●	85.8%	+8.7%	77.1%	
PHY: At least expected ●	88.8%	+13.3%	75.5%	
Specific: At least expected	71.0%	+15.5%	55.5%	
LIT: At least expected ●	72.9%	+14.3%	58.6%	
MAT: At least expected ●	76.8%	+8.3%	68.5%	
UTW: At least expected	79.1%	+11.9%	67.2%	
EXP: At least expected	90.3%	+14.9%	75.4%	

# Disadvantaged pupils - GLD

## Local Authority

Indicator	Disadvantaged Pupils: Disadvantaged		Not Disadvantaged	
	Eligible Cohort <sup>1</sup>		LA	
	Value	Gap	Value	Value
Good level of development <sup>2</sup> ●	363	-9.5%	3,624	73.7%
Average no. ELGs at expected level	13.1	-1.2	14.3	
All: At least expected	63.4%	-8.8%	72.2%	
Prime: At least expected	70.8%	-7.3%	78.1%	
COM: At least expected ●	73.0%	-7.3%	80.3%	
PSE: At least expected ●	77.4%	-7.5%	84.9%	
PHY: At least expected ●	80.4%	-6.1%	86.5%	
Specific: At least expected	64.2%	-8.6%	72.8%	
LIT: At least expected ●	65.3%	-9.7%	75.0%	
MAT: At least expected ●	71.3%	-8.7%	80.0%	
UTW: At least expected	72.7%	-7.2%	79.9%	
EXP: At least expected	80.7%	-5.3%	86.0%	

# GLD - SEND pupils

## Local Authority

Indicator	SEN Provision: SEN Provision		All Pupils	
	LA	LA	LA	LA
	Value	Gap	Value	Value
	Eligible Cohort <sup>1</sup>		522	3,990
Good level of development <sup>2</sup> ●	19.0%	-53.8%	72.8%	
Average no. ELGs at expected level	6.0	-8.2	14.2	
All: At least expected	18.0%	-53.4%	71.4%	
Prime: At least expected	20.3%	-57.2%	77.5%	
COM: At least expected ●	24.3%	-55.3%	79.6%	
PSE: At least expected ●	29.1%	-55.1%	84.2%	
PHY: At least expected ●	38.1%	-47.8%	85.9%	
Specific: At least expected	19.5%	-52.5%	72.0%	
LIT: At least expected ●	22.2%	-51.9%	74.1%	
MAT: At least expected ●	32.2%	-47.0%	79.2%	
UTW: At least expected	27.2%	-52.1%	79.3%	
EXP: At least expected	37.9%	-47.6%	85.5%	

# Baseline Data

- **What information do you collect about your children when they start school? Discuss and share baseline examples.**
- **What trends have you identified and how are you going to support the children?**
- **Any changes planned to your curriculum offer? Any surprises?**
- **Reflection: Are there any changes you would make in your baseline for next year?**

# Prime areas of learning - ideas and strategies



# Communication and Language

Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

# High Quality Interactions



Body Language  
and facial  
expressions



Be at the  
child's level




Tone



Eye Contact

# The ShREC Approach


## Sh



**Share attention**

Be at the child's level. Pay attention to what they are focused on.


## R



**Respond**

Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.


## E



**Expand**

Repeat what the child says and build on it by adding more words to turn it into a sentence.

## C



**Conversation**

Have extended back and forth interactions. Give children time to listen, process and reply.

## Listening to children and having conversations with them

### Sh

**Share attention**  
Be at the child's level. Pay attention to what they are focused on.

### R


**Respond**  
Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.

### E

**Expand**  
Repeat what the child says and build on it by adding more words to turn it into a sentence.

### C

**Conversation**  
Have extended back and forth interactions. Give children time to listen, process and reply.



**Comment more, question less**  
Oh! I can see Spot hiding in the basket.  
Encourage conversations.

**10 second rule**  
Give children time to listen, process and reply.

**Interactive book reading**  
It's a fierce, scary lion!  
Lion!

**Supporting inclusive practice: every child, every day...**

The benefits to your child of learning more than one language are huge.

Talk and play with your child in the language you feel most confident and comfortable using.

You can use the ShREC approach with any language including British Sign Language.

The ShREC approach supports all forms of communication children use, including signs and symbols.

Salut Hello Ciao  
Assalamu Alaikum Halo  
Bonjour Ni Hao

Sheringham Nursery School - Children's Centre  
East London Research School  
UCL Institute of Education

# What is Sustained Shared Thinking?

An episode in which two or more individuals 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative etc. Both parties must contribute to the thinking, and it must develop and extend.

(Sylva et al. 2004:36)



# Sustained Shared Thinking

- **Tuning in and showing genuine interest** – listening carefully to what is being said, observing body language, giving your whole attention and affirming what the child is doing
- **Respecting children’s own decisions and choices** – Is this where you have decided to put it while we have lunch?
- **Inviting children to elaborate** – e.g. ‘I really want to know more about this.’
- **Re-capping** – e.g. ‘So you think that...’
- **Asking open questions** – e.g. “How did you?” “Why does this...?” “What happens next?” “What do you think?” “Tell me about...”
- **Modelling thinking** – e.g. ‘I think I’m going to wash these dinosaurs at the sink, they are very muddy. I need something to dry them, I know, there are towels in this cupboard that I can use.’



# High Quality Interactions?

## Discussion around scenarios:

- Which interactions are high quality?
- How could the low-quality interactions be made better?



# Personal, Social and Emotional Development

Personal, Social and Emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

# The Ruler Approach



[Helping Toddlers Regulate Emotions with RULER](#)

# Challenging Behaviour

- What we do early on is crucial to how children understand their emotions and how they self-regulate.
- It is important to understand why children may feel certain emotions at certain times which results in challenging behaviour.
- Practitioners must know and understand that **EVERY** emotion and behaviour is a communication.



# The Iceberg Model

A child's behavior is not always what it seems

\*Behavior is communication\*

What we see: Behavior

What we don't see:  
What's under the surface

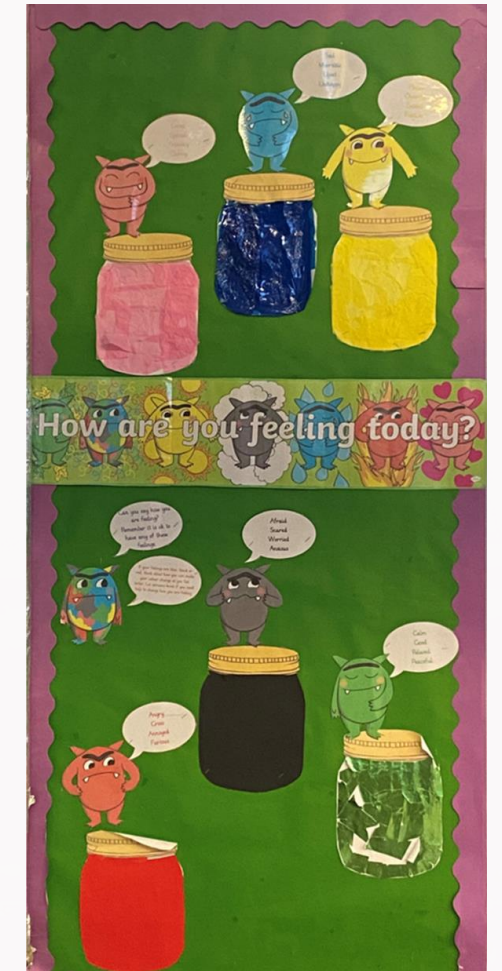


# Self-regulation Ideas

- Having available resources and areas for children to **name** and **talk** about their **feelings** will support them.
- Ensure **consistent strategies** are used.





Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling okay Focused Ready to learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control



# Self-regulation Ideas

- Zones of regulation help children to recognise when they are in the different zones.
- They can also learn how to use **strategies** to change or to **stay** in their current zone.
- It is important to use the **language** and talk about the zones as they apply to you in a variety of environments.
- Explain that we all experience the zones at different points, and we will use strategies to support us. For example, we may take deep breaths when we are in the **yellow** or **red** zone.

			
<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified



# Useful Strategies

carpet

tidy up

line up

group

outside

home

Now

Next

Now

Next

tidy up

group

**Visual support**

This is my new school

.....Primary school

This is my teacher

Miss/Mrs/Mr.....

I will be in.....class

**Social stories**

**Sand timers**

**Warnings**

# Useful Strategies



**Count downs**



**Transitional objects**

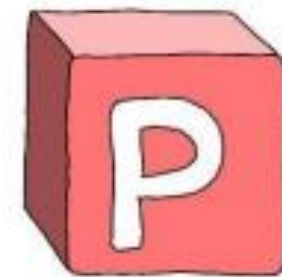


**Music**



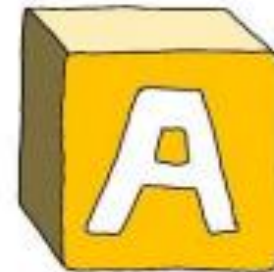
**Backward chaining**

# Pace Model – Dan Hughes



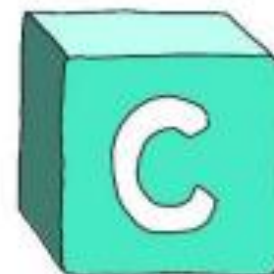
## Playfulness

- Playfulness in interactions can diffuse conflict and promote connection  
e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)



## Acceptance

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



## Curiosity

- Being curious to where a behaviour has come from (in your head or out loud...)



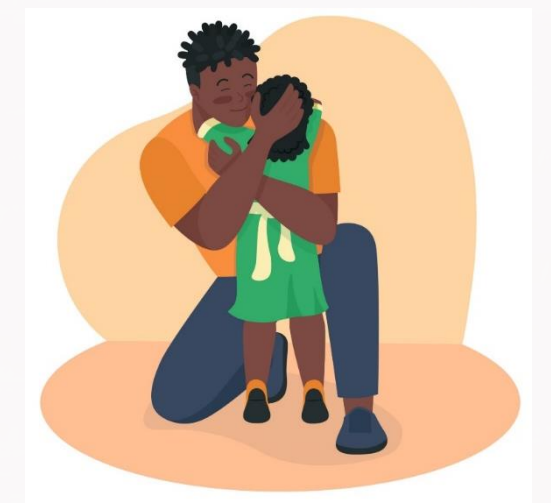
## Empathy

- Really connecting with how they are feeling and showing compassion



P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by Julie Jones



# Managing Self



Snuffle/Nose station



[Potty training - ERIC](#)

# Managing Self



# Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

# The Role of the Adult

The adult plays an important role in helping children with their physical development.

This includes carefully planned activities for gross and fine motor skills as well as tuning into the children's interests.



# Strategy - Sensory Circuits

## Alerting

These activities prepare the brain for learning. They activate the vestibular system and provide proprioceptive stimulation.

## Organising

These activities use motor skills, balance and timing. This helps to increase focus and attention.

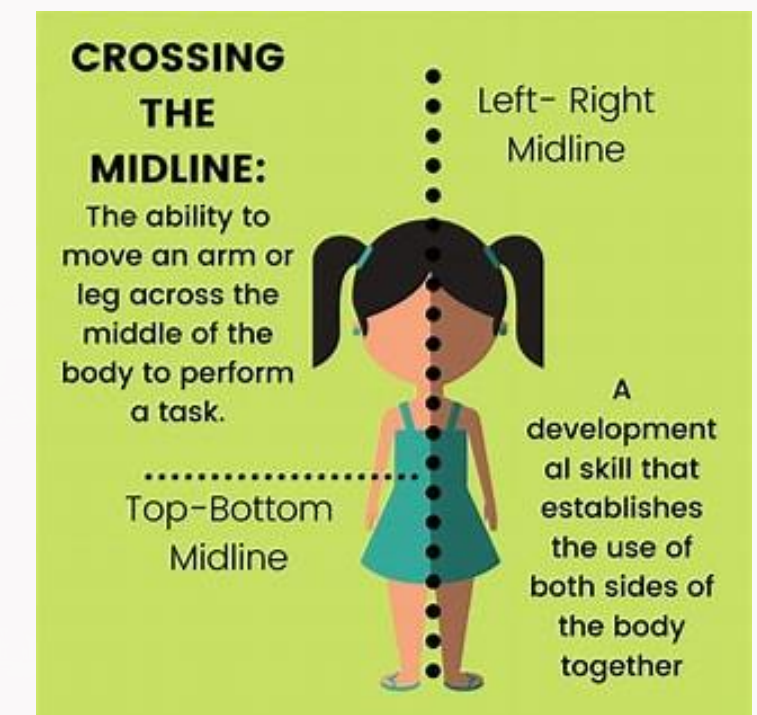
## Calming

These will focus on proprioception and deep pressure activities so the child leaves the circuit feeling calm, focussed and ready to get the best out of their next activity.



# Crossing the Midline

- Being able to cross the midline is an important developmental skill. It is needed for reading and writing, for dressing, for participating in many sports and many other day to day activities.
- Children who have difficulty reaching across their middle may have to switch hands when doing an activity. Or they may compensate by turning their trunk to reach toward the opposite side.
- Poor midline crossing also makes it difficult to visually track a moving object from one side to the other, or to fully track from left to right when reading.

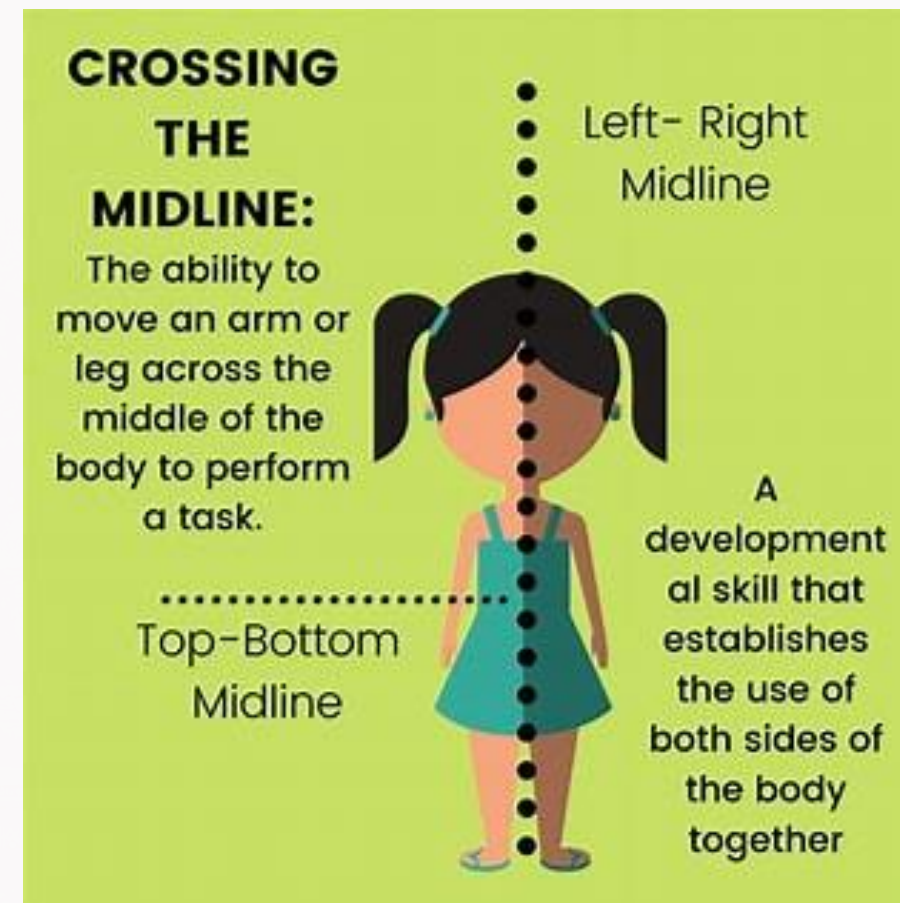


# Crossing the Midline

- If children avoid crossing the midline it will interfere with their development of hand dominance and make tasks that involve the use of two hands very difficult.

These tasks may include:

- Tying shoelaces
- Coordinating a knife and fork
- Reading and writing
- Ball games
- Drawing and cutting skills



## Strategies – Crossing the Midline

- Position toys to the side, encourage them to use their opposite arm to reach across for toys. You can make this a game as they reach for items in your hand.
- Play sorting games: place objects to sort on the left side and containers to place them in on the right side; sort coins, cars or trucks, pompoms, marbles, etc.
- Throwing a beanbag with one hand to a container placed on the other side of the body.
- Draw large figure eights on paper, in sand, in the air with a finger, in shaving foam on a shower screen.



## Strategies – Crossing the Midline

- While they are kneeling down, ask the child to draw a large rainbow on paper on the floor, ensuring the rainbow covers the whole page and the child uses the same hand. You could also do this using chalk outside.
- Let the child play with sand, scooping sand from one side of the body and putting it into a bucket on the opposite side of the body without switching hands.
- Printing either rubber stamps or potato prints. Have a strip of paper running horizontally in front of child and stamp left to right and vice versa.



**Thank you for your time**

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## Next REP meetings:

- Tuesday 9th December 1:30-3:30pm - Fairlop Primary
- Wednesday 25th February 1:30-3:30pm - Christchurch Primary
  - Wednesday 3rd June 1:30-3:30pm - Wells Primary