

Healthy Living

Self-regulation



Self-regulation is so important in contributing to children becoming positive learners and for their long-term mental health.

What is self-regulation?

Self-regulation is the ability to manage your own energy states, emotions, behaviours and attention, in ways that are socially acceptable. It enables us to monitor and control our own behaviour and adjust the way in which we behave according to where we are.

The EYFS strongly embeds Self- regulation in the personal, social and emotional area of development.

Early Learning Goal: Self-Regulation Children at the expected level of development will: -

Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

(Statutory framework 2021)

TASK

Work as a team to unpick what current good practice you already do around self- regulation. Make a list. Build on this by asking yourselves the reflective questions below.

How do you develop self-regulation?

Do you use routines to support co-regulation? – the structure of the routine helps children learn to become more independent.

Do you incorporate choices for the children into your routines, so that they are asked to be active agents in their learning?

Do you consider your own role in supporting self-regulation? – aim not to over-help the children – learn to step back and let them make their own mistakes, in a supported way.

Do you think carefully about the language that you use with your children? – adults can get into vocal habits that limit self-regulation, for instance, repeatedly saying “be careful” every time a child does anything challenging.

Do you consider all the ways in which you can put your trust in your children, because this will support them in becoming more responsible and independent?

Why not make yourselves a self-regulation toolkit- Create a space in your environment that promotes many different resources around self- regulation, that children, staff and parents can access.

Here are some ideas to get you started.

- Feeling's card and pegs
- Ribbons and scarves
- Zones of regulation
- Bubbles/windmills
- Balloon blowing
- Feeling basket
- Poppets/fidget spinner/slime/playdough
- Scribble boards

Leicester Safeguarding Children Partnership Board Training Priority
Children's Mental Health and Emotional Wellbeing