

# THRIVING LIVES TOOLKIT FOR EARLY YEARS

## PRINCIPLE 4 GUIDANCE

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developed by CREC on behalf of the SCiP Alliance



## PRINCIPLE 4: TRANSITIONS ARE SUPPORTED AND CELEBRATED

Evidence Suggests that	What Might This Look Like	Emerging, Developing and Embedding Practice
<ul style="list-style-type: none"> <li>• Service children experience multiple, and often fast-paced, transitions from their earliest days of life, leading to experiences of loss, separation, grief and recovery.</li> <li>• regular staff reflections on their provision for Service children leads to more consistent and informed practice.</li> <li>• identifying Service children on entry to a setting, and ensuring staff are informed about their individual life experiences and transitions, enables support for the child to understand and navigate their transitions with resilience.</li> <li>• liaising closely with parents and families for information about a child's life experiences enables staff to better support the child.</li> <li>• careful induction and exit processes for a child on entry to, and exit from, other settings smooths disruptions and minimises turbulence for the child.</li> <li>• well-timed, individualised and collaborative induction processes, with secure daily arrival and leaving routines, encourage a positive experience for the child.</li> <li>• helping children to talk about and express their feelings about their past, present and future life experiences and transitions can contribute to child wellbeing and positive self-esteem and identity.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular staff reflections on their provision for Service children.</li> <li>• Identifying Service children on entry to a setting, and ensuring staff are informed about their individual life experiences and transitions.</li> <li>• Facilitating and encouraging continuity of care and learning experiences for the Armed Forces Child.</li> <li>• Individualised and collaboratively constructed induction and exit processes, with secure daily arrival and leaving routines.</li> <li>• Helping children to talk about and express their feelings about their past, present and future life experiences and transitions.</li> <li>• Liaising closely with parents and families for information about a child's life experiences.</li> <li>• Supporting children's friendships and social identity in the peer group.</li> </ul>	<p><b>Emerging:</b> Early Years providers will be exploring how to support young children from Armed Forces families to have positive transition experiences, into, within, and out of their settings. There is limited recognition of their unique experiences and specific resources and/or approaches regarding transitions and deployment have not yet been identified and used.</p> <p><b>Developing:</b> Early Years providers will recognise the unique experiences of Service children and have identified specific approaches and resources to support them have positive transition experiences, into, within, and out of their settings. Some staff awareness may exist, but further CPD and support is required. Induction and transition activities may reference, but not actively support, Service children.</p> <p><b>Embedding:</b> Early Years providers will provide tailored transition support for Service children's when they start, when they move within groups, and when they leave the setting. Well-established and actively promoted approaches and resources are utilised by all staff and embedded within daily practice, and families are closely liaised throughout.</p>



## PRINCIPLE 4: PRACTICAL ILLUSTRATIONS OF GOOD PRACTICE

To support this process, a number of practical examples are set out (in the form of practitioner quotes) at the end of this document. These examples can be used to inspire new ways of working, provoke reflective dialogue, and to demonstrate what things are possible across the range of different early years provider types that exist.

### Examples from Practice: Principle 4

*The children experience separation from parents through detachments, separation from extended family through military posting, multiple transitions due to frequent moves. They are also more vulnerable to casework (SEND or safeguarding) being lost due to moves between local authorities. (Online survey)*

*Sometimes they need more support when they are new to the area and nursery...and we do our best to help them through the process with extra attention to activities they love. Toys, books, more one-to-one attention. (Online survey)*

*Due to the changes that happen in their lives they often need support with daily transitions and emotional regulation and extra nurturing, especially when their parents is deployed. (Online survey)*

*They need routine and stability. A lot of children struggle with being uprooted here, there and everywhere and this can cause children to struggle with their personal, social and emotional skills. Children become withdrawn and isolate themselves from making friends as they begin to see that it's only a temporary place of staying before they get uprooted again to somewhere new. It's also tough for teachers to help diagnose any underlying issues the children may have eg dyslexia, ADHD, autism etc, without getting these needs discovered earlier. Children often struggle finding these needs out later on in adult life and trying to work out a new way of living with them. (Online survey)*



*We understand the need to ensure their development is supported due to the potential to consistently move and this can impact their development. We also understand the need to support PSED as they may struggle to develop relationships with their peers as they move so often. (Online survey)*

*We help the child to settle following national and international moves and preparation for these if upcoming. (Online survey)*

*We offer lots of stories, preparation, visuals of what might be happening, passing on information to the next setting. (Online survey)*

*It can be frustrating when finally the support is put in place for the families then to move on, although we would support them throughout and provide them with all the evidence to take with them, to hopefully make it easier for the next educational establishment who will be supporting the child. (Online survey)*

