# Behaviour and Attitudes

This document should be used alongside the following:

* [Statutory Framework for EYFS 2021](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)
* [Ofsted inspections of early years and childcare providers - GOV.UK](https://www.gov.uk/government/collections/ofsteds-inspection-of-early-years-providers)
* [Development Matters Guidance](https://www.gov.uk/government/publications/development-matters--2)
* [Birth to 5 Matters.pdf](https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf)

| **Areas to consider about your setting** | **Supporting evidence** | **Actions you have identified**  | **Date actions need to be completed**  |
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| Does the setting have records of accidents, incidents and children’s attendance at the setting?  |  |  |  |
| How are reasons for non attendance recorded and followed up?  |  |  |  |
| Do attendance records reflect accurate arrival and departure times for each child?  |  |  |  |
| Is every child accessing their full entitlement (FEEE)? |  |  |  |
| How well do you work with parents to promote children’s good attendance, especially the attendance of children in receipt of Early Years Pupil Premium and FEEE2?  |  |  |  |
| Are children demonstrating the characteristics of effective learning in the setting? |  |  |  |
| Do children show high levels of curiosity, imagination and concentration?How do you know? |  |  |  |
| Are children supported to form positive relationships with both adults and children, to develop social skills and learn how to manage their feelings?  |  |  |  |
| Trauma Perceptive Practice (TPP) is the Essex approach to understanding children’s behaviour and supporting emotional well-being. Have you considered undertaking TPP training?  |  |  |  |
| How do you ensure that staff have a good understanding of children’s behaviour and are able to support their well-being? Is this consistent across the staff team?  |  |  |  |
| Are strategies employed in the setting shared with the parents to ensure consistency of approach between the setting and home? |  |  |  |
| How do you ensure that children acquire a tolerance and appreciation of and respect for their own and other cultures? |  |  |  |
| How do you ensure that children know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions?  |  |  |  |
| Are you aware of the fundamental British values and are these embedded within your setting? |  |  |  |