# Behaviour and Attitudes

**Self regulation and Executive function**

Self-regulation and executive function are closely interrelated. They are typically applied together to help children gain greater control over their thoughts, actions, and emotional responses. Children’s ability to apply these skills can be influenced by their early experiences, their current state of wellbeing (including their emotional state), and levels of motivation. Supporting the development of these skills may mean children are more likely to do better later in school.

| **Areas to consider about your setting** | **Supporting evidence** | **Links to identify & support improvement**   | **Actions you have identified**  | **Date actions need to be completed**  |
| --- | --- | --- | --- | --- |
| Does the setting have records of accidents, incidents and children’s attendance at the setting?  |  | [Statutory framework for the early years foundation stage for group and school providers (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf) |  |  |
| 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? |  | [Development Matters - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/development-matters--2/development-matters#the-characteristics-of-effective-teaching-and-learning) |  |  |
| Do children show high levels of curiosity, imagination and concentration?How do you know? |  | [EEF | Self-Regulation and Executive Function (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/early-years-evidence-store/self-regulation-and-executive-function?approach=promoting-talk-about-learning) |  |  |
| Are children supported to form positive relationships with both adults and children, to develop social skills and learn how to manage their feelings?  |  | [EEF | Self-Regulation and Executive Function (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/early-years-evidence-store/self-regulation-and-executive-function?approach=teaching-self-monitoring-and-self-awareness) |  |  |
| Trauma Perceptive Practice (TPP) is the Essex approach to understanding children’s behaviour and supporting emotional well-being. Have you considered undertaking TPP training?  |  | [TPP Leafletv5-Accessible Jan 2023 (1).pdf](file:///C%3A/Users/Stephanie.mottram/Downloads/TPP%20Leafletv5-Accessible%20Jan%202023%20%281%29.pdf)[Self Regulation Booklet.pdf](file:///C%3A/Users/Stephanie.mottram/Downloads/Self%20Regulation%20Booklet.pdf) |  |  |
| 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?  |  | [EEF | Self-Regulation and Executive Function (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/early-years-evidence-store/self-regulation-and-executive-function?approach=creating-and-navigating-challenge)[Self Regulation Booklet.pdf](file:///C%3A/Users/Stephanie.mottram/Downloads/Self%20Regulation%20Booklet.pdf) |  |  |
| Are strategies employed in the setting shared with the parents to ensure consistency of approach between the setting and home? |  | [Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents) |  |  |
| How do you ensure that children acquire a tolerance and appreciation of and respect for their own and other cultures? |  | [How Early Years Settings Can Promote Mutual Respect And Tolerance - Early Years Careers](https://www.earlyyearscareers.com/eyc/enabling-environment/early-years-settings-can-promote-mutual-respect-tolerance/#:~:text=Mutual%20respect%20and%20tolerance%20is%20about%20accepting%20another,understanding%20of%20the%20world%20element%20to%20the%20EYFS.) |  |  |
| 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? |  | [Fundamental British Values in early years - Early Education (early-education.org.uk)](https://early-education.org.uk/fundamental-british-values-in-early-years/) |  |  |