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| --- | --- | --- | --- |
| **Area to be considered**  **Do you have…** | **Yes** | **No** | **Could be improved** |
| **A reflective and knowledgeable staff team** | Yes.  This is evidenced in our daily practice. |  |  |
| **Access to training on behaviour issues** | Yes.  Staff have completed EYA Central online courses.  All staff have completed training on Therapeutic Teaching methods and TPP training. |  |  |
| **A staff team who work with each other for a consistent approach** | Guidance from our co-ordinator and group discussions at regular staff meetings. |  |  |
| **A key person system in place which is supported by the setting’s organisation** | This is embedded in daily practice and supported by the management committee. |  |  |
| **A clear behaviour policy** | Yes.  A review is undertaken annually.  This is shared with parents and carers on our website. |  |  |
| **Clear boundaries and rules** | Our Golden Rules and Golden Words are displayed in pre-school and are included in our curriculum planning. They are taught at circle time at the start of each half term. |  |  |
| **Routines which have flexibility when needed** | The session routine is regularly adapted to meet the needs of the children. |  |  |
| **A physical environment conducive to positive behaviour** | This is achieved by defining activity areas within the classroom and outside in the garden and providing stimulating activities  which are available to all the children. This promotes an inclusive environment indoors and out. |  |  |
| **Planning and differentiation for SEND** | Yes. This is evidenced in the One Planning for SEND children, within our setting. |  |  |
| **Planning and differentiation for the gifted and talented** | The key person and staff team observe, assess and plan for the individual child.  They will use the information from parents and carers, their own assessment from their observations and Tapestry, the child’s online journal.  Activities and resources are adapted to extend and promote further learning. |  |  |
| **Sufficient and stimulating resources for a range of needs and abilities** | This continues to be managed by offering a variety and range of equipment and activities which are differentiated to meet the needs of all children.  Children are also able to access resources, games and activities themselves.  The home corner reflects a home environment and we often have a second role play or interest area. Adult led activities continue to be differentiated to meet the developing needs of all the children. |  |  |
| **Opportunities for children to make choices and experience independence** | Yes. This is promoted throughout the session and PSED is one of the main areas observed when a child joins our setting. |  |  |
| **Opportunities for problem-solving** | Through carefully planned resources and activities on session.  E.g. puzzles & games, maths & science activities, arts & crafts, role -play, small world play, IT equipment, climbing frame, sand & water, instruments, loose parts play etc. |  |  |
| **Children and adults who acknowledge and discuss feelings and emotions.** | Staff have a thorough knowledge of PSED and use our Golden Rules and Golden Words.  A display of the Colour Monster and the book are available to use to aid discussions with children on their feelings and emotions.  Where appropriate staff will use the Worry Monster, purchased after completing training on Therapeutic Teaching and TPP training, which has been used successfully on session.  Staff interact and support children individually and in small and large group discussions during session and/or at circle time.  We use our persona dolls when and where appropriate. |  |  |