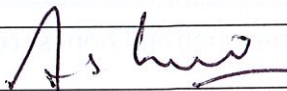





## EYFS - SCHOOL SETTLING IN POLICY

Date ratified by Governors	December 2020
Signature of Chair of Governors	
Audience	All stakeholders
Date for Review	January 2022
Date policy implemented:	May 2018
Signed By Head Teacher	Caroline Bond 

### Introduction

For some children, starting school it is their first separation from their main carer, as a result we recognise that 'parents are a child's first and most enduring educators' (*Early Years Foundation Stage - Positive Relationships/Parents as Partners*). It is a major event in a child's life and this time of transition can be stressful for both children and parents/carers.

To ensure that both children and parents/carers feel supported as they work towards feeling at ease in their new setting, we seek to ensure a smooth transition by working in close partnership with parents and the previous setting the child attended. We believe that it is important for staff to take time to get to know the children, their parents and their home environment.

We aim to be fully accessible to children and families and with this in mind we recognise that each child will start school with a diversity of individual experiences, attitudes, expectations and developmental differences. These need to be taken into account when settling each child into their new learning environment.

### Our school aims to:

- Make the children feel happy and secure in their new environment in the absence of their parent/carer.
- Make the children feel confident to explore and experiment in their new physical surroundings.
- Help the children to develop the independence required to freely access all of the resources available in their new environment.
- Support the children to develop positive relationships with both adults and other children.
- Help children to communicate their needs to others in an appropriate way.
- Promote appropriate behaviour, with clear expectations and positive



reinforcements.

- Work in partnership with parents/carers in their child's learning.
- Support children to build upon the prior experiences and knowledge they have gained in their home environment.
- Encourage and welcome open and honest communication between staff and parents/carers

**As a staff we aim to:**

- Show empathy and sensitivity towards new parents/carers and children.
- Be responsive and flexible by taking into account the individual needs and experiences of the children and parents/carers.
- Take time and provide the space to get to know new children and their parents/carers whilst they are settling in.
- Organise and manage the environment in such a way that the children can operate independently, safely and imaginatively.

**Settling in time-scale**

- During the first week parents/ carers are encouraged to help children choose and settle at an activity, parents/carers are encouraged to leave sooner rather than later.
- Once children are fully settled we ask parents/ carers to leave promptly.
- Anxious signs from parents may delay the child settling fully by un-settling them.
- We advise parents/carers to warn their children they will be leaving e.g. after 5 minutes or after they have read two books together, and stick to this.
- We would expect Reception children to settle quicker than Nursery children. After the first week, Reception parents/carers are asked not to hang up coats for children in order to encourage independence.

**How we support upset children**

- Children often calm down once their parents/carers have left we are happy to call parents/carers to let them know how their child is coping.
- If a child has a sibling at school we may try inviting them into class to help comfort the child.
- We guide them to an activity we know they like.
- We distract them.
- If a child speaks a community language of another member of staff in school, we ask the member of staff to visit the class to help translate and expose the child to something familiar.
- We are available to talk at any stage of the process. There is time for brief informal talk at the beginning and end of each session and appointments for more in depth conversations can be made.



### **How parents/carers can support upset children**

- If your child does not appear to be settling after a couple of weeks, we encourage you to try leaving them with a member of staff and leaving as soon as possible.
- Speak positively about school and the staff to help develop relationships and trust.
- Always say 'goodbye' to your child before you leave. Once you have left, do not return until home time. This helps the child learn the routine.
- Talk to your child about the school routine to familiarise them with it.
- Read the handout provided by the school for tips.
- We invite children to bring in a favourite toy or show us something such as a drawing during the first few weeks.

### **Guidelines and Procedures:**

- Parents/carers are always warmly welcomed into the classroom at the beginning of the session.
- All children and their parents/carers are made very aware of their individual teacher/key person before they start in the nursery.
- Each teacher/key person is responsible for helping their group of children to become familiar with the nursery and to feel safe and confident within it.
- Each teacher/key person develops a genuine warm and caring professional relationship with each child in their group as well as the child's parents/carers.
- Each teacher/key person responds sensitively to the feelings, ideas and behaviour of each child in their group and endeavours to meet each child's particular needs and those of their parents.
- Information is provided to the parents/carers to familiarise them with daily routines and an *overview* of the termly and yearly events.
- Parents/carers are asked to complete an 'All About Me' form before their child starts at school in order to give us additional information about each child.
- We encourage the parents/carers to leave their child after a short period of time, with the understanding that if the child has been upset at the separation we will contact them soon after to reassure them that their child has settled.
- If the child continues to be upset staff will contact the parent/carer asking them to return to school.
- For the initial term at school, parents/carers are able to choose to send their child/children for a reduced period of time, if they feel their child is not ready for the 5 sessions offered. (This will be agreed between staff and parents and reviewed on an ongoing basis to ensure the agreed plan continues to best meet the needs of the child.)
- We offer and undertake ongoing, regular, informal discussions with parents/carers to enable us to build up a picture of their child and the previous experiences they have on arrival to school and share how each day is progressing and how their child is settling in.
- Parents/carers are given opportunities to share what they know about their child either in



written form or through informal chats. This is used to help plan appropriate activities for the children.

- During the settling in period, activities and experiences provided in the classroom are geared towards helping the children settle into their new environment and learn their new daily routines. (These are planned in response to how each child is progressing.)
- An emphasis is made in the first term on looking at the children and their families and sharing photographs and home experiences. Displays are centered on the children, their families, experiences and interests.
- We hold a 'Settling-in Review' four to six weeks after the child initially starts to discuss with the parent/carer how their child has settled in, how they are making progress, and how they can support their child at home.
- A 'Settling In' questionnaire is given to all new parents after six weeks to gather feedback and to ensure we are doing all we can to make the process as smooth and happy as possible.

#### **Ongoing policy review**

- Our Policy and Procedures for 'Settling-in' are always open and responsive to feedback from parents/carers and staff. If it is felt worthwhile and helpful additions and changes will be made to the process. In all the things that we do to settle children, we very much see it as a close collaboration between home and school as this is the best way to enable the very smoothest and happiest transition for all concerned - parents, child and staff.