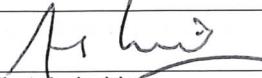




EYFS - SCHOOL SETTLING IN POLICY

Date ratified by Governors	November 2024
Signature of Chair of Governors	
Audience	All stakeholders
Date for Review	November 2026
Date policy implemented:	November 2024
Signed By Head Teacher	

Introduction

For some children, starting school is their first separation from their main carer. We recognise that 'parents are a child's first and most enduring educators' (*Birth to five matters*). It is a major event in a child's life and this time of transition can be stressful for both children and their 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 wider families.

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 and previous settings.
- 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

- As a setting we will provide a short period of staggered starts towards full-time attendance within Nursery and Reception classes.
- We ask that parents join their children for the planned parent sessions, however support their child to separate from them on entry to their class after this.
- Once children are safely inside with our teaching team, 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 remind their child about what will happen when they get to nursery/school, e.g "Daddy is going to hold your hand to the door. Daddy will give you a big cuddle and we will say goodbye. Your teachers will keep you safe and I'll be back to collect you very soon."

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 should parents/carers request this.
- We use a visual timetable so that your child knows what to expect during their session, e.g. "Now we are playing, next we will tidy up and after that we will all have snack together."
- We guide children to an activity we know they like.
- 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

- 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 the end of your child's session or an agreed collection time. This helps your child to become familiar in their routine, and with familiarity comes a sense of safety.
- Talk to your child about the school routine to familiarise them with it.

Guidelines and Procedures:

- All children and their parents/carers are made very aware of their individual teacher before they start in the nursery or with us in Reception.
- Each teacher is responsible for helping their group of children to become familiar with their learning environment and to feel safe and confident within it.
- Each teacher and practitioner develops a genuine warm and caring professional relationship with each child in their group as well as the child's parents/carers.
- Each teacher and practitioner 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 promptly, 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 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 through Tapestry or through informal chats. This is used to help plan appropriate activities for the children and supports the next steps in their development.
- 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 routine.
- 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.

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.