



Clarendon Primary School & Children's Centre

Settling in Policy

'Doing our best to achieve our best'

Introduction:

For most children, starting nursery 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*). Starting in a new setting is a major event in a child's life and this time of transition can be stressful for both children and parents.

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

The Nursery aims to be fully accessible to children and families from all sections of the local community. 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.

Clarendon Primary School Nursery aim 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 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.

As a staff we aim to:

- Show empathy and sensitivity towards new parents and children.
- Be responsive and flexible by taking into account the individual needs and experiences of the children and parents.
- 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.

Guidelines and Procedures:

- The children and parents are always warmly welcomed into the nursery.
- 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 to familiarise them with daily routines and an overview of the termly and yearly events.
- Parents are asked to complete an 'All About Me', questionnaire before their child starts at the nursery in order to give us additional information about each child.
- We encourage the parents 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 half term at nursery 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 full 2 ½ day session. (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 nursery and share how each day is progressing and how their child is settling in.
- Parents are given opportunities to share what they know about their child either in written form or through informal interviews. This is used to help plan appropriate activities for the children.
- During the settling in period, activities and experiences provided in the nursery 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 half term on looking at the children and their families and sharing photographs and home experiences. Displays are centred on the children, their families, experiences and interests.
- We hold a 'Settling-in Review' four to six weeks after the child initially starts nursery 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 into nursery, 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 into Clarendon Primary School Nursery for all concerned – parents, child and staff.

Links to Every Child Matters Outcomes

- Helping Children to be Healthy
- Protecting Children from Harm or Neglect and Helping to keep them safe
- Helping Children Enjoy and Achieve
- Helping Children make a positive contribution to the Provision and the wider community
- Organisation

Links to EYFS General Welfare Requirements

- Safeguarding and Promoting Children's Welfare

Policy Review:

Date reviewed: Summer term 2016

Review date: Summer term 2019