



Where learning's an adventure

Settling-in Policy for the Early Years Foundation Stage

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AIMS

- To support children and their parents/ carers in the move to their new environment
- To work closely and share information with parents/ carers
- To help children and parents/ carers form strong relationships with staff
- To help children feel secure and confident in the Early Years Foundation Stage
- To work with parents/ carers to help children with any difficulties that may arise

KEY POINTS

- Staff and parents/carers should be aware that children settle into a new setting in lots of different ways and timescales.
- Staff should be sensitive how daunting a new environment, (which is busy), can be to a child; especially if the child is new to English.
- A key person is allocated to each child. These change every half term to allow all staff to get to know all children.
- Staff including the child's initial key person go to the home visits.

KEY DATES

- Parents/carers are welcome to make a date for their child to **visit** during the end of the term before they start. If required, previous settings make arrangements to visit with their children.
- **New parents meetings**, (end of half term before they start), where children are welcome to visit.
- **Home visit**, (end of summer term/ week before starting in Autumn).
- **Tea party**, (end of summer term/ Friday before starting).
- **Start date**. Children start on different days throughout the first week. This is to give them more individual attention when they first arrive. Children do not start on a Friday in order to provide a bit of routine before the weekend break.
- Parents/carers will be invited to a settling-in progress report **meeting** after the first half term.

WHAT HAPPENS DURING THE SETTLING-IN PERIOD

- During home visits we find out about children's interests so these can be available to them when they first arrive.
- Parents/carers are informed about their child's first day in the setting through a card containing photos and statements.
- Activities are specifically planned to support settling-in for the first half of term.
- Children are introduced to a class toy which they take turns to care for at home. This develops links between our setting and home, both for the child and staff.
- Parents/carers are asked to bring in samples of work or photos from home to go in their child's Profile Book.
- Staff spend time working closely with the children getting to know them.

SETTLING-IN TIMESCALE

- During the first week parents/ carers are encouraged to help children choose and settle at an activity and welcomed to stay during the session.
- The second week parents/carers are encouraged to leave sooner and gradually reduce the time, so children should be able to say goodbye with ease by the end of the first half term.
- Once we notice children are nearly 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. Parents/carers are welcome to stay in class for the first week if their child is finding it difficult. This may need to be extended in individual cases.

HOW PARENTS/CARERS CAN SUPPORT DISTRESSED 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.

- 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.

HOW WE SUPPORT DISTRESSED 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 favour.
- 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.