

Primrose Hill Primary School



Settling In Policy

January 2017
Review date: September 2017

PRIMROSE HILL PRIMARY SCHOOL

SETTLING IN POLICY

POLICY STATEMENT

Children start school with a range of previous experiences and begin their school career with differing needs and at different stages of development. We need to ensure all needs are met and that starting school is an enjoyable, secure and positive experience for the children. Starting school can be an anxious time for both parents and children. We want to make this process as smooth as possible and quickly establish a close working partnership between home and school. We want staff to understand and implement this policy in order for the children to have an enjoyable and relaxed introduction to education.

AIMS

At Primrose Hill, we aim to establish a positive partnership with families which will enable each child to settle into school quickly and happily. We acknowledge that each child is unique and aim to respond to the needs of each child in order to ensure that they settle in to school quickly and happily.

OBJECTIVES

- For the School to be well prepared to admit children into the Two Year Old Provision, Nursery and Reception Classes
- For the School to be well prepared to admit children at any stage of their school career.
- To set out clear and proper provision for the first days and weeks in school for each child.
- For parents/carers to have a clear understanding of the school's ethos and expectations in accordance with this Settling In Policy and the Admissions Policy.

For the children to:

- Feel happy and secure in order to develop their full potential.
- Feel valued and value others, developing positive relationships.
- Be independent, make decisions and explore the learning environment.

For all parent/carers to:

- Feel welcome and valued.
- Share information, working as partners for the benefit of their child's education.
- Understand the Early Years Foundation Stage and Key Stage One curriculum and procedures relating to admissions and settling in policies.

To establish a learning environment which:

- Is welcoming.
- Is safe and secure as well as being stimulating and exciting.
- Is appropriately resourced for both inside and outside classroom activities.
- Is organised to encourage independence.

EQUAL OPPORTUNITIES

We believe that it is the right of all children, parents and carers, regardless of ethnicity, gender, sexuality, disability, ability, linguistic, cultural or home background to be included in all aspects of school life. Each child will be valued as an individual and individual needs with regard to settling in will be dealt with sensitively and in partnership with the child's parent or carer. Whenever possible translations will be available of all relevant documents and interpreters arranged for parents/children who have English as an additional language. The school ethos and environment must welcome and reflect families from different cultures and backgrounds.

IMPLEMENTATION

Children starting at the Two Year Old Provision:

- Will be allocated to a named Key Person before the child starts but if, when the child settles, they 'prefer' to go to another member of staff then where possible they will become the child's new Key Person.
- Are given the opportunity to visit before they start school.
- Will receive a home visit from two of the Early Years Practitioners. These will take place before the child starts in the Provision.
- Will be admitted gradually over the first few weeks. Their stay each day will be gradually extended as they settle.
- Are encouraged to interact with other children and adults. In accordance with our Behaviour Policy, staff will spend time establishing positive relationships with children.

Children starting Nursery:

- Are given the opportunity to visit the nursery in the Summer term before they start school.
- Will receive a home visit. These will take place in the first weeks of the Autumn term. They are led by the class teacher who is accompanied by a nursery officer.
- Will be admitted into Nursery gradually over the first few weeks of term. Their stay each day will be gradually extended as they settle into their new class.
- Are to be praised on their first attempts and given challenges and activities appropriate to their observed stage of development.
- Are introduced to school routines and are given clear instructions at the beginning of each session. During the settling in period, children are allowed to take part in activities at their own pace.
- Are encouraged to interact with other children and adults. In accordance with our Behaviour Policy, staff will spend time establishing positive relationships with children and will introduce them to school rewards and sanctions.
- Will attend part-time for the first week of their school career and then may stay for lunch in the second week and then full-time in the third week. Some children take slightly longer to settle into school and it may be appropriate to extend the part-time period for longer than the usual two weeks.

Children starting Reception:

- Are given several opportunities to visit their classrooms in the Summer term before they start school.
- Will receive a home visit if they are new to Primrose Hill Primary. These will take place in the first week of the term. This is led by the class teacher who is accompanied by the nursery officer.
- Will be admitted into the Reception classes gradually over the first few weeks of term. Their stay each day will be gradually extended as they settle into their new class.
- Children from our Nursery will be part-time for the first week and full-time from the second.
- New children to the School will stay until 11:30 for two days, till 1:30 for two days and then will likely attend full-time, depending on how they are settling. All decisions on settling will be taken with all members of staff and through daily discussion with the parents. Settling is discussed in detail at each child's home visit.

- Are to be praised on their first attempts and given challenges and activities appropriate to their observed stage of development.
- Are introduced to school routines and are given clear instructions at the beginning of each session. During the settling in period, children are allowed to take part in activities at their own pace.
- Are encouraged to interact with other children and adults. In accordance with our Behaviour Policy, staff will spend time establishing positive relationships with children and will introduce them to school rewards and sanctions.
- Some children take slightly longer to settle into school and it may be appropriate to extend the part-time period for longer than the usual two weeks.

Parents/Carers of children starting in EYFS:

- Are invited to visit their child's classroom and meet the staff in the term before their child starts school. During this visit they will be given a 'welcome pack' containing relevant information and procedures related to their child starting school. [See Admissions Policy for details]
- Are offered a home visit prior to their children starting school. During the home visits parents and carers meet at least two of the staff working in their child's classroom and are given the opportunity to raise concerns and ask questions about their child starting school.
- Are invited to attend a curriculum evening in the Autumn Term. At this meeting, the Foundation Stage staff will highlight features of the Early Years Foundation Stage curriculum, and give advice on how parents may support their children's learning at home. It is an opportunity for parents to meet the full team.
- Are encouraged to stay with their child on their first day at school and for longer if necessary.

EYFS and School Leadership Staff:

- Will spend time with new parents and children in order to welcome them into school.
- Provide a stimulating, welcoming learning environment for the children,
- Make observations to inform planning and conduct an on-entry assessment of the needs of each child.
- Should share and evaluate samples of children's work and observations in order to agree a consistent approach in making these assessments.
- Carry out a series of observations to inform on-entry assessment within the first six weeks of schooling for each child in order to assess attainment across the areas of learning and to identify areas of concern.

Key Information

- We will give families a variety of information. This includes written information (including our welcome pack and policies), displays about children's learning, information evenings and individual meetings with parents & carers.
- Before a child registers they can visit the setting for a tour with the Head Teacher.
- The EYFS Staff will ensure the registration forms and permission forms are all signed and completed and information shared with any of the team if necessary.
- We will arrange a series of settling in sessions which we recommend you and your child attends.

- We appreciate that parents & carers have different situations and staff will work with you to overcome any challenges and support your child in the best way we can.
- Children who have a period of absence may take time to settle again.
- When parents leave, we ask them to say goodbye and wave goodbye to their child and that they explain in simple terms they will be coming back. Staff use 'visual timetables' to support children with the routine of the day so that they can come to realise that after certain events, such as lunch or story time, the parent & carer will be coming back.
- All children are different and we will do all we can to support your child to settle in. They may cry for a while but if, when you have gone, they stop straight away or if they become more distressed we will contact you to put your mind at ease or let you know. We would not let a child continue to cry inconsolably but ask that you return if possible to settle them. Because very young children use their senses to investigate and feel secure, parents will be encouraged to bring in a muslin or favourite soft toy that has been washed at home, or put their perfume on so that their child has a familiar smell to feel safe and secure. Photos of family and parents can be displayed too, as they would at home.

MANAGEMENT ARRANGEMENTS

The EYFS Leader, in conjunction with the Head Teacher, is responsible for reviewing the effectiveness of this policy.

All Staff are responsible for implementing procedures outlined in this policy.

Refer to other useful Primrose Hill Primary School policies on our website:

- EYFS Policy
- Behaviour
- SEND
- Medical Needs
- Safeguarding & Child Protection
- Attendance
- Complaints
- Freedom of Information
- Data Protection

Robin Warren & Richard McLelland

January 2017

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DISSEMINATION OF THE POLICY

The policy will be given to all members of staff and copies will be available for parents, including via the website.

PROCEDURES FOR MONITORING AND EVALUATION

The head teacher, members of the senior management team and members of the curriculum leadership team, will monitor the policy.