



"Success for everyone"

Elizabeth Selby Infant School

EYFS Settling in Policy

June 2015

Review date: June 2018

EYFS Settling in Policy

Aim

We want every child to feel safe and confident here at Elizabeth Selby Infant School. We aim to create a welcoming environment where children settle quickly and providing individual care to the child by working closely with parents. We recognise that for some children and parents, starting a new setting can be a worrying time. We make sure we have robust settling in procedures and a key person approach for us to get to know the child and parents, giving them the reassurance to feel safe.

Settling in

We start the settling in process before entry as we recognise this as a crucial time to build relationships and establish a two-way dialogue.

We aim to support parents before their child starts our school by:

- ❖ Visiting the family at home so we can see the child in familiar surroundings and to find out about their likes, dislikes and how we can best prepare for them
- ❖ Providing key information about the school
- ❖ Inviting them to our Toy Library to meet other parents, play with their child, borrow toys and get to know our staff.
- ❖ Encouraging them to come along to our Stay and Play Sessions where they will meet staff and other children
- ❖ Attending our Drop Ins when they can see a regular day in the EYFS
- ❖ Having an admission interview when we can make sure we have shared key and important information with the family and they have also made sure we have all the information about their child.

We encourage at least one visit, but cater to the individual child. This visit provides an opportunity to get to know the staff, talk about the individual child, any particular needs and familiarise themselves with the setting. There is an opportunity for new children to meet and spend some time with their peer group.

Key Person

As outlined in the EYFS: 'Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with parents.' (Statutory Framework for EYFS, 2012)

It is important to note that all staff within the EYFS will develop a relationship with all children in their class but each adult will have their own group of children and parents with whom they will develop a positive relationship. This will also ensure inclusion and that each individual child's needs are accommodated.

The EYFS team have daily debriefs which ensures everyone is aware of the needs of all children. They also have a weekly meeting, again ensuring that all EYFS staff are kept informed about all EYFS children.

Every child in the EYFS is assigned a key person who helps the child become familiar with the setting and develops a close relationship with them and the parents.

- Parents will be informed who their child's key person is. This information is also displayed on the EYFS boards.

- Although observations are shared with other EYFS staff, the key person ensures that their allocated children's records are up to date and the next steps planned.
- There are daily opportunities for parents and staff to feedback on the individual child.
- To ensure we accommodate working parents we can arrange meetings at the beginning and end of the day.
- Parents are able to email the school if this is more convenient.
- Parents can also telephone and speak to a member of staff if the need arises.
- If a parent requests an individual meeting, we aim to accommodate that as soon as it is possible as we appreciate that parents with any concern or worry should not wait. We appreciate that a worried or concerned parent requires immediate attention.

Children who are having problems settling

Some children have problems settling and it is important that we try to identify the reasons for this as early as possible:

A child may be having problems settling because they are not used to being apart from their Parents/Carers and they are therefore very frightened. The child's key worker will work with the parents to find out the best way of supporting the settling process

Children who have Special Educational Needs may have problems settling and the practitioners should speak to the SENCO if they feel this is the case.

Settling problems can also be due to fear of certain aspects of the environment e.g. toilets. Strange toilets can be very daunting to a young child who will need constant adult support and encouragement to use them.

If a child is very distressed they will not be left alone. They will be comforted by a member of staff or their key worker. If needed, the parents will be called to collect them. When the distressed child returns to the Nursery the settling process must begin again with the parent staying with their child until the child feels emotionally secure and settled.

Some children may become physical e.g. kicking and lashing out in an uncontrolled way. Practitioners should not try and restrain children who are doing this unless there is a risk of someone being hurt. School policies/procedures dealing with these situations will be followed.

In extremely rare circumstances, a child may not settle at all and continue to be very distressed about coming to school. In such extreme cases the class teacher, SENCO Parents/Carers and the head teacher may decide that it is in the child's best interests to be taken out of school. This is a serious decision to take and everyone concerned should bear in mind that the child will have to start school eventually and that putting off starting school may just defer the same problems at a later date.

Staff will constantly review the settling process and discuss next steps with the parents/carers. We reserve the right not to accept a child into the setting without a parent/carer if the child finds it distressing to be left.

We reserve the right to delay the start of a child in our setting if we feel they are not ready.

We encourage feedback from our parents as this helps the EYFS team to evaluate their practice and fulfil the aim that we are a listening school and we are committed to "Encouraging Success for Everyone"



Settling Policy

Dear Parents/Carers

During the settling process we want you to feel comfortable and confident in your role as an active partner in your child's settling. Here are some ways that you can help us to settle your child:

- ❖ We will ask you to stay with your child for the first day. This gives your child confidence to find their way around and to begin to get to know staff.
- ❖ Some children settle in straight away, others can take days or weeks to feel comfortable. Please don't worry, be patient and help your child settle in their own time.
- ❖ Don't worry if your child rushes from one activity to another or doesn't communicate with other children. The environment, activities and children will be new to your child and this is quite normal as a first reaction.
- ❖ When your child is ready, we will ask you to leave for short periods of time. This will help them to understand that you will always come back for them.
- ❖ Say goodbye to your child before you go. It can be frightening for them if you just disappear.
- ❖ Tell your teachers before you leave and come back at the agreed time.
- ❖ Please talk to staff every day about your child's progress and how long you should stay.
- ❖ If you have any questions or concerns please come and talk to us.