

# Greenhaw Primary and Nursery School



## P.1 Settling in Policy

2020

It is the policy of Greenhaw Primary School to provide each child with adequate time to settle into the year one routine and to appropriately support the transition process from the nursery.

Each child starting in year one will be given the opportunity to settle into school life with the maximum assistance and minimum fuss. It is important that staff give all children time and support during the first sessions during the month of September in order to build individual relationships and gain trust and confidence.

Teachers from both nursery and year one work closely together during the settling in period in order to make the transition run as smooth as possible, and the nursery teachers provide a wealth of information about each child who is transferring from the nursery unit.

## **Aims**

Our aim is for the children to settle smoothly into their new environment. We want their initial experience of their new learning environment to be a positive one. This is equally important for the parents also.

Each child should be given opportunities to:

- Settle happily into his/her new environment
- Settle into a safe, secure, and stimulating environment where there is adequate supervision
- Continue to build upon the knowledge and skills that the children have developed in the nursery
- Have experience of adults working together harmoniously.

## **Induction**

After accepting the school's offer of a year one place, parents receive information regarding an induction meeting, and a meet and greet session.

During the third term of the child's year in the nursery, (April-June) a big focus is the transition to year one. All children in the nursery have many opportunities to use the foundation stage facilities and become familiar with the staff who work there.

Parents/carers are also invited to bring their child along to a meet and greet session which takes the form of stay and play, in June, where they will meet the year one staff and familiarise themselves with their new surroundings.

The nursery teachers work together to determine the year one classes, taking into account a mixture of gender, friendship groups and ability.

## **Induction for New Parents**

New parents will be invited to an information session in June prior to their child starting in year one. This meeting will be conducted by the year one Teachers after a welcome and introduction by the school Principal. The meeting will cover areas such as;

1. Information contained in the induction booklet
2. The Foundation stage curriculum (including aspects of literacy and numeracy)
3. The settling in arrangements
4. Parental involvement
5. The importance of communication between staff and parents.
6. Discipline Procedures
7. Uniform
8. Child protection and safe guarding arrangements

## **September settling in:**

### **Purpose of the settling in routine-**

1. It gives time to establish relationships between staff and children, staff and parents and between the children themselves.
2. There are opportunities for staff to gain valuable information from parents about their child, e.g. specific needs, interests, difficulties, or concerns.
3. There are opportunities for the teacher/assistant to observe small groups of children at a time.
4. Children can explore the year one environment when it is quieter and less busy
5. New rules and routines are introduced gradually.
6. Children gradually get use to the longer day in school over the course of the first few weeks.

The children will be introduced to year one in small groups over the first few days.

At the beginning of the second week, the class amalgamates and all children stay until 12:00pm.

During the third week, the children are introduced to the dinner routine in the hall. They then stay for the full day (9.00am-2.15pm) from the third week onwards.

On the first day parents/carers are most welcome to stay with their child and help them settle (if they feel this is necessary). It is extremely important that all children feel happy and safe before any formal learning can take place.

Should any child have additional or special needs, staff will work with parents/carers to personalise the transition process and meet the individual pupil's needs throughout the settling in period; this may result in an extended period of settling in.

Should it be deemed necessary for any child to have an increased settling in period, this will be determined by the class teacher and communicated to the parents/carers.

### **The Role of the Staff**

- The teacher will use the Settling in period to check information on application and medical forms and acquire other relevant information (e.g. From nursery teachers).
- The teacher will use this opportunity to familiarise/reinforce the parents with the aims, policies and routines in year one.
- The teacher and assistant (s) will ensure that they spend adequate time with each new child during their first few weeks so that every child has the opportunity to form a relationship with all members of staff.
- The teacher and assistants will begin observing and recording each child's progress, and put in plans of action to help and support pupils where necessary.

This policy will be reviewed at the beginning of each school term.