



Transitions Policy 2016-17

Transitions

Policy Statement

We recognise the role as a parent as the child's first educator and aim to build strong, mutually respectful relationships with parents to best understand the needs of children. We understand that young children need time to adjust to a new unfamiliar environment and new people, therefore key person and parent work in partnership to support this process. Although all children are entitled to one week settling in period but in reality this can vary from child to child. Our goal at all times during the transition is to take the lead from the child to best support their transition and make this a least distressful time for child as possible. We also recognise that many parents will find the process of separation difficult and sometimes upsetting. We aim to use our experience to support the parent as well as the child by keeping parents informed and consulted throughout the settling in period.

The Settling In Period

The settling in period is this time when you are here with your child in the nursery/school. It is a time for your child to get to know his or her key person - with the reassurance of having you here too. As the relationship develops, your child will be able to trust that:

- the key person and the other staff are able to meet her or his needs
- they can be helpful, comforting and deal positively with any problems
- they can provide interesting experiences which make it worthwhile to come to Nursery/School.

You will be able to see how we:

- play with children and support their learning and development
- organise the routines of the day
- set boundaries for children and help them develop positive interactions
- care for children's emotional and physical needs and wellbeing and develop their cultural identity

The Settling In Process

The process of settling your child usually takes between one and two weeks and we recommend that you allow two weeks to support them. This will vary from child to child as we aim to settle each child at their own pace. As part of supporting your child to settle in to Nursery or Reception we follow the following process:

1. **Welcome Morning** - We will invite you to come with your child to visit the baby room/toddler room/nursery/reception. This visit will last about ½ hour to 1 hour and you and your child will have the opportunity to explore the Early Years environment, meet the staff and other children.
2. **Home Visit** – Your child’s key worker and another member of the Early Years staff will come and visit you at your home. This can be very special for a child and often children remember for a long time who came to visit them and what they did. We will ask you some questions to find out more about your child for example, what your child likes and dislikes, how they like to be comforted, what they enjoy playing with, their routines around eating and sleeping, the languages they understand, what they like to eat and any dietary restrictions. The home visit gives us helpful information about your child and it enables your child to begin an attachment with the key person on “home territory”. It is also an opportunity for you to any questions you may have. During the Home visit we will arrange with you the start date for your child.
3. **Your child spending time in the setting with you.** During this time, you are available to support your child, to ease the transition for your child from home to Nursery/ School, and to help staff get to know your child. We are aware that both you and your child may be feeling stress at some points, and your child may not appear to be on “best behaviour”. Please don’t worry about this – it is all part of the process. As adults, if we try to relax as much as possible and remain confident, this will help the children. If your child has a favourite toy or blanket this may help them to make a link between home and nursery (especially for very young children/babies) and they are welcome to bring it in during the settling process.

4. Your child spending time in the setting whilst you are in another room. It will be up to you and the key person to discuss when your child is ready for this step. This means that your child has the opportunity to explore the class room and a short period of time at first, and then for longer stretches of time. **It is important to note that babies and young children will always feel anxious about being separated from their families. Through the process of key-person comforting the baby/toddler they start to form new relationships with staff in the setting. This can also be a challenging time for parents as well, as it’s not uncommon for parents to feel a sense of separation anxiety themselves. During this difficult part of the separation parents can help support baby/toddler by remaining positive and remembering that all children go through this stage but eventually settle.**

- It is very important that when you leave to clearly say to your child that you will be leaving the nursery room. It’s tempting to nip out when your child is busy, but if your child turns round a few minutes later to you have unexpectedly gone, she or he may be really distraught and **also undermines your child’s trust.** When you say goodbye to your child, try not to linger, this only makes it worse. Children may cry as they see you leave but as long as they know that you are coming back, and on time, they will learn to trust the situation and settle down more easily to enjoy their day.
- Please don’t peep through the door. If your child sees you, he/she will be upset and wonder what is happening.

It is essential that you do not leave the building without talking with your key person first.

5. Finally, you will decide together with the key worker when your child is ready to be left for the full session/ day. Your child might be very sad at the moment of parting, but if the settling in process has gone well she or he will be able to manage this with the support of the key person and other members of staff. If your child continues to be upset after you have gone, please be reassured that we would contact you. It is still important for you to say goodbye to your child clearly, so that your child knows what is going on and can express how he or she feels about it. Some parents find it easiest to set a limit on how long they will

stay at dropping-off time, for example “I’ll read two books with you then it will be time for me to go.” It is up to you how you manage this, but please do ask for support or advice if it will be helpful. It is not uncommon for a child to settle very well, and then unexpectedly a few weeks later to find it difficult to come in. This might be for any one of a variety of reasons, and again we will offer our support or help if you would like it.

We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.

At any stage in this process you feel that you would like to talk to someone, need some support or ideas please feel free to talk to your key worker, the room leader /class teacher, 0-3 Manager, Early Years Co-ordinator (3-5) or Assistant Head (0-5). The staff at Moreland Primary School are committed to working closely with parents and carers and involving them at every step in their child’s learning journey. We look forward to working together with you.