



Fierté Multi Academy Trust

Policy on EYFS - Settling in 2017-2018

At the heart of our Trust are both the UNICEF Rights Respecting values and articles and Learning Behaviours. Through these, we aim to put **children's rights** at the heart of our schools. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talents and abilities to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake.

Every child has the right to:

- An education (UNICEF article 18)
- Develop their personalities, talents and abilities (UNICEF article 29)
- A range of activities (UNICEF article 31)
- Be safe (UNICEF article 19)
- **Dyslexia:** *Fierté Multi Academy Trust recognises the unique contribution of every individual in the school community. It is an inclusive school in which adults and pupils of all abilities and from all cultures and backgrounds are valued. Pupils' wider achievement is encouraged and celebrated and the good progress of all our pupils is of paramount importance as is the safeguarding and wellbeing of all pupils.*

Statement of intent

We want children to feel safe, stimulated and happy in our school and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well being and their role as active partners with the school.

Aim

We aim to make our Reception setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families using Development Matters and encouraging independence, creativity and curiosity.

Methods

- Before a child starts to attend school, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the school, information session and individual meetings with parents if deemed necessary.

- During the summer term before a child begins school in September, we provide opportunities for the child and his/her parents to visit the school. The EYFS leader visits the pre-school settings and works closely alongside the Pre-School/Nursery through staff meetings, informal drop ins, formal drop ins, transition meetings and as part of the pre-school committee to ensure transition is of the highest quality.
- Each child is placed within a registration class along with a class teacher and a Nursery Nurse/teaching assistant.
- Before a child starts school, we explain the process of settling-in with his/her parents. This settling-in period is as follows: week one – mornings only; week two – mornings and lunch; week three onwards – full days. Pupils are sent a pack during the holidays with a letter from the class teacher reminding of routines and expectations and supporting parents with activities and guidance to ensure the Childs start at school is the best it can be.
- Some children may take longer to settle in. During these times parents are welcome to stay to help their child settle in, however Parents will also be encouraged to leave their child as many children react differently when their parents are not visible and often settle quickly once they have left.
- We judge a child to be settled when they have formed a relationship with the Reception staff for example the child looks for them when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.

Monitoring and review

This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

Signed:

Date: September 2017

Reviewed on: September 2018