



Reach For The Stars

Early Years Settling In Policy



Our Motto

★ **Reach for the Stars**

Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support Articles 2, 12, 15, 19, 24, 27, 28, 29, 31 of the United Nations Convention on the Rights of a Child.

Articles 2/12: We respect the right to be listened to and listen to others.

Articles 19/24: We respect the right to feel safe at school and help others feel safe.

Article 28: We respect the right to learn and let others enjoy their learning.

Articles 15/31: We respect the right to join in and be part of a team.

Article 29: We respect the right to develop our potential and to do it with a growth mindset.

Article 27: We respect the right to look after our own and others property

Our Values

- ★ **Striving**
- ★ **Teamwork**
- ★ **All Included**
- ★ **Responsibility**
- ★ **Success**

★ **Striving**

Our aim is that we are a school that:

- **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
- **never gives up and always find ways of improving**
- **enjoys challenges and aim high**

★ **Teamwork**

Last Review date: Summer 2016

Next Review date: Summer 2017



Our aim is that we are a school that:

- **encourages and supports each other to be the best we can be**
- **learns from each other**
- **listens to and respects each other's ideas**

★ **All Included**

Our aim is that we are a school that:

- **has high expectations of everyone**
- **encourages everyone to take an active part in learning and life of our school**
- **nurtures and celebrates what makes each and every one of us unique**

★ **Responsibility**

Our aim is that we are a school that:

- **takes ownership of the choices we make**
- **takes ownership/charge of our own learning**
- **looks after each other and our school**

★ **Success**

Our aim is that we are a school that:

- **provides an education that encompasses academic, creative, social, emotional, physical and cultural development.**
- **celebrates our efforts and achievements.**

Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their **ability, age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.**

The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

Last Review date: Summer 2016

Next Review date: Summer 2017



5. Philosophy

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

6. Aim

We aim to make the 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.

7. Method

- Before a child attends the setting, we use a variety of ways to provide his/her parents with information.
- In order to help ensure a smooth transition, before the children start Nursery we run a parent and toddler group. This takes place one morning a week for five/six weeks during the half term before entering the Nursery. The parent and toddler sessions takes place in the Nursery setting, enabling the children to familiarise themselves with the environment and meet the other children joining and currently attending the Nursery.
- The sessions give parents the opportunity to meet the Nursery staff, talk with them about their child and ask any questions which they may have. Parents are also given the chance to attend various workshops aimed to support parents during this transition period. Workshops are run as part of the sessions by staff or colleagues from Collingwood centre.
- A parent information meeting is held before the child starts at the school. This gives the parents the opportunity to find out more about the Nursery and the routines, activities that will be taking place.
- A home visit is offered before the child enters the setting. During the visit a copy of the school prospectus, a parent information leaflet, information about the child's starting date and "All About Me" books are given to the parents. The visit enables the child & the parents to meet with their new teachers, Nursery Nurses & Teaching Assistants before starting in the Nursery.
- "All About Me" books, which are given out during the home visits and at the parent and toddler group enable the parents to share information about areas such as the child's likes and dislikes, activities which they particularly enjoy doing and any medical information which helps to ensure a smooth transition takes place.

Last Review date: Summer 2016

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- We allocate a key person to each child and his/her family before she/he starts to attend. This key person helps the child to settle in.
- There is staggered entry to the Nursery, which takes place over the first couple of weeks of the autumn term, to ensure a smooth transition from home to Nursery. Parents and carers will be sent a letter with their child's starting date and time (Monday or a Wednesday).
- The initial sessions are flexible, depending on the needs of the child. The child may only stay for part of a session. However, if they are settling in well and both child and parent are comfortable with the situation the child can stay for a longer period of time.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first day and then during the following days, depending on the individual needs of the child, the parent/carer will leave the child for increasing periods of time as the child becomes more confident & secure.
- Younger children may take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when this will be.
- After the first seven weeks in Nursery, a parent meeting is held which offers the opportunity for the parent and Nursery staff to meet and discuss how the child has settled in and how they are getting on in general (Parent meetings).

Monitoring

The Early Years Phase Leader will monitor the implementation of this policy and report back to the Headteacher and SLT at the weekly feedback meeting and to Governors through termly reports.

Last Review date: Summer 2016

Next Review date: Summer 2017



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