“A nurturing environment where we all learn and aspire together”

“To be the best we can”

EARLY YEARS PSHE AND SETTLING IN POLICY 2018-2019
The United Nations Convention of Rights of the Child (CRC) is at the heart of our schools planning, policies, practice and ethos. As we work towards becoming a Rights Respecting school as we not only teach about children’s rights, but also model rights and respect in all relationships. Linked to articles 3, 19, 32, 33 (CRC).

For Early Years Education to be successful, knowledge about the child's past experiences, attitudes, interests, needs and general behaviour, both at home and at school is necessary in order to help the child to settle in and benefit from the rich environment on offer. Knowledge of this personal, health and social information is also used to inform planning to cater for children's individual needs.

Some of the ways we collect such information include:-

**Nursery Visits:** children starting nursery during the Autumn Term are invited, with their parents, to spend a session in the nursery in the preceding Summer Term, on this day the nursery is closed to the children who normally attend. At this time the children have the opportunity to explore the nursery and take part in the activities on offer, and parents have the opportunity to meet their child's teacher and NNEB and ask any questions they may have. Parents are also told briefly about the settling in procedure and the uniform. Children beginning nursery during the school year are invited to visit the nursery during a normal session, where the same procedure applies.

**Home Visits:** the nursery is closed at the beginning of the Autumn Term for two/three days to allow the teachers and nursery nurses to meet with the new children and their parents. Admission forms, a nursery booklet and each child's start date are given at this time. Where possible each teacher and nursery nurse visit each child and parent at home to try to make the transition from home to school less difficult. A 50-place nursery with four unknown adults can be a very overwhelming experience for any child, especially a child who has had no previous playgroup experience and, may also not be used to playing with other children. The child may find it easier to settle down if they can relate to someone who they have already met with their mum/dad. The visit also gives the staff an opportunity to tell the parents about the nursery and the settling in procedure and answer any more questions parents may have.

**Reception Parents' Meeting:** held in the summer term to give those parents whose children move into full time education in the autumn term, the necessary information about the transition from Nursery to Reception, and give them an opportunity to ask any questions which they may have.
Another important part of integrating children happily into school is the:-

**Nursery Settling in Procedure:** parents are expected to stay with their child for the whole of the child's first induction session. Parents are informed of this when they visit the Nursery and again at the home visit, when all procedures are explained in more detail.

If after the first induction session the child is playing independently away from their parents on the second day, the parent/s may go into the nursery waiting area for a short while. If the child continues to play independently the parent/s are then allowed to go home, with the child's consent. It is important that the parent/s understand that they/child's teacher will be expected to tell the child that they are going regardless of protests. Many parents would prefer to leave quietly and it may appear less stressful, but children become greatly distressed and distrustful of staff once they realise they have been left. This then makes the settling in procedure far more stressful and often lengthy. For those children who are distressed the length of time parents’ spend in the nursery waiting area is increased until the child is happy to be left alone without distress. Once parents are called back in to the nursery children MUST be taken home so they come to associate parents coming with home time, that way the time can be increased gradually each day until they are staying for a whole session. It is very important ALL staff operate this policy in the same way to ensure continuity for all children and parents.

**Reception Settling in Procedure:** most children going to Reception have attended the nursery and therefore experience little transition problems past the first few days. For those however, who find settling in more of an upheaval, parents are also encouraged to stay if they wish to help integrate their child into full time schooling.

**Twins in the Early Years:** parents with twins who are starting the nursery should be aware of our school policy to separate them. In the nursery this is only for a short time each day (register, snack time and story time) and obviously in reception it involves the twins being in separate classes. We have found over time that twins benefit greatly from being separated and develop greater independence and disrupt each other and other children less. Both they and you may find this hard to begin with but it will pay off in the long run and your children will develop greater independence because of it.

**Health and Safety in the Early Years**
Once children are happily settled in, they can begin to access the broad and very rich curriculum on offer, supported by the staff to encourage their development. It is during this time, as the children become more independent and active in their environment that the Health and Safety Guidelines become more necessary. ALL children are told what they must not do and why, and reminded whenever necessary to ensure their optimum safety. The Health and Safety Guidelines are as follows:-

**INSIDE:**
- Children walk, not run.
- Children (and adults) may not sit on the window sills, sides or tables.
- Children are not allowed to stand on the chairs.
- Children may not go into the storage cupboards.
- Appropriate aprons are to be worn for both water and messy activities.
- Children are not allowed to sit in the dolls' buggies.
- Children can stand/sit to use scissors. They can take scissors to other areas of the nursery as long as they walk, hold the scissors correctly and have an adult supervising their movements.
- Needles for sewing are not to be left unsupervised.
- Books are to be treated with respect, used properly and put back in their appropriate place when finished with.
- Children must pick up any equipment they drop on the floor to prevent breakage’s and accidents.
- All coats must be hung on the pegs provided not left on the floor.

**OUTSIDE:**
- Children are not allowed to ride bikes on the safety surfaces or the raised decking. They must not crash into other bikes or equipment. Any children who do this are removed from the bikes.
- Children may not pick flower/leaves from the bushes without permission and an adult being present.
- Children may not climb on the fences/gates/walls.
- Sand is to be used in the sand trays and is not to be transported around the garden.
- Children must not build the wooden blocks higher than their shoulder height without an adult being present.

It is vitally important, in order for the children to progress to their full potential in a healthy, safe, happy environment that all these things are taken into account and made part of the daily routine so that everyone is consistent in their approach to all the children.

- Children need to be helped to assert themselves and take responsibility for their own actions.
- If a child needs to be stopped from doing something the child should be talked to calmly in the first instance, and the reasons behind why they have been stopped explained. Home languages are used to do this wherever possible.
- Adults should try where it is possible not to raise their voices unless a child is in physical danger.
- If a child complains about another child, the child is told to tell the aggressor, "Don't do it I don't like it"

The aggressor needs to be helped to understand that they have caused someone else pain/distress and that they need to help the other child and apologise.

- When children complain about other children not being their friend, direct their attention to the large number of children in the nursery who are being friends and try to help them to form friendships.

**Children missing from Early Years**

Children are registered between 8:30-8.45 and 12:30 -12.45 (Nursery) 8:45-8:50 and 1.15-1:20 (Reception)

ALL children in the Nursery are brought into school by a parent/guardian and ‘handed over’ to an adult, inside their classroom. Children in Reception are left at the door to the classroom where a member of staff is always waiting to greet them. Children with complex special needs in Reception are also handed to an adult for safety.

**EYFS/Nursery/SEN pupils**

All classes in the EYFS must be counted in the line after playtime/lunch.

If a child from EYFS is missing at line up or at registration a search is activated the class teacher/LSA search all rooms/areas on site.

Office personnel are to be directed to look at and monitor CCTV.

H/T, Assistant H/T, SI or other SLT members informed immediately.

If the child is not located within 5 minutes: Police to be notified and Parents informed.

**All designated staff must continue searching the school area and immediate vicinity.**

- EYFS Manager to check all gates leading to public areas are secure.
- Pond area to be checked.
- Car Park area to be checked.
- Path to Canal to be checked.
- Cupboards/Storage to be checked.
- Toilets to be checked
- Any potential ‘hiding’ places.
Children missing during lessons, tasks or outdoor activities (See also EV Policy)
Local search instigated immediately.
H/T, Assistant H/T, SLT informed.
If the child is not found within 5 minutes:
Police contacted
Parents contacted
CCTV to be monitored

All designated staff must continue searching the school and immediate vicinity.

If all personal, health and social issues are highlighted and understood by all working in the Early Years, children can be integrated into the class and supported to reach their full potentials in a safe and happy environment for all.

ALL staff are given a copy of this policy when working in the Early Years as part of the Induction Process.