

Settling In Policy

This policy should be considered alongside our Key Person Policy.

At Grantham Farm Montessori School our aim is to work in partnership with parents to help them become familiar with the school and offer a settled relationship for the child. We know that children learn best when they are healthy, safe and secure, and we build positive relationships with parents to ensure we can meet children's individual needs and help them settle quickly into school life.

All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling into the school.

Our settling in procedure includes:

- Encouraging parents and children to visit the school before an admission is planned
- Planning tailored settling in/introductory sessions, following any necessary government advice
- Allocating a key person to each child and his/her family, before he/she starts to attend. The key person welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. The key person offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period and throughout his/her time at the school, to ensure the family has a familiar contact person to assist with the settling in process
- Reviewing the nominated key person during the settling in period if the child is bonding with another member of staff to ensure the child's needs are supported
- Providing parents with relevant information about the policies and procedures of the school
- Working with parents to gather information before the child starts to learn about the child's interests, likes and dislikes and their favourite activities, and to make these available at settling in sessions, e.g. their favourite story or activity. We also require parents to complete a baseline of the child's current development on My Montessori Child so that we may plan, and meet, the individual needs of the child from the first day
- Welcoming parents to stay with their child, where possible and applicable during the settling in sessions and being within 20 minutes of the school in the first few weeks until the child feels settled and the parents feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensuring good future communication and information sharing between staff and parents
- Directing parents to the school website where they will find photographs of staff, the classrooms and appealing activities for the child to become familiar and to facilitate communication between the child, parents and with staff and their new environment

- Directing parents to their Child's My Montessori Child portal where they will find photographs of their child's nursery/school life. The aim is to support parents in their role as parents and to provide opportunities for parents and their child to communicate about what the child is doing at school
- Reassuring parents whose children seem to be take a little longer to settle in and developing a plan with them, for example shorter days, where possible
- Providing daily 'live updates' and photos on My Montessori Child during the child's settling in
- Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences
- Operating a family structure key person policy in case the key person is not available. As part of our admissions process, parents are directed to our key person policy which explains the importance of support for the child throughout the settling process and how this relates to secure attachment
- Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the school and reassure them of their child's progress towards settling in
- Not taking a child on an outing from the school until he/she is completely settled
- Not expecting a child to participate in school events where there is a significant change to the daily routine (nativity, sports day, parents in school days) until the child is fully settled and able to cope with changes in routine.

This policy was adopted on	Signed on behalf of the school	Date for review
<i>April 2024</i>	<i>E. Wetherley</i>	<i>August 2025</i>