



## **SETTLING IN POLICY (including Transitions)**

### **Rationale**

We want children to feel safe, secure and happy in the absence of their parents/carers, to recognise other adults as a source of authority, help and friendship, and to be able to share with their parents/carers afterwards the new learning experiences enjoyed in the pre-school.

### **Implementation**

- We encourage parents to visit the pre-school with their children during the weeks before an admission is planned.
- We will ensure that the admission procedures are flexible and appropriate to the needs of the individual children.
- We make clear to parents/carers from the outset that they will be supported in the pre-school for as long as it takes to settle their child there.
- We make sure that the child has a keyperson from their first day, to ensure that the parent/carer has a familiar point of contact, and so that the child can start to bond immediately with his/her keyperson.
- We reassure parents whose children seem to be taking a long time settling into the pre-school, and continue to work with them to help the child to settle.
- We encourage parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.
- We work with parents/carers and schools/other settings to help children with transitions to ensure as little disruption as possible for the child.

**This policy was adopted at a meeting of River Pre-school Playgroup, held on:**

\_\_\_\_\_ (date)

**Signed by the chairperson on behalf of the pre-school**

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