

NEWTON INTERNATIONAL ACADEMY SMASH



EYFS SETTLING IN POLICY

POLICY REVIEWED

July 2026

POLICY TO BE REVIEWED

July 2027





EYFS Settling In Policy

Reviewed: July 2026

Next Review: July 2027

Aims

At Newton International Academy (NIA), we recognise that starting school is a significant milestone for both children and their families. This policy aims to:

- Support children and parents/carers during the transition into the Early Years Foundation Stage (EYFS).
- Develop strong, positive relationships between children, families and staff.
- Ensure children feel safe, secure and confident in their new environment.
- Work in partnership with parents/carers to support individual needs and any settling-in difficulties.
- Share information effectively to support each child's transition and wellbeing.

Key Principles

- Every child settles in differently and at their own pace.
- Staff will be sensitive to the emotional needs of children, particularly those who are new to English or unfamiliar with school routines.
- A calm, consistent and supportive approach is essential during the settling-in period.
- Partnership with parents is key to successful transition.

Settling-In Arrangements

To support a smooth transition into school life, a phased induction period is implemented at the beginning of Term 1.

- **Week 1 (F1 & F2):** Reduced school hours from **7:00am – 10:30am**
- **Week 2:**
 - **F1 continues** with reduced hours (7:00am – 10:30am)
 - **F2 returns to normal school hours**
- **Week 3 (F1):** F1 children transition to **full school hours (7:00am – 12:30pm)**

The length of the settling-in period may be adjusted depending on the individual needs of the child.

Induction and Key Dates

To support transition and communication with families, the school provides:

- **New Parents' Meeting (Week 1):** Introduction to EYFS routines, expectations and key information, with opportunities to meet staff.



- Termly Parent Meetings: Discussions on each child's progress, development and wellbeing.
- Termly Written Reports: Formal reports outlining progress and next steps.
- Parent Workshops: Sessions designed to support learning at home and strengthen the home-school partnership.

Settling-In Procedures

During the settling-in period:

- Children attend school for reduced hours initially.
- The induction period may be extended where necessary to support individual needs.
- Children who become significantly distressed may be collected early, in consultation with parents.
- Parents are welcome to stay with their child during the first three days of Term 1 in Foundation Stage.
- From day four onwards, parents are encouraged to adopt a "drop and go" routine to support independence.
- Where appropriate, staff may encourage parents to leave earlier if the child is settling well.
- Staff will always seek consent from parents before taking a child from their care.

Supporting Children Who Are Distressed

Staff will use a calm, reassuring and consistent approach to support children who are unsettled.

Parents/carers can support this process by:

- Leaving their child with staff as soon as they feel able to do so.
- Speaking positively about school and staff at home.
- Establishing consistent routines around arrival and departure.
- Avoiding returning to school once they have left, as this can increase anxiety.
- Supporting children to understand daily routines in advance.
- Trusting staff to provide appropriate care and reassurance.

Staff are experienced in supporting children through transition and will always act in the child's best interests.

Roles of Staff

EYFS staff will:

- Provide a warm, welcoming and secure environment.
- Build strong relationships with children and families.
- Observe children closely during the settling-in period.
- Communicate regularly with parents regarding progress and wellbeing.
- Adapt support strategies to meet individual needs.

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- Ensure children are supported emotionally, socially and physically during transition.

Monitoring and Review

This policy will be reviewed annually or sooner if required due to changes in EYFS practice or school procedures.

Review Date: July 2027