

**Settling In Policy**

Reviewed: March 2023 Review: Annually

Responsible member of staff: ……………………………………….. Date: ……………………………….

Responsible member of committee: …………………………….. Date: ……………………………….

|  |  |  |  |
| --- | --- | --- | --- |
| A unique child | Positive  Relationships | Enabling  Environment | Learning and development |
| Inclusive practice | Respecting each other | Learning environment  Wider context | Personal, Social & Emotional Development |

If your child struggles settling in, their Key Person will work closely with you to help reduce anxiety by adopting the following settling in plan of action:

1. Parent plays with the child in the setting. Key Person joins in the play. Key Person creates a connection. Parent still present but allows the key person to take over the play.
2. As before but parent is present but does not play. Key Person plays as before. Parent physically moves away from the play but remains in sight of the child. This is your gauge to determine how far you can proceed with the next step.
3. As before, but parent moves out of sight this time but stays within the same room – could just be for 10 seconds. This is the most critical stage for the child and may need to be repeated several times.
4. Parent tells the child “I’m just popping out to get … but I’ll be straight back”. Parent leaves the room but comes back immediately. This is the most critical stage for the parent and may need to be repeated several times so that the parent feels comfortable saying they’re going and coming back.
5. Increase the time that the parent leaves the room by 2 or 3 minutes each time, build it up.