



Nursery Settling in Guidance for Parents

Bangkok Patana School

Please feel free to contact us if you have any queries or concerns, we are more than happy to guide you through the process so that your child settles in happily to our Nursery learning environment.



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The British International School in Thailand
Established 1957



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Our Philosophy

The Nursery is the first step in your family's learning partnership with Bangkok Patana School. A successful start on this journey is very important and has major benefits for your child's subsequent schooling. We aim to make this a happy experience for your child and work in partnership with you to make the process as smooth as possible.

Prior to your child's first day at school:

You will be invited to a parent presentation before your child's first day, outlining our philosophy and providing you with all the information you need.

You will be invited to meet your child's teacher in a one-to-one meeting. You will receive a leaflet 'Preparing your Child for School'.

Staggered Start:

In Nursery, the children's starting dates are staggered so that each child and family can be welcomed to the setting as part of a smaller group.

You will receive your child's start date via the Admissions Department.

This may mean that your child does not start until slightly later in the first term.

During the settling in period, we ask that a parent, or a familiar adult, is available to support the process.

As all children are unique, the settling in process will be individualised to meet the needs of your child. For children who settle very easily, the process is likely to take 4-5 days as outlined in this leaflet (Best Case Scenario). For some children, the process may take up to 2-3 weeks or longer.

Best Case Scenario:

Day 1 and 2 – child and parent stay until **9.30am**

Day 3 – **if settled**, child will stay until 11am (parents on call)

Day 4 – **if settled**, child will stay for lunch and leave at 11.50am (parents on call)

Day 5 – **if settled**, child will stay until 11.50am if mornings only and if due to stay until 2.30pm, will stay until 2.30pm when ready

Day 1 is an orientation time when the child and their familiar adult explore the Nursery and become familiar with routines and expectations together.

Day 2 (and for subsequent days) is to make a secure attachment with a member of the Nursery team.

For the settling in period, the process below happens in discussion with the parents. Some children may not need all of these steps to get to the next stage:

Carer close by

Carer in one place

Carer in one place out of sight

Carer in the Parent Room on standby – length of time is specific to each individual child

8 Steps to Settling In

There are 8 steps in the settling in process. Your child may use all of these steps, or only some of them, as they become more settled and actively involved in the Nursery learning experiences.

Pre-visit – The child and parents come to look around the setting

Step 1 - Becoming familiar with the Nursery setting and some of the routines

On the first day of school, a parent or familiar adult must stay with their child in the Nursery setting until 9.30am. This is an opportunity for the child to become familiar with the learning environment and the Nursery team. Together they can play and explore the resources, have snack, use the bathroom and find their way around. This also enables the child to begin to become familiar with some of the routines supported by the use of their home language. There is an expectation that children travelling on the bus on the first day will also have a familiar adult stay with them too, to support them in school until 9.30am.

Step 2 - The parent or familiar adult are joined by a member of the Nursery team at times during the session

The parent or familiar adult plays with the child. A member of the Nursery team also becomes part of this play, at times, during the 7.20am – 9.30am session. This is so that the child has an opportunity to begin to build a relationship with one of the Nursery adults.

Step 3 - The child is able to play with a member of the Nursery team when the parent or familiar adult is close by

The parent or familiar adult sits on a chair close to where their child is playing and moves when their child moves to another area in the setting. This is so the familiar adult can be seen at all times. When the Nursery adult joins the play, the parent or familiar adult becomes less involved. At this time, the parent or familiar adult could be reading and can make eye contact with their child. This step continues until the parent or familiar adult is able to withdraw eye contact and the child continues to play and interact happily with the Nursery adult. The session is 7.20am – 9.30am.

Step 4 - The parent or familiar adult is not always in sight but is still in the setting

The parent or familiar adult stays in one place and the child moves around the setting and is able to come back at anytime. They become increasingly engaged with the Nursery adult or adults. This step continues until the child's wellbeing and involvement levels with the Nursery team are high. The session is 7.20am – 9.30am.

(*refer to Leuven Scale for Well-being and Involvement)

Step 5 - The child knows that the parent or familiar adult is going to leave the setting and wait by the 'turtles' 5 minutes before the child is due to go home

The child has the 5-minute sand timer and meets the parent or familiar adult at the Nursery Gate once the timer is finished. The session is 7.20am – 9.30am.

Step 6 - The child knows that the parent or familiar adult is going to leave the setting and wait by the 'turtles' in the Parent Room for a longer time before the child is due to go home.

The session is 7.20am – 9.30am.

Step 7 - The child is unaccompanied in the setting from 8.00am – 11.00am

(Parents, or familiar adults, are in the setting during 'Soft-Start' 7.20am – 8.00am)

The parents may leave the campus after 8.00am.

Step 8 - The child stays for lunch in the Nursery and also attends Swimming lessons

The child is fully settled and levels of well-being and involvement are high.

(*refer to Leuven Scale for Well-being and Involvement)

Home School Partnership:

The settling in routine and process will depend entirely on your child. We will observe your child very closely to decide on the 'next step' in collaboration with you. All our decisions will depend on your child and we will keep in close contact to let you know our plans.

We offer ongoing, regular, informal discussion with the parent/carer, to enable us to build up a picture of their child, how each day is progressing and how their child is settling in. We want each child to feel secure, safe and happy in the Nursery and to feel confident in the setting.

If it seems that a child is taking a long time to settle in, this will be discussed with their parent/carer at the earliest opportunity. Likewise if the parent/carer feels there is a problem then they should raise it with a member of staff. For some families, settling your child into school can be a very stressful time.

If a child still needs support we would continue to work closely with the parents/carers to help enable their child to feel confident within the setting and set up individualised steps to success.

We consider a new Nursery student to be 'settled' when he or she makes a secure attachment with a member of the Nursery team and begins to develop friendships with their peers too. This is when they are able to separate from a parent or familiar adult without developing separation anxiety.

At Bangkok Patana, we observe each child using the ***Leuven Scale for Well-being** and believe them to be settled when their levels of well-being and involvement are **at least 3**.

The Leuven Scale for Well-being

Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/ herself or others.
2	Low	The posture, facial expression and action indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

The Leuven Scales for emotional well-being and involvement were developed by the Research Centre for Experiential Education at Leuven University, under the supervision of Professor Ferre Laevers.

The Leuven Scale for Involvement

Level	Well-being	Signals
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely high	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

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