

School Arrival Transition Policy

For use with students having difficulty settling into school upon arrival.

INTENTION

Some students find transitioning from their home into their school environment to be challenging. This proforma establishes a structure that can be followed in order to assist staff and parents with a supportive method to transition students into the school environment as smoothly as possible.

GOALS

Student arrives in class on time for class.

For many students, arriving late to class is a major disruption to their day, and sets them up for additional unnecessary stress. By ensuring that students arrive at school before class begins, are within the school grounds and that transition into the care of school staff is completed, any concerns with settling can be readily solved, so that the student can begin class in a positive state.

Student is able to separate from their parent(s) without concern.

Separation from parent(s) can be challenging for some students, though even with an emotional response, it is important for students to transition as quickly as possible into the school environment. Students readily latch onto the concerns of their parents which often makes the transitional process harder and more traumatic, and with parents remaining on-site, the already difficult transitional process is prolonged. By ensuring that parents remove themselves from the situation, even an emotionally distressed child can be supported appropriately by school staff now that transition has been completed.

Student is supported by school staff to settle calmly.

School staff should take care to ensure that a distressed student is cared for before they begin classroom activities. Students may voice concerns regarding the transitional process, feelings of missing their parent(s), or worries about the upcoming day. The attending staff member should address the student's concerns as they are able, otherwise should then refer to the principal team or school counsellor. The student's classroom teacher must be made aware of these concerns, and care should be transitioned from the attending staff member to the classroom teacher, who will have specific strategies for supporting the student in question.

OUTLINE

1. Student arrives 15 minutes before class begins.
2. Student connects with relevant support person(s), i.e., staff member, friends, etc. Focus should be placed on positivity, such as informing the student of how great the upcoming day will be.
3. Parent should remain peripheral to the school environment, as close to the school gates as is reasonable.
4. Parent completes their farewell gesture and leaves as soon as possible, maximum 5 minutes after arrival. It is imperative that this occurs regardless of the emotional state of the student.
5. Student to be supported in their transition by school staff and other support person(s).
6. If student unable to settle, a supportive space is provided in the counsellor's office, where the student can de-escalate before class begins.

External references

Related Policies – Department of Education and Training (DET)

[Policy and Advisory Library](#)

Related Resources – Melbourne Archdiocese Catholic Schools

[eXcel: Wellbeing for learning in Catholic school communities](#)

[Horizons of Hope: Vision and Context](#)

[Horizons of Hope: Wellbeing](#)

[Horizons of Hope: Learning Diversity](#)

[Identity and growth: A perspective for Catholic schools](#)

Related Resources – Australian Government

[Australian Student Wellbeing Framework \(2018\)](#)

[Student Wellbeing Hub](#)

Related Legislation

Children and Young Persons Act 1989 (Vic.)

Children, Youth and Families Act 2005 (Vic.)

Education and Training Reform Act 2006 (Vic.)

Information Privacy Act 2000 (Vic.)

Victorian Institute of Teaching Act 2001 (Vic.)

Working with Children Act 2006 (Vic.)

References

Catholic Education Commission of Victoria Ltd (CECV), 2018, Introduction to the Principle of Inclusion: *Child Safety in Catholic Schools in Victoria*, <https://cevn.cecv.catholic.edu.au/Melb/Child-Safety/CSS>

Catholic Education Commission of Victoria Ltd (CECV), 2018, *Positive Behaviour Guidelines*, http://www.cecv.catholic.edu.au/getmedia/bc1d235d-9a98-4bb4-b3ac-84b50fa7c639/CECV-Positive-Behaviour-Guidelines_FINAL2.aspx?ext=.pdf

Catholic Education Commission of Victoria Ltd (CECV), 2016, *Child Safety Commitment Statement*, <https://www.macs.vic.edu.au/CatholicEducationMelbourne/media/Documentation/Documents/Child-Safety-Commitment-Statement.pdf>

Catholic Education Melbourne, 2018, eXcel: Wellbeing for learning in Catholic school communities, <https://www.macs.vic.edu.au/Our-Schools/Curriculum-Learning-Programs/Student-Wellbeing/eXcel.aspx>

Catholic Education Melbourne, 2017, *Horizons of Hope: Wellbeing*, <https://www.macs.vic.edu.au/Our-Schools/Curriculum-Learning-Programs/Student-Wellbeing.aspx>

Catholic Education Melbourne, 2017, *Horizons of Hope: Learning Diversity*, <https://www.macs.vic.edu.au/Our-Schools/Curriculum-Learning-Programs/Horizons-of-Hope/Learning-Diversity.aspx>

Cross, D 2014, 'Creating a safe school culture is a process not an event: Practical evidence for systems, schools and teachers working with students with additional needs', paper presented to the Australian Association of Special Education Conference.