

RECEPTION AND FAMILIARISATION



If you are in the process of adaptation with your children or if you are a new family, we ask you to read this document carefully. We need your maximum collaboration to provide the best possible care for your families and (above all) for the children.

We speak of the process of reception and familiarisation as the stage that includes the emotional development of both the child and his or her family (or the adult with whom the bond is established), from the moment the child starts attending a new place on a regular basis. In this case, we focus on school.

Familiarisation consists of in becoming the place, the beings that inhabit it, its characteristics, its changes. It involves knowing, experiencing, feeling, and progressively learning to live together in a new experience that will be different and personal for each individual. Until a positive balance is reached and the child accepts the role he or she adopts at school, the experience process (both for the child and the accompanying family member) may go through different moments and emotional phases that will depend on such factors as: the availability of the accompanying adult, the bond, the individual needs of each person, the moment at which they join, among others.

It is also a process of adaptation for those who previously lived in the centre, as they are opening the doors of their homes to the arrival of people, at first unknown to them, with whom they can create relationship dynamics and start to live together.

That is why we create a climate of security in which everyone can show themselves as they are, naturally and without reproach. Always with respect, love, and non-judgement. A welcoming process designed for those who arrive, but also for those who were already there.

Our aim at Nexes is to respect this process so that both families and children can live it with confidence and experience at school the sense of refuge and security that a home provides.

So, if as an accompanying adult you have the necessary time available and have decided to stay in the space:

1. It should be seen as a time **to be present** in the child's new reality. It is important that you do not use your mobile phone, if you need to know the time, there will be clocks hanging in the interior spaces.
2. In the space you can find a place to sit at the children's height and from this place you **can observe** the different experiences that the child is going through: how he or she relates to the companions, to the other children, to the materials, to the animals, to the spaces in general. If they don't want to leave your side, with no expectations or intention to force or accelerate the process, we are confident that the natural time will come when he or she's curiosity will help to walk away. When that happens, it is important to let them go without following and then we can see how their process is progressing.
3. It is necessary to remember that, as much as we adults may want to, it is important for their process **not to intervene** in their play.
4. If a child cries, it is because it needs to. It is important that they do this and that the people accompanying them in the classroom support them.
5. Avoid at all costs walking around spaces from one side to the other, the presence of the adult standing and walking distorts the environment and the activity of the children.
6. If your child walks away and asks you to go and observe something, we suggest that you answer to him/her that he/she can come and show you or tell you whatever he/she wants to tell you.
7. When you decide to leave, give your child a short notice (verbalising that you will be leaving in 10 minutes), the same when there are 5 minutes left and when the real time has elapsed you say goodbye with a short and clear sentence, for example: "I'm going now, they will take care of you, after lunch I'll come and we'll be together again". It is important that you never leave without warning or anticipating your departure. From experience we can assure you that children, as sad as they may be, deal better with the frustration of you leaving than with the anxiety of losing sight of you without explanation.
8. It is very important that even if you hear your child crying, you do not turn back; it is natural to feel grief or anguish when you separate from him/her with this emotion, but it does not help at all to say you're leaving and then for it not to be true. The unconscious message the child receives with this action is "my trust bond neither trusts nor is sure to

leave me here". For the whole community to be able to accompany your child with love and coherence, it is essential that you forge a bond of trust with the companions and feel the security that they care for your child even when he/she is crying. If the child's unpleasant emotion doesn't subside within 15 minutes, rest assured that we will let you know. No child will be left at school stressed or unattended.

9. The team of companions are available for you during tutoring hours, and during the daily arrivals and departures in a shorter period. We understand that the fostering process can be difficult for some families, especially those who are separated from their child for the first time. We can also accompany you; together we can design an action plan that meets the needs of the family-school and facilitates the process.