

Key Person and Settling in

Rovider Recors

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| Policy Date: 01/04/18  Policy Review Date: 01/04/19 | This policy was reviewed and adopted by the Committee of Our Lady’s Pre-school  Signed: |

This complies with the Statutory Framework for the Early Years Foundation Stage

**Policy Statement**

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are very committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children’s well-being and their role as active partners with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

**Key Person Procedures**

* We allocate a key person before the child starts.
* The key person is responsible for the induction of the family and for settling the child into our setting.
* The key person offers unconditional regard for the child and is non-judgemental.
* The key person works with the parent to plan and deliver a personalised plan for the child’s well-being, care and learning.
* The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child’s development with those carers.
* A key person will spend one to one time with their key child and time with their key group.
* A key person is responsible for developmental records and for sharing information on a regular basis with the child’s parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.

**Settling in Procedures**

* Before a child starts to attend the setting, we provide his/her parents with information; this includes written information (including our prospectus and policies and an all about me book with information about the keyworker and space for information about the child), displays about activities available within the setting and individual meetings with parents.
* We encourage parents to visit the pre-school with their children during the weeks before an admission is planned.
* We allocate a key person to each child and his/her family before he/she starts to attend; the key person welcomes and looks after the child and his/her parents at the child’s first session and during the settling-in process .Alongside this we also run the buddy system where by another member of the team will work with the key person to guide the child so that if the key person is absent the child will have another familiar adult known to them within the setting.
* The key persons photograph will be on display in the cloakroom and playroom.
* The key person will wear a visual key ring to aid the child to settle and learn about their environment.
* When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
* We state that the parent, carer or close relative must stay for half of the session for the first three sessions, gradually taking time away from their child, increasing this as and when the child is able to cope.
* Younger children will take longer to settle-in, as will children who have not previously spent time away from home in this case the session will be shortened to two hours for the first two weeks. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
* We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them or comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
* When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
* We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child’s distress will prevent them from learning and gaining the best from the setting. We ask that you bring in some family photographs as a useful aid to settling the child.
* We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
* Within the first two weeks of starting the key person will undertake a starting point assessment of the child, we discuss and work with the child’s parents to start to create their child’s learning journey.
* Useful Documents/Links:

https://www.foundationyears.org.uk/files/2017/03/EYFS\_STATUTORY\_FRAMEWORK\_2017.pdf