



HEYWOOD PREP
CORSHAM

ROLE OF THE KEY PERSON

**Updated
March 2019**

1. Introduction

This Policy applies to the EYFS, including after school and holiday clubs.

2. Policy statement

We believe that children settle best when they have a key person (class teacher) 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 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.

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child; we refer to children's 'key person' as their 'class teacher'.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

3. Procedures

- We allocate a key person (class teacher) before the child starts.
- The class teacher is responsible for the induction of the family and for settling the child into our setting.
- The class teacher offers unconditional regard for the child and is non-judgemental.
- The class teacher works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The class teacher 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 class teacher 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.
- The class teacher encourages positive relationships between children in her/his class, spending time with them as a group each day.
- We promote the role of the class teacher as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our transition book), All About Me booklet, open days and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting. Key person settling sessions take place between 2-3.15pm. The parent stays for the first half hour with the child and has a chance to meet and talk to their child's teacher. Then the child stays for a further 45 minutes without the parent.
- We allocate a class teacher to each child and his/her family before she/he starts to attend; the class teacher welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- 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.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home.
- We judge a child to be settled when they have formed a relationship with their class teacher; for example, the child looks for the class teacher when he/she arrives, goes to them for 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.

4. Approval & Review

This policy was reviewed in March 2019 and approved by Anna Lawrence, Head of Pre-Prep. It will be reviewed on an annual basis. The next policy review will take place in February 2020.



Anna Lawrence
Head of Pre-Prep