

## **Safeguarding and Welfare Requirement: Organisation & Key Person**

At Bushey Ganim we plan and organise our systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

As outlined in EYFS: 'Each child must be assigned a key person/teacher. Their role is to help ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with parents'.

EYFS, 2012, p.18

## **The Role of the Key Person/Teacher and Settling-In**

### **Policy Statement**

We believe that children settle best when they have a key person/teacher to relate to, who can meet their individual needs. Research on attachment theory shows that a key person approach benefits the child, the parents, the staff and the Ganim 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 Ganim 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/teacher will be main point of contact with the child's parents by liaising and talking with them about the particular child. The key person/teacher also takes responsibility for the group's Learning Journals. They carry out observations of their children and together with the parents create this portfolio which is regularly shared and progress discussed. Reports are also produced and shared with parents.

### **EYFS Key Themes and Commitments**

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

### **Procedures**

- We promote the role of the key person/teacher as the child's primary carer in the Ganim, and as the basis for establishing relationships with other staff and children.
- We aim to allocate a key person before the child starts.
- The key person/teacher offers unconditional regard for the child and is non-judgemental.
- The key person/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 and with the Headteacher and Deputies.
- They are responsible for keeping developmental records such as observations, development matters assessments and reports and to keep those records up-to-date in the Learning Journals, reflecting the full picture of the child in the Ganim and at home.

- The key person/teacher will liaise with parents in preparing the 2 year old check and at parents evening.
- The key person/teacher will use the green book as a further means of communication with parent/carers.
- The key person/teacher will plan for the individual needs of the children in their key group, ensuring that they incorporate those needs into the class planning. The lead teacher in each class will ensure that the Key person/teacher's planned lines of development for each child are met.
- The key person/teacher will liaise with SENCO/designated person for behaviour.
- Key persons/teacher will liaise with colleagues to ensure smooth transitions between classes and follow-on schools.

**We work as a team at Bushey Ganim and will share observations and discuss children to support one another. Parents may approach any member of staff, however, the key person/teacher will know the children in their key group the best.**

### **Settling-in**

- Before a child starts to attend the Ganim, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies available on our website), displays about activities available within the setting, information and open days and individual meetings with parents if required.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- Before a child starts to attend, we explain the process of settling-in with his/her parents and decide on the best way to help the child to settle into the Ganim.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. We are more than happy for a child to bring in a comforter from home, such as a small blanket or small toy.
- We judge a child to be settled when the child is familiar with where things are, and is pleased to see other children and participate in activities and is happy to wave good-bye to their parent/carer.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left.
- We ask parent not to linger once they have said goodbye as this delays separation and may unsettle the children further
- Within the first few weeks of starting we discuss and work with the child's parents to start to create their child's record of achievement.
- We have a separate settling in policy for parent to read so that they are completely informed of the process.