St. John the Evangelist Catholic Academy

EYFS

Lord be thy word my rule

Policy on Key Person

Date of review: July 2019

Policy Statement

At St. John the Evangelist EYFS will 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 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 St. John the Evangelist EYFS 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 us.

We aim to make St. John's EYFS 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 Safeguarding and Welfare Requirements of the EYFS. Each setting must assign a key person for each child.

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

Procedures

1.1   We allocate a key person before the child starts.
1.2   The key person is responsible for the induction of the family and for settling the child into the EYFS.
1.3   The key person offers unconditional regard for the child and is non-judgemental
1.4   The key person works with the parents to plan and deliver a balanced curriculum for the child's well-being, care and learning.
1.5   The key person acts as the key contact for the parents ad 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.
1.6   The 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 St. John's EYFS and at home (Profiles).

1.7 The key person encourages positive relationships between children in their group, spending time with them as a group each day.

1.8 At St. John's EYFS we provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.

1.9 We promote the role of the key person as the child's primary carer in our setting, ad as the basis for establishing relationships with other staff and children.

Settling In

2.1 Before a child starts to attend St. John's EYFS, we use a variety of ways to provide his/her parents with information. These include written information, visiting days/afternoons and parent workshops.

2.2 We allocate a key person to each child before they start to attend. The key person welcomes and looks after during the settling-in period.

2.3 When a child visits St. John's EYFS, we explain the settling-in process to parents and jointly decide on the best way to help the child settle into our setting.

2.4 We welcome parents to come into our setting when the child first begins, gradually reducing the amount of time that they stay, as and when the child is able to cope.

2.5 We judge a child to be settled when they have formed a relationship with their key person. The child is also familiar with where things are and is pleased to see other children and participate in activities.

2.6 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.

2.7 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.

2.8 Within the first term of starting, we will discuss and work with the child' parents to begin to create their child's record of achievement.