

Shiplake CE Primary School and Little Squirrels@Shiplake Primary

Key Person Policy for The 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, The staff are committed and Shiplake C.E School is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy at Shiplake 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 our school.

We aim to make the Reception class 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 Statutory Framework for the Early Years Foundation Stage (September 2021). Section 3.27 (p27) states that each child must be assigned a key person. In Reception the class teacher is the Key person for every child.

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

EYFS Overarching principles

- Unique Child
- Positive Relationships
- Enabling environments
- Children develop and learn in different ways and at different rates

Procedures

- We allocate a key person before the child starts which is the class teacher
- A Nursery visit is carried out before the child starts; the class teacher/ key person does this.
- The key person is responsible for the induction of the family and for settling the child into our school.
- 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 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 school and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- 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.
- We promote the role of the key person as the child's primary carer in the foundation stage class, and as the basis for establishing relationships with other staff and children.

Settling-in

- Before a child starts to attend the school, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the class, information days and evenings.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the school.
- We allocate a key person to each child and his/her family before she/he 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.
- We use pre-start visits and the first session at which a child attends to develop the key person /child relationship ensuring a smooth transition from nursery to school.
- 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.
- 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 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 at the gate, 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 and may find it difficult to be left. The key worker

will step in and comfort and support child and offer advice to parents to help deal with this phase.

- 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 their school experience.
- Within the first term of starting during parent evening we discuss and work with the child's parents to start to create their child's record of achievement.

May 2023 (3 year review)