



Gosfield School

EYFS Key Person and Settling-In Policy

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.

We want children to feel safe, stimulated and happy in the Early Years at Gosfield School. 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 Gosfield's EYFS setting a welcoming place, where children settle quickly because consideration is given to their individual needs and circumstances.

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. The procedures set out a model for developing a key person approach to promote effective and positive relationships for children.

PROCEDURES

Children are allocated a key person before they start at Gosfield School. In Reception, the key person is usually the class teacher. In the Nursery, all staff members, including the Nursery Manager, take on the role of being key person to individual children. The key person is responsible for the induction of the family and for settling the child into setting.

The key person offers unconditional regard for the child and is non-judgemental.

The key person acts as the key contact for the parents and has links with other carers involved with the child. They keep up to date records of their key children's development, learning and progress via an online learning journal and are responsible for coordinating and sharing this information on a regular basis with the child's parents. The online journal reflects the full picture of the child, both at Gosfield School and at home.

The key person encourages positive relationships between children in the setting, spending time with them as they play.

We promote the role of the key person 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 their parents with information. These include written information (including our prospectus and policies), displays

about activities available within the setting, information days and evenings and individual meetings with parents.

During the half-term before a child is enrolled, we provide opportunities for the child and their parents to visit the setting.

We allocate a key person to each child and their family before the child joins the setting.

The key person welcomes and looks after the child and their parents at the child's first session and during the settling-in process.

As part of this process, we work with parents to jointly decide on the best way to help the child to settle into the setting.

In the Nursery, there is an expectation that the child will attend for three settling sessions. Parents will accompany their child for the first visit and then leave them with the Nursery staff for the second and third visits. Additional settling sessions will be arranged if needed. Younger children may take longer to settle, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.

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 reserve the right not to accept a child into the setting without a parent or carer if the child finds it too distressing to be left.

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 they arrive, goes to them for comfort, and seems pleased to be with them. A child also demonstrates they are settled when they are familiar with where things are and are 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 later to collect them.

THE PROGRESS CHECK AT AGE TWO

The key person carries out the progress check at age two in accordance with the statutory framework.

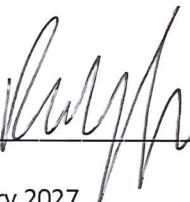
The progress check aims to review the child's development and ensures parents have a clear picture of their child's progress against developmental milestones.

Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.

The progress check will describe the actions that will be taken by Gosfield Nursery to address any developmental concerns. This may require the key person to work in partnership with other professionals.

The key person will plan activities to meet the child's needs within the setting and will support parents to understand their child's needs in order to enhance their development at home.

In addition, the key workers will provide personalised termly reports for each child, suggesting next steps and acknowledging progress made.

Principal's Signature:  Date: 16/11/26
Date of next review: January 2027

