

Guisborough Montessori

Key Person Policy and Procedures

Policy Statement

Guisborough Montessori believe that children settle best when they have a keyperson to relate to, who knows them and their parents well, and who can meet their individual needs. Guisborough Montessori are committed to the key person approach, which benefits the child, parents, the staff and the setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy place to attend and work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children’s well-being and their role as active partners within our setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances if children and families.

The key person role is set out in the Safeguarding and Welfare requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Procedures

-We allocate a key person before a child starts

-The key person is responsible for:

* Providing an induction for the family and settling the child into our setting
* Completing relevant paperwork with parents, including consent forms
* Explaining our policies and procedures with the parents with particular focus on policies such as Safeguarding and our responsibilities under the Prevent duty
* Offering unconditional regard for the child, and being non-judgemental
* Working with the parent s to plan and deliver a personalised plan for the child’s well-being, care and learning
* Acting as the key contact for the parents
* Developmental records for sharing information on a regular basis with the child’s parents to keep these records up-to-date, reflecting the full picture of the child in our setting and at home
* Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child’s development with those carers
* Encouraging positive relationships between children in her/his key group, spending time with them as a group each day

We promote the role of key person as the child’s primary carer in our setting, as as the basis for establishing relationships with other children and adults

Settling In

-Before a child starts to attend our setting, we use a variety of ways to provide their parents with information. These include written information (such as policies and procedures and our prospectus), 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

-The key person will welcome the child and spend time with them during their visits

-The settling in process will be undertaken wholly in conjunction with the parents as they know their child best. Together we will decide on a plan to help the child settle into the setting. This plan will, at all times, be flexible and adaptable to the child’s needs.

-We have an expectation that the parent, carer or close relative will stay for most of the session during the first week, gradually taking time away from their child; increasing this time as and when the child is able to cope.

-Younger children will take longer to settle in, as will children who have not previously spent any time away from home. Children who have had a long period of absence may need their parents to be on hand to re-settle them if appropriate.

-We judge that a child has settled when they have formed a good relationship with their key person – for example, the child looks for that person when they arrive at the setting, goes to them for comfort and seems pleased to be with them. The child is also familiar with where things are, is pleased to see other children and is beginning to join in with activities.

-When parents leave, we will 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 expect that parents will honour the commitment to stay for at least the first week, or possible longer, until their child can stay happily without them.

We do not believe that leaving a child to cry will help them 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 distressing to be left. This is especially the case with very young children.

Within the first four to six weeks of starting, we discuss and work with the child’s parents to begin to create their child’s record of achievement

The progress check at age two

-The key person carries out the progress check at age two in accordance with statute.

-The progress check aims to review the child’s development and ensures that parents have a clear picture of the child’s development

-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 us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parents.

-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.

This policy was adopted by Guisborough Montessori in June 2021, and will be reviewed annually.