



Key Teacher Policy

We believe that children settle best when they have a key teacher to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key teacher approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, our 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 our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with 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 of children and their families.

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

Procedures

- We allocate a key teacher before the child starts.
- The key teacher is responsible for:
 - Providing an induction for the family and for settling the child into our setting.
 - Completing relevant forms with parents, including consent forms.
 - Explaining our policies and procedures to 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 parents 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 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 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 the key teacher as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.

Settling-in

- Before a child starts to attend our setting, 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 setting, information days and evenings and individual meetings with parents.
- Before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.



- The key teacher welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We may offer a home visit to ensure all relevant information about the child can be made known and to create a link between home and nursery.
- 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 into the setting.
- It is recommended that the parent, carer or close relative, will stay for at least part of each session during the first week, gradually taking time away from their child; increasing this time as and when the child is able to cope.
- We judge a child to be settled when they have formed a relationship with their key teacher; for example, the child looks for the key teacher 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, we ask them to say goodbye to their child confidently with a smile, and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others. We welcome parents staying with us, as appropriate for the child, for at least the first week, or possibly longer, until their child can stay happily without 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. This is especially the case with very young children.

The progress check at age two

- The key teacher carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two*.
- Please see our 2-year Progress Check Policy for further information.

Date: November 2020

Our Key Teacher Policy will be reviewed annually.