



## Maeda Gakuen

### Safeguarding & Welfare: Settling In & Room Transition Policy

#### 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, 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 staff. 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 the 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 person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. 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 all children.

#### Procedures

- ♣ We allocate a key person when the child starts.
- ♣ An informal interview is carried out before the child starts, this is done by the manager/ deputy manager.
- ♣ The key person and Room Leader are responsible for the induction of the family and for settling the child into our setting.
- ♣ 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.
- ♣ 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 our setting 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, wherever possible.
- ♣ 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 his/her parents with information. These include written information (available on our website, including our admission form), 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.
- ♣ We allocate a key person to each child and his/her family when 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 settling in visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.
- ♣ When a child begins, 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.
- ♣ We allow children to settle in gradually by starting them only for an hour or less and then gradually 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 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 appears happy 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 soon.
- ♣ 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 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 the support from parent/carer if the child finds it distressing to be left. This is especially the case with very young children.

#### Room Transitions

- ♣ We treat the transition between rooms with great sensitivity. The whole group (class) moves together to the next class at the beginning of the new academic year. This allows children the opportunity to cope with transition since they are supported by their peers.
- ♣ Children typically move from Momo to Tanpopo; from Tanpopo to Sumire; from Sumire to Sakura and from Sakura to Primary school.
- ♣ Before the end of the academic year in March each year, we have a moving up day where children visit their new room, accompanied by their original keyworker for a short period of time and every effort is made to encourage a bond with the new keyworker.
- ♣ We recognise that the transition between rooms and a change in keyworker can be unsettling for both children and their parents. We encourage parents to set a positive example to their children in relation to the process in order to give their children the best possible chance of settling into their new class smoothly.

#### The progress check at age two

- ♣ The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the supporting guidance to the EYFS 'A Know How Guide: The EYFS progress check at age two.'
- ♣ The progress check aims to review the child's development and ensures that parents have a clear picture of their 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 the setting to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- ♣ The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.
- ♣ Once complete, parents are invited to a short meeting to discuss the progress check with the keyworker.

This policy was revised in August 2017 by Nikita Phadnavis (Manager) of Maeda Gakuen Yochien.