

Safeguarding and Welfare Requirement: Key Person.

Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs. To help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

Settling In and the Role of the Key Person in the Setting

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 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 that promotes effective and positive relationships for children who are in settings.

EYFS Key Themes and Commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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Characteristics of Effective Learning

Playing and Exploring Engagement	Active Learning Motivation	Creating and Thinking Critically - Thinking
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Procedures

- We allocate a key person before the child starts.
- If it is deemed necessary to carry out a home visit before the child starts, this is done by the manager or deputy and the key person.
- The key person is 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.
- 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 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.
- 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 (including our prospectus and policies), displays about activities available within the setting, information days and individual meetings with parents.
- We provide opportunities for the child and his/her parents to visit the setting before the start date.
- 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.
- 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.
- We understand that the parent, carer or close relative, may wish to stay for a part or most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope offering each child and parent/carer a flexible and unique transition. We will also keep parents/carers fully informed offering phone calls if/when required during their child's first independent sessions.
- Younger children will take longer to settle in, 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 judge a child to be settled when they have formed a relationship with their key person: a) the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them; b) 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 and explain that they will be coming back, and when.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress can prevent them from learning and gaining the best from the setting. But we also recognise that some children will settle once their parent/carer has left and we are happy to work with the parents/carers to build a unique transition plan so we can meet all families in their individual need or circumstances.

- 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.

Useful Pre-school Learning Alliance publication

Play is What I Do (2010)

A handwritten signature in black ink, appearing to be a stylized 'R' or similar character.

Signed on behalf of Hook Village Nursery
Chairperson

Updated October 2021