



## Inclusion – 2.4 The role of the Key Person

### Table of contents

Policy Statement .....	1
Procedures .....	2
Guidance .....	4

### **From the Statutory Framework (2020)**

1.16 Each child must be assigned a key person (also a safeguarding and welfare requirement - see paragraph 3.27). Providers must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.

3.27 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 (in accordance with paragraph 1.16), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

### **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 procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

### **Procedures**

We allocate a key person before the child starts.

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, where possible.

The key person identifies the learning needs of the key child and plans opportunities for these to be met. This may involve planning with other key staff for groups of children with similar needs and interacting with them as a group.

We encourage all staff members to know all the children to provide a back-up so the child and the parents have a contact in the absence of the child's key person.

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 evenings and individual meetings with parents.



Before a child starts, 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 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.

We use pre-start 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 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 have an expectation that the parent, carer or close relative, will stay for a reduced session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope. *(Due to Covid-19 parents are not entering the setting to settle their children.)*

Younger children may 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; 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 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 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 will work with parents to vary our programme to best suit their child, 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 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 start to create their child's record of achievement.



## Guidance

Statutory Framework for the EYFS

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

This policy was adopted by Starlings Preschool

On 6<sup>th</sup> September 2021

Date to be reviewed

Signed on behalf of the management committee

Name of signatory Tricia Hunt

Role of signatory Chairperson