Key Person

4.1 The role of the key person and settling-in

Policy statement

We believe that children settle best when they have a key worker (person) to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key worker 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 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 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 worker before the child starts.
- The key worker is responsible for…
  - the induction and for settling of 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.

- The key worker offers unconditional regard for the child and is non-judgemental.
- The key worker works with the parent and supervisors to plan and deliver a personalised plan for the child’s well-being, care and learning.
- The key worker 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 worker 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.
- 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.
- We promote the role of the key worker 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, and individual meetings with parents if requested.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key worker to each child and his/her family before she/he starts to attend; the key worker 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 welcome the parent, carer or close relative, to stay for 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.
- 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 worker; for example the child looks for the key worker 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 expect that the parent will honour the commitment to stay 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 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 together to start 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 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.

Review

We operate an open evening once each term, this offers parents the opportunity to visit the setting and meet with their child’s key worker to discuss their progress and future needs.
This revised policy was adopted at a meeting of Parkgate Pre-school name of setting
Held on 14 May 2018 (date)
Effective from 14 May 2018 (date)
Date to be reviewed 14 May 2019 (date)
Signed on behalf of the management committee C Hallam
Name of signatory C Hallam
Role of signatory (e.g. chair/owner) Chair

**Change control log**

<table>
<thead>
<tr>
<th>Version Number</th>
<th>Effective Date</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>01-Mar-2012</td>
<td>• Initial document release</td>
</tr>
<tr>
<td>2.0</td>
<td>13-Dec-2012</td>
<td>• Document renumbered in line with revised EYFS (2012). Reference to EYFS key themes and commitments removed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Added section on the progress check at age two</td>
</tr>
<tr>
<td>3.0</td>
<td>04 Dec 2013</td>
<td>• Policy Reviewed</td>
</tr>
<tr>
<td>4.0</td>
<td>03 Jan 2015</td>
<td>• Policy Reviewed</td>
</tr>
<tr>
<td>5.0</td>
<td>12 Jan 2016</td>
<td>• Policy Amended</td>
</tr>
<tr>
<td>6.0</td>
<td>12 Jan 2017</td>
<td>• Policy Amended</td>
</tr>
<tr>
<td>7.0</td>
<td>14 May 2018</td>
<td>• Policy Reviewed</td>
</tr>
</tbody>
</table>