



Safeguarding and Welfare Requirement: Key Person

4.1 The role of the key person and settling-in and transitions

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 the key person approach which benefits the child, the parents, the staff and the setting. This encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy 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 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.

These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in the setting.

For children who move between several settings during the day, week, month or year and children who move up to reception, information is shared to ensure continuity of the child's experiences and their learning.

Procedures

- We allocate a key person before the child starts.

- We carry out home visits before the child starts, which is done by the manager and the key person wherever possible.
- The key person 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 and has links with other carers involved with the child, such as a childminder, and or co-ordinates the sharing of appropriate information about the child's development with those carers.
 - 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 person 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 and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- 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 complete a home visit by the person who will be the child's key person to ensure all relevant information about the child can be made known.

- We offer a free settling-in session where the parents and child attend together to explain and complete 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 most of the sessions during the first week, gradually taking time away from their child; increasing this time 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 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 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.
- We discuss and work with parents with child's parents to start to create their child's online Learning Journey, and we create a baseline assessment of the child within the first 6 weeks or once the child is settled.

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 guidance *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 us to address any developmental concerns (including working with other professionals where appropriate such as health visitor) 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.

Transitioning between Pre-school and Reception (at Sennen Primary School)

- The term before the children begin full time school in September, they can attend several school club sessions which are held after school hours, where children and parents can become familiar with their new reception class room and teacher.
- The children can also attend some full morning sessions where they join the current reception children.
- With parent's permission, Learning Journeys are shared with the reception teacher along with any other information, such as plan, do, review targets, if applicable.
- Within our dressing up box we provide a Sennen Primary School uniform and school bag for the children to familiarise themselves with.

For Children who move from pre-school to reception (within another school)

- With parent's permission, Learning Journey's are shared with the reception teacher along with any other information, such as plan, do, review targets, if applicable.
- The key person will contact the other school to discuss a visit with the parent, child and if possible, the key person before the child/ren start.

This policy was adopted by	Sennen and Land's End Pre-school
On	
Date to be reviewed	
Name of signatory	
Role of signatory	