



Policies and procedures

Key person policy

Statement of intent

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 and parents are confident in knowing their children are in a safe and happy learning environment.

We want children to feel safe, stimulated, and happy in the setting, and to feel secure and happy with the pre-school staff. WE also want parents to have confidence in both their child's well being and their roles as active partners with our 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 of children and their families.

The key person role is set out in the safeguarding and welfare requirements within the early year's 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 and their families.

Procedures

All children that attend St Faiths pre-school will be allocated a key person. The key person will:

Make themselves known to the child and parent/carer on their first visit.

Offer unconditional regard to the child and family and being non judgemental.

Work with the parents/carer to plan and deliver a personalised plan for the child's well being, care and learning.

Act as the key contact for the parents/carers and always make themselves available for the parents/carers to speak with.

Develop records 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 within the setting and home.



Have links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.

Encourage positive relationships between children in the child's key group, spending time with them as a group each day.

The key person will support the child and monitor their learning and development through observations, assessment and record keeping, and will plan activities based on the child's needs and interests.

All staff take pride in getting to know the children well. When a key person does not work the exact days, that child attends the other staff will support that child.

All children have a buddy key person, who works along side their main key person.

Settling in

Before a child starts to attend our pre-school, we use a variety of ways to provide his/her parents/carers with information. These include written information including our policies and procedures.

When a parent /carer contacts the pre-school about their child attending, we invite them in to see the setting and to meet the staff, on this visit we provide the parent/carers with all the information they need registration forms, and all about me booklets.

Once the parent/carers has informed us that they would like their child to attend the setting and have returned the relevant forms (registration forms and all about me booklets), we invite them and their child into the setting for 3 settling in sessions.

The key person will be there to welcome the parent/carers and child into the setting and look after them during the settling in process.

We ask that the parent/carers stay with the child for the first settling in session, gradually taking time away from the child over the next settling in sessions, increasing this time as and when the child can cope and settle happily with the key person as support.

The key person will always work together with the parent/carers and the child to make sure their transition into the pre-school is a happy and positive experience for them both.

If a child is very upset and distressed, we ask the parent/carers to stay until the child is settled. We will only allow a child to cry or be distressed for a period of 20 minutes before asking the parents to return.

In all cases we contact parents/carers during the settling in period to let them know how they are settling as we understand this is an emotional time for both the child and the parent/carers. Each term we send home the children's learning stories and speak to the



parents/carers individually to let them know how their child is progressing and ask if they have any concerns.

Each child have their own parent/carer communication book which is completed once a week by the key person, and gave to the parent/carer to contribute to and share information.

Progress check at age two

The key person carries out the progress check at the age of two in accordance with any local procedures in place and referring to the guidance: The EYFS progress check at age two.

The progress check aims to review the child's development and ensures that parents/carers have a clear picture of the child's development.

The progress check will describe the actions that will be taken by the key person to address any concerns (including working with other professionals if needed) as agreed with the parents/carer.

The key person will plan activities to meet the child's needs within the setting and support the parents/carers to understand the child's needs to enhance their development and learning at home.

Please see related policies:

Settling in policy

This policy was adopted on:

Date to be reviewed:

Manager signature:

Chairperson signature:

