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## Key Person Policy

At Frenchay Pre-School 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 below set out a model for developing a key person approach that promotes

effective and positive relationships for children who are in our setting.

### Procedures

- We allocate a key person before the child starts
- An Induction, where the parent and child can come in for an hour prior to their start date will be offered, so they can meet the staff and their key person if they are available
- 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 their key group, spending time with them as a group during focus groups
- We make sure children build relationships with all staff, so they feel settled in the absence of their own key person

Written by:	Simone Cupper
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Signed off by the Deputy Manager of Frenchay Pre-School	Gemma Hughes
Next Review Date	November 2022
Links to EYFS	Safeguarding and promoting children's welfare



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- 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 their parents with information. These include written information (including our Welcome Pack and leaflets we handout, also showing them the Policy & Procedures ), displays about activities within the setting, Play & Stay days, Helping Hands Rota and individual meetings with parents.

Prior to a child being enrolled, we provide opportunities for the child and their parents to visit the setting to ensure it fulfills their needs as a family.

We allocate a key person to each child and their family before they start to attend; the key person welcomes and looks after the child and their parents at the child's first session and during the settling-in process.

We use our Induction meeting to explain and complete with the parents the child's registration records.

When a child starts to attend, we explain the process of settling-in with their parents and jointly decide on the best way to help the child to settle into the setting.

We have many different strategies to settle children in and we go by individual cases and via discussions with parents as to the best strategy for their child.

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 and other staff; for example the child looks for a familiar face when they arrive, 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 do not believe that leaving a child to cry will help them to settle any quicker. We believe that

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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 Learning Journey.

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