

## **Policy**

### **The role of key person and settling in**

#### **Safeguarding and Welfare Requirement: Child Protection**

Providers must have and implement a policy, and procedures, to safeguard children.

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

### Policy statement

Gaddesby School Community (GSC) 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. Preschool is committed to the key person approach which benefits the child, the parents, staff and the setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy place to attend or work in.

GSC out of school (Breakfast, Afterschool and Holiday clubs) staff have found this approach is not successful due to the differential attendance of both staff and children. Therefore, to meet the same agenda staff have adopted a 'Buddy' approach which supports our Early Years children well, giving them the familiarity and security needed to feel safe and confident. We also keep an EYR folder

GSC want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. GSC also want parents to have confidence in both their children's well-being and their role as active partners with our staff. We aim to make our settings welcoming, 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.

### Preschool Procedures

- We allocate a key person before the child starts.
- Key persons have appointed children and are responsible for:
  - Providing an induction for the family and for settling the child into [our/my] setting.
  - Completing relevant forms with parents, including consent forms.
  - Explaining our policies and procedures to parents with 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.
  - 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/my] 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.
- Preschool promotes 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*

- Preschool use a variety of ways to provide parents with information; telephone; text; email; newsletter etc. There are displays around the hall with a fully parent friendly parent information table, including our policies and procedures and much more. Staff are always ready to speak to individual parents about any concerns.
- To support your child's transition to preschool we offer a comprehensive induction and the opportunity to come along with their child to stay for as many times as they want before the child's start date. This will enable both child and family to become familiar with our routines and staff.
- 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.
- Our pre-start visits (Induction) will include an explanation and completion of the child's registration records.  
with his/her parents. Staff will also be able to explain the process of transition with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- Preschool 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 do not believe that leaving a child to cry will help them to settle any quicker. Staff will always contact a child's parents/carer if they are unable to comfort a distressed child. Preschool reserves 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. All preschool children have a Learning Journey completed by Their key person and parent.

### *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 preschool 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 to enhance their development at home.

This policy was adopted by	GSC
On	<hr/> May 2021
Date to be reviewed	<hr/> May 2022
Signed on behalf of the provider	<hr/> Gaddesby School Community
Name of signatory	<hr/> L Dunmore
Role of signatory	<hr/> Manager
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