



Safeguarding and Welfare Requirement: Key person

Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents

4.1 The role of the key person and settling-in

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 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 Safeguarding and Welfare Requirements of the Early Years Foundation Stage.

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



Procedures

- We allocate a key person before the child starts.
- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person is responsible for completing relevant forms with parents, including consent forms, explaining policies and procedures with particular focus on safeguarding and our responsibilities under the Prevent Duty.
- 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.
- The 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 her/his key group, as well as encouraging them to make positive relationships with other peers and adults.
- The Key person has allocated time to spend with all her/his key children to enhance their relationships and learning.
- 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 his/her parents with information. These include written information in the form of our prospectus and all policies are published on our website together with our weekly planning. We also invite all new starters to a Stay & Play Session which takes place in the Summer Term.



- We allocate a key person to each child and his/her family before she/he starts to attend; 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.
- When a child starts to attend, we explain the process of settling-in with his/her parent 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 be able to stay for most of the session during the first week (or longer depending how many session is attended in the week), this will be requested by the setting if necessary, 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 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 adults 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. This is arrangement will be discussed and requested by the setting if necessary.
- 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.



- After a child's first four weeks we invite parents to their first meeting to discuss the child's progress and begin to create their child's record of achievement.
- Full fees are payable during the settling in period.

The progress check at age two

- If the child is under 3 when starting, the key person carries out the appropriate progress check 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.
- Parents are required to inform us before arranging two and half year check, we would like to arrange a meeting to discuss development before the health visitors appointment if possible.

The progress check for older Children

- The key person produces a written report each week which is emailed to parents outlining a child's progress, at the end of this four week period we invite parents for their first progress meeting.
- Appropriate steps are taken as above.

Other useful publications

- Statutory Framework for the Early Years Foundation Stage: With non-statutory supporting documentation (2017)



Rushmore House Montessori



- Being a Key Person in an Early Years Setting (2015)

This policy was adopted at a staff meeting of Rushmore House Montessori Preschool in March 2020.

Agreed on behalf of Rushmore House Montessori – Cima Shahroudi

Role – Group Manager

Date of Review: March 2021 or earlier if required.