



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 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. We are committed to the key person approach which benefits the child, the parents, the 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.

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 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 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.

Procedures

- We recommend that when a child starts to attend our setting, it is for a minimum of 2 sessions per week, to give the child chance to get to know and remember the environment. There may be occasions when we agree to one session per week but this would be in discussion usually with parents alongside external agencies who may be involved in the care of the child.
- We allocate a key person after a child starts attending our setting. This gives us an opportunity to assess the child's needs and where possible, if the child forms a bond with a certain member of staff, they will become their key person. Note: this is not always possible depending on which days the child attends and due to most staff being part-time.
- The key person is responsible for:
 - Offering unconditional regard for the child and being non-judgemental.
 - 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 setting and at home.
- 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.

- Parents have access to their child's Learning Journal through the key person, giving the opportunity to see photographs and comments about their activities and progress. Shortly parents will have secure online access to this as well and will be able to post photographs and comments of their own.

Settling-in

- Before a child starts to attend our setting, we use a variety of ways to provide parents with information. These include written information (including our prospectus), displays about activities available within the setting, and individual meetings with parents.
- Prior to a child enrolling, we provide opportunities for the child and their parents to visit the setting.
- We may liaise with Health Visitors and/or Speech and Language Therapists to ensure all relevant information about the child can be made known.
- When a child starts to attend, we explain the process of settling-in with parents and jointly decide on the best way to help the child to settle into the setting.
- Registration forms can be completed prior to a child's first session when possible or with a member of our Outreach Team during their first session.
- Younger children may take longer to settle in, as may 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. In some instances a parent may stay with their child for short times during the first few sessions, supporting their play and gradually reducing the amount of time they are there.
- We judge a child to be settled when they are familiar with where things are and is pleased to see other children, staff and to 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 carefully assess how well a child is settling into our setting. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We tailor each child's settling-in process to meet their needs and those of their parents. We will advise on what we believe to be the best course of action. For example, we would not recommend a child stays for a full session if they are distressed. This is especially the case with very young children.

The progress check at age two (24-36m check)

- 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*. [A copy of this document is available to all staff in the cupboard in the office.](#)
- 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) 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.

This policy was adopted by

Cirencester Opportunity Group

(name of provider)

On

September 2018

(date)

Reviewed

June 2021

(date)