



*Safeguarding and Welfare Requirements: Key Person*  
*Each child must be assigned a key person. Their role is to help 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 parents.*

## C8: 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 Cabin pre-school by providing secure relationships in which children thrive, parents have confidence, staff are committed and the Cabin pre-school is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the Cabin pre-school 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 Cabin pre-school.

We aim to make Cabin pre-school 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. At Cabin pre-school, we allocate a key person to every child. If a member of the Cabin pre-school team has a personal relationship with a child or their family predating their joining Cabin pre-school then this precludes them from becoming that child's key person.

The Cabin pre-school has 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. This helps the child to settle and ensures them input to the relationship from day one.
- If a home visit is carried out when the child starts, this is done by the manager and the key person.
- All staff share responsibility 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 our policies and procedures to parents with particular 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 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.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person – in most instances this role is undertaken by the manager
- We promote the role of the key person as the child's primary carer in the Cabin pre-school, and as the basis for establishing relationships with other staff and children.

### Settling-in

- Before a child starts to attend the Cabin pre-school, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the Cabin pre-school, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the Cabin pre-school. The child's first 4 visits to Cabin pre-school are treated as settling-in sessions and we do not charge for these sessions.
- The key person or manager welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We may offer a home visit by the manager and the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- We use pre-start visits to explain and complete with his/her parents the child's registration records.
- Before a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the Cabin pre-school.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, 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 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.
- 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 Cabin pre-school.
- We reserve the right not to accept a child into the Cabin pre-school 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 record of achievement.

The progress check at age two

- The key person will carry out the progress check at age two, based on their age and when they start attending Cabin pre-school as follows:
  - ~ Age 2 Years 0 months: we will allow two/three months for that child to settle in
  - ~ Age 2 Years 11 months: Immediately
  - ~ Children in between: will be checked appropriately allowing for settling in time.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- 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 Cabin pre-school to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parents.
- Activities will be planned to meet the child's needs within the Cabin pre-school and will support parents to understand the child's needs in order to enhance their development at home.

This policy was adopted at a meeting of the Pre School Committee	
Date of Meeting	13/12/2016
Signed on behalf of the Management Committee	J Rolfe
Role of Signatory (e.g Chairperson/owner)	Chairperson
Review Date	13/12/2017