

KLOISTERS KINDERGARTEN

Safeguarding and Welfare Requirement: Key Person

THE ROLE OF THE KEY PERSON AND SETTLING IN

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 child must have a key person.

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 once the child has settled in and shown an affinity for a key member of staff.
- . The key person is responsible for the settling in of the child in to the setting. The Room Leader is responsible for the introduction of the family and completing relevant forms with parents, including consent forms. Also, explaining our policies/procedures to parents with particular focus on policies such as Safeguarding, Complaints procedure, Sleep policy 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 parents to plan and deliver a personalised plan for the child's well-being, care and learning.
- . The key person acts as the key contact and the Room Leader for the parents and has links with other carers involved with the child, such as childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- . A key person is responsible for development 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 his/her key group, spending time with them as a group each day.
- . We promote the role of the key person as a child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.
- . In the absence of the key-person, the Room Leader will make arrangements where required and make sure that the child's needs are met both educationally and emotionally.

Settling in:

- . Before a child starts to attend a setting, we use a variety of ways to provide his/her parents with information. These include written information (including website and policies), displays about activities available within the setting, information days and evenings, prize giving evening and ballet classes etc. and individual meetings with parents/carers.
 - . Before the child starts we provide opportunities for the child and his/her parents if required to visit the setting to have some settling in time.
 - . 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.
 - . Individual time will be allocated to complete a "Nice to Meet You" form (normally with the Room Leader) to make sure that we are aware of any individual needs or requirements
 - . Registration forms are fully completed before the child starts at the setting. This information will be shared with the Room Leader and key person. Records will be kept in the office in a locked cupboard.
- The parent/carer is handed a copy of a covering letter to explain how the EYFS links to their child/s learning programme. Also, how our aim in the Foundation Stage is to have happy, independent, confident children.
- . Information that is deemed necessary for all staff to know is put on the child's talking mat (i.e. allergies).
 - . When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide the best way to help the child to settle into the setting.
 - . 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 parents 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 familiar with where things are and is pleased to see other children and participate in activities.
- . We do not believe that leaving a child to cry will help them settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- . When children are moving between rooms within the setting (i.e. Baby-room to Kindergarten), we set up a meeting between the parent/carer and the new Room Leader to make sure that the New Room Leader is a breadth of all the information re the child (s) routine as well as any additional needs etc.

Over a few weeks the child(ren) will have some settling in sessions in their new class, getting used to the new routines, Aunties and peers as well as experiencing what the Class has to offer.

This includes their every day care as well as challenging them and encouraging them to learn new skills in an interactive learning environment.

The New Room Leader will go through with the parent/carer personally any routine changes and give the parent/carer a chance to ask them any questions they may have to make sure that the transition is as smooth as possible and at the child's pace.

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 the setting to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent/carer.
- . The key person will plan activities to meet the child's needs within the setting and will support parent/carers to understand the child's needs in order to enhance their development at home

***Policy links – Parent as Partners Policy
Confidentiality Policy
Safeguarding policies
Working in partnership with other agencies***

This policy was amended by	<u>Kloisters Kindergarten</u>	<i>(name of provider)</i>
	<u>29.11.18 and amended</u>	
Reviewed on	<u>1.02.19</u>	<i>(date)</i>
Date to be reviewed	<u>06/2020</u>	<i>(date)</i>
Signed on behalf of the provider	<hr/>	
Name of signatory	<u>Mrs N Bromley</u>	
Role of signatory (e.g. chair, director or owner)	<u>Manager</u>	

