

## 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 pre-school, offer a settled relationship for the child and build a relationship with their parents

### 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 practitioners and the pre-school by providing secure relationships in which children thrive, parents have confidence, our practitioners are committed and the pre-school 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 our practitioners. We also want parents to have confidence in both their children's well-being and their role as active partners with our pre-school. We aim to make our 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. 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 allocate a key person prior to your child starting. This is usually on the 1<sup>st</sup> of 2 visits prior to starting.
- *The key person is responsible for:*
  - Providing an induction for the family and for settling the child into the pre-school.
  - Completing relevant forms with parents, these include both hard and digital 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 pre-school and at home. Whilst adhering to the pre-schools Data Protection Policy
  - 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.
- We promote the role of the key person as the child's primary carer in the pre-school, and as the basis for establishing relationships with other adults and children.

### Settling-in

- Before a child starts to attend the pre-school, we use a variety of ways to provide his/her parents with information. They are invited to two visits, given written information in the form of a prospectus and parent handbook and shown where policies are located and can be accessed.
- Visits take place during the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the pre-school.
- 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.
- We offer a home visit by 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 and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records, terms and conditions and declarations.
- When 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 pre-school.  
We have an expectation that the parent, carer or close relative, will stay for some of the session during the first week, gradually taking time away from their child; increasing this time 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 pre-school.
- We reserve the right not to accept a child into the 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 six weeks of starting, we discuss and work with the child's parents to begin to create their child's learning journey.

### *The integrated progress check at age two*

- The key person carries out the integrating progress check using the tapestry format. This is in accordance with local procedures; we also refer to the guidance *A Know How Guide: The EYFS progress check at age two*. The keyworker will request to see the 2 year check completed in the child's red book by the health visitor, she will take a hard or photographic copy for our records.
- Children receive the integrated health and early years review at 27 months of age the health visitor will contact the family to arrange. The key person will arrange a meeting with the parent/carer to come together to jointly review the child's health, development and learning.
- Where the progress check identifies concerns about a child's progress, the integrated review process ensures that these concerns are quickly addressed through referrals to relevant agencies.
- When children need additional help, the key person liaises closely with parents and carers to develop shared strategies, such as, language interventions for children at risk of speech delay. Children will work in small groups for short periods of time. Key people will plan quality focused activities that will promote children's communication and language skills.
- The pre-school and will support parents to understand the child's needs in order to enhance their development at home.

Policy adopted on 9/1/23

Signed on behalf of Bagshot Pre-school      *Susan Michel*

Role within the Pre-school                      Manager