

## 2.0 – SUITABLE PEOPLE & STAFFING

### 2.6 The role of the key person and settling-in



#### Policy statement

At St Clements Church Pre-school 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 setting must offer a key person for each child.

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 when the child starts.
- The key person is responsible for settling the child into our setting.
- 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.
- A 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, spending time with them as a group each day.
- 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 (including our prospectus and policies) and opportunities for child and parents to visit the setting.
- We allocate a key person to each child and his/her family when 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 parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.

**Strategy for Settling in**

- **First week of starting.** On the first day, the key person and parent will hold an informal meeting. This will include a tour of the building, explanation of routines and any other important information. The parent is then invited to stay with their child during the remaining sessions, if they choose.
- **Second week.** We will encourage the parent to leave the preschool room. If you feel your child is not ready to be left for the whole session, we will help encourage leaving your child for short periods whilst you remain within the Preschool building.

At the end of these 2 weeks, if you feel your child is still unsettled discussions should be held with their key person as to the next step to be taken.

We recognise that all children are different. Some may settle sooner, and if this is the case we are happy for you to leave your child in our care.

Morning sessions start at 9am. In order to settle children please encourage them to find their name and join an activity as you arrive. We ask all parents, with the exception of parent help, to leave the preschool room.

If you should be late – which we are very aware happens – we request that you leave your child with a member of staff as promptly as possible to minimise disruption.

This policy was adopted at an AGM of

**St Clements Church Preschool**

Held on

\_\_\_\_\_

Date to be reviewed

\_\_\_\_\_

Signed on behalf of the management committee

\_\_\_\_\_

Name of signatory

\_\_\_\_\_

Role of signatory (e.g. chair/owner)

**Chair**

\_\_\_\_\_