

### **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 a settled relationship for the child and build a relationship with their parents

## **St Matthew's Preschool Policy**

### **2.4 The role of the key person and separation policy**

#### **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 setting by providing secure relationships in which children thrive, parents have confidence, the staff is 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 Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must assign 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 before the child starts.
- We also allocate a Buddy Key Person to ensure that support for the family is provided on days that the child's Key Person is not on the premises.
- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person's role is to help ensure that every child's care is tailored to meet their individual needs.
- The key person must seek to engage and support parents in guiding their child's development at home.

- 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.
- The key person is responsible for progress 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 staff and children.

### *Settling-in/Separation policy*

- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before 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, she is supported by the Buddy Key Person.
- We may offer a home visit by a manager, 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 his/her parents and jointly decide on the best way to help the child to settle into the setting.
- Recognising the unique child, we tailor make the separation policy to each child and if appropriate we encourage the parent/carer or close relative, to 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 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.
- We judge a child to be settled when they have formed a relationship with a member of staff. For example, the child looks for the staff member 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 liaise with parents/carers both during and after the session, where appropriate, to reassure them how the child coped with the session.

*The progress check at age two*

- The key person carries out the progress check at age two in accordance with Surrey County Council and referring to the supporting guidance in the EYFS '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(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 at a meeting of

St Matthew's Preschool

Held on

\_\_\_\_\_ (date)

Date to be reviewed

\_\_\_\_\_ (date)

Signed on behalf of the management committee

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Name of signatory

\_\_\_\_\_

Role of signatory

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