

## Role of the Key Person and Settling-in

### Policy statement

We believe that children settle best when they are assigned a key person. This approach benefits the child, parents, staff and the setting by building secure relationships in which children thrive, allowing parents to have confidence, and our staff are committed to providing the best care and education in a setting which is a happy place to attend and work in.

We want all children to feel safe, comfortable and happy in our setting and with our staff. The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, whereby each child must have a key person. Assigned key persons have the responsibility of considering individual needs and circumstances of the child and their families, to promote effective and positive relationships for children.

### Procedures

- We allocate a key person before the child starts.
- The key person is responsible for;
  - Providing an induction for the family and settling the child into our setting.
  - Offering unconditional support and regard for the child, without judgement
  - Working with the parents to plan and deliver a personalised plan for the child's wellbeing, learning and care.
  - Being the key contact for parents.
  - Keeping up-to-date records of the child and sharing information with parents on a regular basis to gain greater insight on the child in the setting and home.
  - Coordinating and sharing relevant information with any other carers involved with the child.
  - Encouraging positive relationships between all children within his/her key group.

### Settling-in

- Before a child attends our setting we will provide parents with all relevant information; these may include written information such as our prospectus and parent handbook, policies, information events and individual meetings with parents.
- During half term, before a child is enrolled; parents may visit the setting.
- The key person will welcome and look after the child and parents at the child's first session and during the remainder of the settling in process.
- When parents leave, and the child is settled in, we ask parents to say goodbye to their child and explain that they will be returning and when.
- We recognise that some children will settle more readily than others. Those who appear to settle less rapidly are not ready to be left.
- We do not believe that allowing a child to cry will help them settle in quicker; we believe that a child's distress will prevent them from gaining and learning the best from our setting.
- Within the first four to six weeks of a child being enrolled, we discuss the work with the child's parent to begin to create a record of achievement.

<b>This policy was adopted by:</b> Little Munchkins	<b>Date:</b>
<b>To be reviewed:</b>	<b>Signed:</b>