



# The Role of the Key Person and Settling-in

## POLICY STATEMENT

We believe that children settle best when they have a key person/teacher to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person/teacher 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/teacher is set out in the Requirements of the Early Years Foundation Stage Framework.

## PROCEDURES

- The key person / teacher is responsible for the induction of the family and for settling the child into our setting.
- The key person/teacher offers unconditional regard for the child and is non-judgemental.
- The key person/teacher works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person/teacher acts as the main 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/teacher 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/teacher encourages positive relationships between children in their key group, spending time with them as a group each day.
- Each key person/teacher has a teaching assistant and works closely with their group of children.
- We promote the role of the key person/teacher 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 parents with information. These include written information (including our prospectus and policies), timetables about activities available within the setting,



and individual meetings with parents. Each family goes through our thorough admissions system and are only admitted to the Preschool when all essential paperwork is complete.

- We provide opportunities for the child and their parents to visit the setting prior to their first session (this is flexible depending on the needs of the child and family).
- The key person/teacher welcomes and looks after the child and their parents at the child's first session and during the settling-in process.
- If requested, we offer a home visit for Preschool, during which we explain the process of settling-in with parents and jointly decide on the best way to help the child to settle into the setting.
- We judge a child to be settled when they have formed a relationship with their key person/ teacher; for example, the child looks for the key person/teacher when they arrive, 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, when the parent wishes to do this.
- 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 reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- The key person/ teacher ensures that the child's care is tailored to meet their individual needs and help families engage with more specialised support if appropriate.