



The Key Person Role and Settling-in Policy

At The French Nursery 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, staffs are committed and the setting is a happy and dedicated place to attend or work in.

Our aim is to make the children feeling safe, stimulated and happy in the setting and to feel secure and comfortable with all the 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 easily because consideration has been given to the individual needs and circumstances of children and their families.

The officer in charge is responsible for the induction of the family and for settling the child into our setting.

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

Key person

- The child chooses his/her key person.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person and the officer in charge work with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person and the officer in charge act as the key contact for the parents and has links with other carers involved with the child, such as a child-minder, 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. This work is overlooked by the officer in charge.

- The key person encourages positive relationships between children in their key group, spending time with them as a group each day.
- The officer in charge acts as a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- 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 children start to attend the setting parents are provided with information about our procedures including the settling-in.
- Before a child is enrolled, we provide opportunities for the child and their parents to visit the setting.
- The officer in charge welcomes and looks after the child and their parents at the child's first session and during the settling-in process.
- We use pre-start visits and the first session at which a child attends to explain and complete with the parents the child's registration records.
- The settling-in process is explained to the parents and we jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will 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 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 on arrival, 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 believe that a child's distress will prevent them from learning and gaining the best from the setting.
- 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.

This policy was adopted at a meeting of *The French Nursery School*

Held on: _____

Date to be reviewed: _____

Signed on behalf of the management
committee:

Name of signatory: _____

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