



## KEY PERSON & SETTLING IN POLICY

Policy Written by: Leigh Smith

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# The Key Person and Settling-in 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, 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 before the child starts.
- In some instances, where a home visit is carried out before the child starts, this is done by the manager and the key person.
- 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 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 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.

## 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 an induction morning.
- We allocate a key person to each child and his/her family before she/he starts to attend.
- At the induction morning, 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.
- 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 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 either with their key person or another trusted member of staff; for example the child looks for a specific 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 expect that the parent will honour the commitment to stay with their child until they are fully settled.

This policy was adopted at a meeting of

**Acacia Playgroup**

Held on

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

Signed on behalf of the management  
committee

Name of signatory

**Alison Berryman**

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

**Chair**