

KEY PERSON POLICY

Statement of intent

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 educated place to attend or work in.

Aim

- We want children to feel safe, stimulated and happy at Bishy Barnabees 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 Bishy Barnabees.
- We aim to make Bishy Barnabees 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 Statutory Framework for the Early Years Foundation Stage. Each setting must offer a key person for each child. The procedures set 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.
- The key person is responsible for the induction of the family and for settling the child into Bishy Barnabees.
- The key person offers unconditional regard for the child and is non-judgmental.
- The key person works with the parent to plan and deliver a personalised plan for the child's wellbeing, care and learning.
- 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 coordinates 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 Bishy Barnabees and at home.
- We promote the role of the key person as the child's primary carer at Bishy Barnabees, and as the basis for establishing relationships with other staff and children.

Settling-in

- Before a child starts to attend Bishy Barnabees, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus), displays about activities available within Bishy Barnabees and individual meetings with parents.
- Before a child is enrolled we encourage parents to come for a 'show round' on a one to one basis with the Nursery Manager or Deputy, we offer Play Sessions where parents stay and Settling In sessions where parents leave the child for an agreed amount of time.
- 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.
- We use our Play Sessions to explain and complete with his/her parents the child's registration records if required and see site of the child's birth certificate.
- Before a child starts to attend, his/her parents are given our Settling-In Policy and the process is explained so that a joint decision can be made with regards to the best way to help the child to settle into Bishy Barnabees

Change of rooms

- Before a child changes rooms the child's key person will discuss with parents the impending move and the timescale involved in this change.
- The key person will encourage parents to visit the new room and introduce new room staff and/or key person to parents to enable them to answer any questions they may have.
- The key person will oversee the room transitions and discuss with Room Leader when these are ready to take place to enable Key persons to arrange cover in the existing so that they are available to transition the child in personally themselves.
- The key person will continue to discuss the child's progress in the new room until the move has been completed.

This policy should be read in conjunction with the transition, settling in , Admissions policy, Missing Child procedure, Safeguarding Policy, Staffing Policy, Observation, Assessment and Planning policy, Touch Policy, Parent Partnership Policy and English as an Additional Language policies.

This policy was adopted in June 2011 and adapted July 2015

Reviewed March 2017