



St Stephens Community Academy Key Person Guidelines

The An Daras Multi Academy Trust (ADMAT) Company
An Exempt Charity Limited by Guarantee
Company Number/08156955

Status: Approved	
Recommended	
Statutory	Yes
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Adopted (v2.0)	Jan 2017
Review (v2.0)	Jan 2018
Advisory Committee	Local Governing Advisory Body
Linked Documents and Policies	Learning Journey Policy 2016

Key Person Guidelines

1. Purpose and Directions of the Plan:

At St Stephens Pre-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, staff are committed.

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.

These guidelines set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

2. The Main Priorities of the Key Person Guidelines

General

- We allocate a key person before the child starts, though if a child prefers another staff member when they have settled into the setting then where possible this person will take over as 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 works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- In some cases a 'stand in' key person may be allocated if it will be beneficial to the child. This person will provide the same level of care and attention in the absence of the primary key person.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- 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

- We provide opportunities for the child and his/her parents to visit the setting.
- We use the first session which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, 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 part of the sessions 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 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 for at least the first few sessions, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. 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.

Curriculum

- Within the first four to six weeks of starting we discuss and work with the child's parents to start to create their child's learning Journey (development record).

Communications

- The key person acts 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.
- 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 individual meetings with parents.
- 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.

The Key Worker Guidelines will be made available on the website via the Pre-School section

Next review will be: **January 2018**

Signed:..... Pre-School Manager

Date:.....