



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
Version	V2.0
Adopted (v2.0)	Sept 2023
Review (v2.0)	Sept 2024
Advisory Committee	Local Governing Advisory Body
Linked Documents and Policies	Development Matters 2023



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.
- 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.
- The key person observes the child to identify how they learn through their play, their next aspect of development, what their interests are and whether there is any cause for concern or need for extra support.

Settling-in

- We provide opportunities for the child and his/her parents to visit the setting.
- We require all paperwork to be submitted before the child starts so that we can read through it thoroughly and address any concerns or missing information.
- 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 allow for shorter sessions in the first instance so that the child can slowly separate from their caregiver.
- 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 extra reassurance.
- 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 will work with the parents on how to make this transition for the child much easier.
- 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 and that it can also cause distress to other children.
- 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 two to six weeks of starting we discuss and work with the child's parents to start to create their child's baseline and 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, pre-school blog and class dojo.
- 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.

Next review will be: **September 2024**

Signed: *K Barrett*.. Pre-School Manager

Date: ...September 2023.....