



Busy Bees @ LPS Key Person Policy

What is a Keyperson?

A key person has special responsibilities for a small group of children. Parents and children know the name of their key person when the child begins sessions at Busy Bees.

The aim of a key person is to ensure that the needs of the child are recognised within the setting. This will mean that within the overall curriculum framework of the group, an individual learning plan is devised to meet their needs.

The key person offers unconditional regard for the child and is non-judgemental. They provide for the emotional needs of the child, e.g. to comfort and reassure the child at any time of distress. The key person will also be responsible for the child's personal care, including toileting.

Busy Bees @ LPS 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 at Busy Bees 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 Busy Bees 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 (2014). The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who attend the setting.

The Key Person must ensure that all children in their care, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability, experience a challenging and enjoyable programme of learning and development. The Key Person must adhere to the setting's Equal Opportunities policy and ensure positive attitudes to diversity and difference for the

children in their care. In the case of children with additional needs, the Key Person will adhere to the setting's Inclusion Policy and understand and work within the guidance of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

The Role of the Preschool Key Person:

A key person will be allocated to the child and their family before the child starts at the preschool. Should the parent decide to take up a free settling in session, this provides an opportunity for the Key person to meet the child and parent/carer. The Key person will go through the registration form with the parent/carer and discuss the child's preferences, comfort item, toileting, dietary needs etc. If the child does not have a settling in session, the Key Person will speak to the parent/carer at the beginning of the child's first session. All new starters are given a 'Key Person Information' sheet which details the name of the child's Key Person as well as the role of the Key Person at Busy Bees.

The Key Person is responsible for the induction of the family and for settling the child into Busy Bees. The Key Person will work closely with the parent/carer to help the child adjust to the preschool and make it a smooth and happy transition. 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 their primary caregiver. 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 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 Busy Bees

We reserve the right not to accept a child into the Pre School without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children. Within the first four to six weeks of starting we discuss and work

with the child's parents to start to create their Learning Journey. If a child has not settled within the half term, e.g. they are still becoming very distressed when being left, and they have formed no bond with their Key Person or other member of staff then we will liaise closely with the parents, suggesting that they withdraw their child from Busy Bees until they are older and more able to cope with being left, as leaving the child may have a lasting effect emotionally.

The Key Person works with the parent to plan and deliver a personalised plan for the child's well-being, care and leaning. They will observe the child during normal play and will plan next steps which will be discussed with parents and input on the child's Learning Journey. Parents will be encouraged to have input on their child's targets and their learning and development at Busy Bees by commenting on observations uploaded to the Learning Journey as well as adding their own. It is our aim that the Learning Journey is a two way process of supporting and nurturing the child. It is the Key Person's responsibility to keep the child's learning journey up to date with photos, observations and evidence of pictures and drawings. The Key Person will be responsible for information sharing with the parents.

The Key Person acts as the main 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 encourages positive relationships between children in her/his key group, spending time with them as a group each day.

There will be 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 at Busy Bes, and as the basis for establishing relationships with other staff and children.

The Key Person will always maintain confidentiality.

The Role of the Extended Services Key Person:

A Key Person will be allocated to the child and their family when the child begins sessions at Breakfast Club or After School Club. Parents will be made aware of who their child's Key Person is. The Key Person is responsible for ensuring the family is aware of activities and resources available to their child and building up a partnership with the parents. The Key Person will work closely with the parent/carer

to help the child adjust to the routine of Breakfast Club and/or After School Club and make it a smooth and happy transition.

It is expected that the Key Person will liaise with the parent to ascertain the child's interests and preferences which allows staff to plan fun, stimulating activities and experiences which the child will enjoy. They will observe the child during normal play and share observations and photos with parents through the Learning Journey. Parents of children within the Early Years Foundation Stage (EYFS) will have access to an online Learning Journey and will be encouraged to have input on their child's next steps and their learning and development at Busy Bees. The Learning Journeys are best used as a partnership between the setting and home, offering a two way flow of information. It is the Key person's responsibility to keep the child's learning journey up to date with photos, observations and evidence of pictures and drawings. The Key Person will be responsible for information sharing with the parents.

The Key Person acts as the key contact for the parents and has links with other professionals involved with the child, such as a teacher or childminder, and co-ordinates the sharing of appropriate information about the child's time at the setting with those carers.

The Key Person encourages the development of positive relationships through modelling and praise.

We promote the role of the Key Person as the child's primary carer at Busy Bees, and as the basis for establishing relationships with other staff and children.

The Key Person will always maintain confidentiality.

The Parent's Role:

As the child's primary care giver, we believe that your child will settle best and thrive at Busy Bees when there is a close relationship with the Key Person and family. The Key Person would appreciate the parent/carer keeping them informed of any changes in routine or behaviour at home which may impact on their time at Busy Bees.

We are proud of our online Learning Journey system for the children within the Early Years Foundation Stage (EYFS) and the wonderful insight it gives into a child's time here at Busy Bees. Parents can access the Learning Journey at any point during the day, making it a convenient and efficient way to share information about observations, next steps and progress. However, the aim is for parents to have as

much input in the Learning Journey as the staff at Busy Bees, making the Learning Journey a two way flow of information. The more we know about the child, the better we are able to support their development and help them achieve their potential with us. Information about interests and preferences help us plan a motivating and stimulating environment which encourages the child to engage and learn. Likewise, information about a child's achievements at home helps us extend this development at Busy Bees.

This policy was adopted on	
Signed on behalf of the preschool	
Date disseminated to staff	
Date for review	