

Key Person and Settling in Policy

2025-2026



‘The Love of Christ impels us’

To be

Ready, Respectful, Safe

‘To love one another as I have loved you’

Approved: Autumn 2025

Review: Autumn 2026

Signed:

A handwritten signature in black ink.

Chair of Governors

Date: 11 December 2025

We believe that children settle best when they have a key person to relate to, who knows them and their parents/carers well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents/carers, the staff and the setting by providing secure relationships in which children thrive, parents/carers have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents/carers to have the confidence in both their children's wellbeing and their role as active partner 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 Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must assign 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 setting.

Procedures

We allocate a **key person before the child starts go on a home visit**. If this is not convenient for the family, we invite parents/carers to the nursery for a registration day/stay and play. During this meeting the key person is responsible for:

- Completing relevant forms, including consent forms
- Explaining our policies and procedures, **with particular focus on Safeguarding and the PREVENT Duty**
- Complete all necessary paperwork
- The key person works with the parents to plan and deliver a **personalised settling in plan, together with a plan for the child's wellbeing, care and learning**
- The key person acts as the key contact for the parents/carers 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/carers to keep those records up-to-date, reflecting the full picture of the child in our setting and at home
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day
- We provide 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 in our setting, and as the basis for establishing relationships with other staff and children

Settling-in

- Before a starts to attend the setting, we use a variety of ways to provide his/her parents/carers with information. These include emails, letters and invitations to our communication system
- **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/carers at the child's first session and during the settling-in process
- We use home visits, registration/stay and play mornings and the first sessions at which a child attends to explain and complete all necessary paperwork.
- When a child starts to attend, we explain the process of settling-in with his/her parent/carer and jointly decide on the best way to help the child settle into the setting
- Younger children will take longer to settle in, as well as children who have not spent time away from home.
- 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 with activities
- When parents leave, we ask them to say goodbye to their child and explain that they will be 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 the first session, or possibly longer, if necessary, until their child can stay happily without them
- We do not believe that leaving a child to cry will help them 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/carer if the child finds it distressing to be left. This is especially the case with younger children
- Within the first six weeks of starting, we will complete a settling in review and discuss with the child's parent/carer/. We will then begin to track the children and begin their **Pupil Profile book**, which parents are able to see at any time.