## **Keyperson System**

As outlined in the EYFS (DfE, 2021) all children must be assigned a keyworker, whose role is to ensure care is tailored to meet the individual needs of every child, help to settle them into the setting and enable them to build up a relationship with the other practitioners and peers.

**Statement of intent:**

There is sufficient research that demonstrates the importance of children feeling safe and secure to enable their learning and development. The attachment theory (Bowlby) highlights the importance and benefits of children forming attachments to support their personal, social, and emotional development. Equally this partnership working also proves beneficial for parents and carers who are entrusting their children’s care and learning to a team of practitioners.

Here at Happy kids, we believe that children settle best when they have a familiar adult, who knows them and their family well. We are committed to the Keyperson approach which helps children feel safe, stimulated, and happy in the setting and their parents/carers to have confidence in both their children’s well-being in the setting and their role as active partners with the preschool.

**Procedures:**

Here at Happy Kids we allocate a keyperson to each child before they start, if the child displays a preference to another practitioner we work together to best support the child.

**The Keyperson is responsible for:**

* Working in partnership with parents and carers to plan for the child’s wellbeing, care and learning. This is achieved through Tapestry, Email, phone calls and face to face.
* Offering unconditional regard for the child and being non-judgemental.
* Acting as the key contact for the parent or pointing them in the right direction of who to talk to.
* Developmental records and sharing information on a regular basis with child’s parents to keep these records up-to-date, reflecting the full picture of the child in our setting and at home.
* Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child’s development with those carers.
* Encouraging positive relationships between peers

Settling-in.

* Before a child starts to attend our setting, we use a variety of ways to provide their parents with information. This includes written information (including the website, social media and policies), individual meetings and visits to the setting.
* During the half term before a child is enrolled, we provide opportunities for the child and his/her parents or carers to visit the pre-school.
* We ask the parents/carers to complete an information section of our registration form and a section on their child’s Tapestry to assist the key person with getting to know the child.
* When a child starts to attend, we explain the process of settling-in with their parents and jointly decide on the best way to help the child to settle into the setting.

**Please note:**

* Younger children will take longer to settle, as will children who have not previously spent time away from home.
* Sometimes children initially appear settled, but may struggle to transition in after a few days, this is perfectly normal and part of the transition process.
* 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 they arrive, 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.