

Roseberry Primary School

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Policy for a Key Person (Early Years)

Approved by the Governing Body:

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Interim Review Date:

September 2018

Review Date:

September 2019

Head teacher:

Maggie Fearnley

Roseberry Policy for a Key Person

Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs (in accordance with paragraph 1.10 and 3.27), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with parents. (EYFS Statutory Framework).

The role of the key person at Roseberry Primary

The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must work to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate. (EYFS Statutory Framework)

In accordance with the EYFS Statutory Framework we inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending our nursery/reception class. A child's key person may change during their time in EYFS and parents/carers will be informed as and when this occurs.

A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents.

The Key worker is not necessarily a qualified teacher but can also be a member of the support staff. However, the class teacher in Reception is always the named key person. As we operate a 'free flow' learning environment other staff can also inform the key person of any observed key significant moments. These staff are known as 'other significant persons'.

We believe that important aspects of a key person relationship are:

- Developing secure trusting relationships with key children and their parents.
- Interacting with key children at a developmentally appropriate level.
- Providing a secure base for your key children by supporting their interest and explorations away from you.
- Providing a secure base for your key children by being physically and emotionally available to them to come back to, by sitting at their level and in close proximity to them.
- Using body language, eye contact and voice tone to indicate that you are available and interested, gauging these according to the child's temperament and culture.
- Understanding and containing children's difficult feelings.
- Comforting distressed children by acknowledging their feelings, offering explanations and reassurances calmly and gently.
- Settling new key children into the setting.
- Having regular opportunities to reflect on the emotional aspects of being a key worker with a skilled, knowledgeable colleague.
- The key person does not have to be with their key children all the time. Children

need, and benefit from, interactions with other adults and children.

- The key person approach does not mean that attachment with parents will be undermined; attachments at home and in the early years setting can support each other.

Positive Relationships

The key person has special responsibility for working with a small number of children and:

- Builds positive relationships with children and the parent/carers.
- Develops a genuine bond with children ensuring a settled, close relationship.
- Helps children feel comfortable, confident and safe within the setting.
- Supports children through transition periods within the setting and beyond.
- Gets to know the parents/carers before the children join the setting or on entry.
- Is the first point of contact but ensures parents/carers feel able to approach any adult within the setting.
- Arranges 'settling in' meetings within six weeks then every term thereafter.
- May communicate with parents/carers daily, in person or through home/school diaries, etc.
- The key person ensures each child is made to feel individual and important, and that their feelings and needs are being looked after by a specific person.

The Unique child

- The key person approach does not mean that children are not allowed to make close relationships with other adults. Children often choose who they want to be attached to and we respect these choices.
- The key person approach does not mean that attachments with parents will be undermined; attachments at home and in the early years setting can support each other.

Enabling Environments

The key person builds a trusting relationship with individual children and partnerships with parents/carers.

- All practitioners are attentive, responsive and considerate.
- Time is taken to develop the key person approach.
- All practitioners regularly reflect on their practice.
- The EYFS Leader/Head Teacher supports practitioners by obtaining regular feedback.

Learning and Development

The Key Person:

- Makes regular observations of the children and analyses the information gathered.
- Contributes to observations made by colleagues.
- Contributes to learning and teaching based on observations of interests and needs of the children in their key group.
- Meets the needs of each child by responding sensitively to feelings and behaviour.
- Works to improve language skills, social skills, physical and intellectual abilities.
- Records progress and shares findings with parents/carers and other professionals.
- Leads or contributes to the writing of individual education plans.
- Arranges a transition meeting when a child is transferring to another room or to a new key person at another setting.

The key person does not have to be with their key children all the time. Children need, and benefit from, interactions with other adults and children.

EYFS Leaders/Head Teachers need to:

- Arrange a 'back-up' key person who is known to the parent /carer in case of absence.
- Arrange appropriate non-contact time for the key person.
- Regularly review policy and practice and ensure support and appraisal of the key Persons.