



Holy Family Catholic Primary School

Key Person Policy

The Early Years Foundation Stage 2014 states that, 'Every 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, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents (3.27).

Every child in our care has a nominated key person. The main reason for this is so that each child can be given every opportunity to build a close relationship and thrive and grow in a way that is catered to their individual needs.

As children start parents will be made aware of who their child's key person is and their role (3.73)

Role of the Key Person (Developed from Manning-Morton and Thorpe, 2001)

Many tasks will be shared with one, or possibly two co-key-people, but the intention should be that as much as is feasible should be done by the key person, including:

- taking responsibility for developing secure, trusting relationships with your key children and their families;
- settling new key children into the setting gradually, spending time with each child's family to learn about the child's changing routines, interests and dispositions; with you as the main point of contact for child and family;
- receiving and settling your key children as they arrive each day;
- changing and toileting (if required) your key children, using sensitive handling and familiar words/actions/routines;
- supporting the children's growing skills and independence;
- eating with your key children in small groups;
- providing a secure base for your key children by being physically and emotionally available for them to come back to, by sitting at their level and in close proximity to them;
- comforting distressed children by acknowledging their feelings, offering explanations and reassurance calmly and gently;
- acknowledging and allowing children to express a range of feelings: anger, joy, distress, excitement, jealousy, disappointment, love;
- regularly recording observations and sharing them with other staff and the child's family;
- taking responsibility for planning to meet your key children's interests, skills and schemas.
- Ensure all assessment information is current and kept up to date.

Other responsibilities:

- Continue to discuss with parents/carers at the settling in stage, and throughout their time at nursery, all about their child. The key person will then know as much as possible about the child, their needs and wants with regard to their care and development.
- Throughout the child's time at nursery their key person will speak to the parents/carers and keep communication open so that any care and development needs and issues that arise can be discussed and dealt with, This way the child will have the best possible consistency of care at home and at nursery and grow and develop in a positive way and to their full potential.
- The key person will keep an overview of their key children's observations and progress and this will help them to identify their interests and use these to plan for their future development.
- The managers will oversee all observations and planning regularly to ensure all children are given equal opportunities to enhance their developmental needs, regardless of their key person.

With a key person system in place we feel it ensures each child can develop to their full potential with care, support and encouragement from their key worker.

Useful contacts/ Supporting Legislation/guidance:

OFSTED 0300 123 1231

Early Learning and Childcare Team 01942 828849

www.foundationyears.org.uk

Every Child matters

Children Act 2004

Working Together to Safeguard Children 2010

What to do if you are concerned a child is being abused 2006

Guidance for Safer working practice for adults who work with children and young people

EYFS Statutory Framework 2014

Relating policies: Partnership working, SEN Policy, Information sharing, Staff recruitment, development and deployment, Admissions, Care. Learning and play, Working in partnership

Developed by:

Date:

Staff and parents that have had input into this policy:

Review Date: