



KEY PERSON POLICY

At Bolnore Village Pre-School we are committed to implementing the role of the key person as a vital and integral part of our early years practice and provision, based on current research and legislation. We will work closely with parents and/or carers to ensure we deliver high quality care and education which meets the needs of every individual child in order to improve outcomes for all children.

What is a key person?

In the Revised Statutory Framework for the Early Years Foundation Stage (EYFS) the welfare requirements states that 'Each child must be assigned a key person. Providers must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek 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.'

The Revised EYFS states '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, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with parents.'

The Key Person should meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour, talking to parents and/or carers to make sure that the child is being cared for appropriately for each family.

Definition of a key person approach:

'a way of working in early years settings in which the whole focus and organisation is aimed at enabling and supporting close attachments between individual children and individual practitioners. The Key Persons approach is an involvement, an individual and reciprocal commitment between a member of staff and family.' (Elfer.P, Goldschmeid.E, and Selleck.D (2012) 'Key Persons in the Early Years' London: David Fulton



For Practitioners:

- The Key Person role is outlined in the job description and person specifications
- The Key Person is responsible for updating each key child's developmental records and conveying this information on a regular basis to update parents and/or carers about their child's progress.
- The Key Person role has clear professional boundaries. A Key Person is a friendly professional, not a friend.
- Every Key Person will be given time and support with the Manager of the setting to talk through any difficult issues and feelings that may arise as part of this role.
- Where possible, each Key Person will have a 'buddy' or second Key Person who is a familiar and trusted person to the key child and knows the child well. This system is to ensure continuity of care and education and will be operated in times of absence brought about through sickness, training etc.
- All practitioners in the setting will be given a supplementary document that outlines the role and responsibilities of the Key Person, as well as information at regular staff meetings about current research regarding the Key Person role and approach. If appropriate, a practitioner may be asked to attend a training course in order to further their knowledge and understanding of the role, particularly if new to early years education and/or the setting itself.
- New practitioners will undergo a series of training meetings with an identified mentor (usually the deputy manager) to ensure that the necessary record keeping on a child's learning and development is understood and completed within certain time frames. This training will also include guidance on the role of the Key Person in updating parents and/or carers on a child's progress.
- Wherever possible key children will be allocated to practitioners in such a way as to ensure a child's attendance matches the working patterns of the Key Person.



For Parents and/or Carers:

- You will be told who your child's Key Person is at an induction meeting prior to your child starting at the setting. This information will also be written in your induction pack which you take home with you and can refer to at any point. At the induction meeting you will be introduced to your Key Person and are invited to ask any questions you may have about the role and how it affects your child.
- You can expect your Key Person to talk to you at drop off and collection times to share information that relates to your child, and we encourage this to be a two-way process. It is time used to update you about your child's progress but also valuable time to let your Key Person know about anything that you think might help us to tailor our care and education to your child's individual needs. It can also simply be time to get to know your Key Person!
- In addition, you can expect your child to be a 'focus child' three times per academic year, which is once per term. During each focus period you will be asked to complete a hand print 'leaf', informing us of your child's current interests, which will be displayed on our 'Interest Tree'. This information helps us in planning for and providing playful activities to further your child's learning. Further information on this can be found in the Interest Tree leaflet for parents and/or carers (please ask a member of staff for an up-to-date copy).
- We use notices, newsletters and notice boards to convey information on a day-to-day, weekly or half termly basis but your Key Person will be able to answer any questions you have should you require clarification on any issue or additional information.
- If, for any reason, you feel it would be appropriate to change your child's Key Person, please do speak with Holly Armstrong (Business and Welfare Manager) or Fay Flude (Education and Inclusion Manager) we will endeavour to resolve the situation to everyone's benefit and satisfaction.



For children:

- Children can expect their Key Person to help them become familiar with the setting and to feel confident and safe within it. This could, for instance, involve sharing their special 'All about Me' scrapbook with their Key Person.
- Children can expect to have their needs, feelings, ideas and behaviour responded to in a consistent, fair and sensitive way
- Children will be able to spend special times with their Key Person during a session and will not be expected to separate from their Key Person if they are not ready to, irrespective of any routines which will then be adapted and made flexible to enable the Key Person and child to remain together.
- Children can expect their Key person to be the one, wherever possible, to carry out personal care routines, such as nappy changing.
- Children can expect to be greeted by their Key Person at the beginning of each session and spend the next half hour with them as dedicated settling-in time. They will also be able to say goodbye to their Key Person at the end of the session.
- Children can expect to spend time with their Key Person to share their own progress by looking at their Learning Journal, talking about their likes, dislikes and wishes. Children will also be given the opportunity once a term with their Key Person to choose which resources they would like out for the following session. In addition, children are able to spend one-to-one time, or small group time with their Key Person.