



## **Key Person Policy**

**Pre-school Manager: Nicky Benson-Dare**

**This policy will be reviewed annually. It will also be revised following any concerns and/or updates to national and local guidance and procedures.**

Within the Statutory Framework for the Early Years Foundation Stage (EYFS), the key person role is set out in Section 3: The Safeguarding and Welfare Requirements:

#### *'Key person*

*3.27 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 1.16), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.'*

Section 1: The learning and development requirements, states:

*'1.16 Each child must be assigned a key person (also a safeguarding and welfare requirement - see paragraph 3.27). 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.'*

#### Statement

At Busy Bees we believe that children thrive from a base of loving and secure relationships. A key person is a named member of staff, with responsibilities for a small group of children, who helps those children feel safe and cared for. The role is an important one and an approach set out in the EYFS which is working successfully in pre-school settings and in reception classes. A key person who establishes continuous positive relationships with a child and their parents/carers is more able to ensure they meet the child's individual needs.

Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing a secure attachment in which children thrive and parents have confidence.

*'Attachments are the emotional bonds that young children develop with parents and other carers such as their key person. Children with strong early attachments cry less when separated. They engage in more pretend play and sustain attention for longer. They are less aggressive and are popular with other children and with adults. Their sense of who they are is strong. Children need to be safe in the relationship they have with parents or carers. They are vulnerable but will develop resilience when their physical and psychological well-being is protected by an adult. Being emotionally attached to such an adult helps the child feel secure that the person they depend on is there for them. When children feel safe they are more inclined to try things out and be more independent. They are confident to express their ideas and feelings and feel good about themselves. Attachment influences a child's immediate all-round development and future relationships.'* (Early Years Matters)

#### Aim

Our aim is for:

- Children to feel safe, stimulated and happy with a secure attachment with their key person in the setting.

- Parents to have confidence in both their children's well-being and their own role as active partners with the setting.
- Our setting to be 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.

### Procedures

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. The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in our setting.

- We allocate a key person to each child before they start at our pre-school.
- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parents to arrange and deliver planning for the child's well-being, care and learning, upon completion of all relevant admission documentation.
- The key person is accessible and available, and acts as the key contact for the parents.
- The key person also has links with other carers involved with the child, such as a child minder, and co-ordinates the sharing of appropriate information about the child's development with those carers, with permission from the child's parent.
- The key person is responsible for keeping developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person responds sensitively to children's feelings and behaviours and meets emotional needs by giving reassurance, supporting the child's well-being.
- Wherever possible, the key person supports physical needs too, helping with issues like nappy changing, toileting and dressing.

We provide a back-up key person (buddy) so the child and the parents have a key contact in the absence of the child's key person.