

# Sir James Knott Nursery School



## Key Person Policy

**“Resilient, reflective, respectful”**

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| <b>Certified as reviewed and approved by the Curriculum and Safeguarding Committee:</b> | <b>23<sup>rd</sup> May 2022</b>                                    |
| <b>Adoption by Full Governing Body:</b>   | <b>11<sup>th</sup> July 2022</b>                                   |
| <b>Designated member of staff's responsibility:</b>                                     | <b>Mr Croft- Headteacher</b>                                       |
| <b>Next review date:</b>  | <b>September 2023 or earlier if new guidance becomes available</b> |



## Key Person Policy

**“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”.**

**(DfE Statutory Framework for the Early Years Foundation Stage 3.27, 2021)**

***“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”.***

**(DfE Statutory Framework for the Early Years Foundation Stage 1.16, 2021)**

Children thrive from a base of loving and secure relationships. This is normally provided by a child’s parents/carers but it can also be provided by a key person. A key person is a named member of staff with responsibilities for a small group of children who helps those children in the group feel safe and cared for. The role is an important one and an approach set out in the EYFS. It involves the key person in responding sensitively to children’s feelings and behaviours and meeting emotional needs by giving reassurance, such as when they are new to a setting or class, and supporting the child’s well-being. The key person supports physical needs too, helping with issues like nappy changing, toileting and dressing. That person is a familiar figure who is accessible and available as a point of contact for parents/carers and one who builds relationships with the child and parents/carers (Appendix 1).

Records of development and care are created and shared by the key person, parents/carers and the child. Small groups foster close bonds between the child and the key person in a way that large groups cannot easily do. These groups allow the key person to better ‘tune into’ children’s play and their conversations to really get to know the children in the group well. Children feel settled and happy and are more confident to explore and as a result become more capable learners.

### **Why Attachment Matters**

What is attachment and why is it important for young children? Attachments are the emotional bonds that young children develop with parents/ 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/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.

Sir James Knott Nursery School is highly committed to identifying and meeting the individual needs of each child attending the setting. To ensure this commitment each child is assigned a key person. It is the responsibility of the key person to meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour. The key person will offer security, reassurance and continuity. They will have a key role in liaising with parents and maintaining records of development and learning.

## **Organisation**

- All staff working in the Nursery are required to assume key person roles.
- The Two Year Old Room Lead oversees the key person responsibilities of the staff in the Two Year Old Room.
- The Nursery Hub Teacher oversees the key person responsibilities of the staff in the Nursery Hub.
- The 30 Hours/ Wraparound Provision Lead oversees the key person responsibilities of the staff in the Rainbow Room.
- The Nursery Hub Teacher is responsible for monitoring children's records of learning and development and ensuring that they are updated regularly and to an appropriate standard.
- It is the Nursery Hub Teacher's responsibility to track progress and present data to the Headteacher, after each data drop; every term during pupil progress meetings to determine if any strategies/ interventions are needing to be put into place to support children's learning and development.
- All staff have input into the key person system through staff meetings and regular supervision meetings, every term.

## **Key Person Responsibilities**

### **Relationship with key children**

- The key person provides a secure attachment for their key children in Nursery.
- They help their key children settle in and become familiar with the setting.
- The key person meets the needs of their key children responding sensitively to their feelings, ideas and behaviours. The Nursery Hub Teacher and key person's work closely with parents/carers prior to the child attending Nursery. Teaching and Learning staff carry out school visits for parents/ carers to establish a relationship with staff and for them to complete the simple baseline questions which will support in setting up learning opportunities for each child. This assists in building up mutual trust between home and school.
- The key person provides a 'secure base' for the children when they need it. They also support the children's independence and allows them to explore at their own

pace. The key person carries out a daily key person group session which enables both the children and they key person time to talk and reflect in a secure and familiar group (See Appendix 1).

- They are primarily responsible for their key child's care routines.

### **Relationships with parents/carers**

- Key persons should develop a good relationship with parents/carers, ensuring that the child is cared for appropriately at Nursery and accommodating their individual needs within the daily routine. This is achieved through home visits (where appropriate), induction, discussions and the 'All About Me' booklet.
- The key person needs to develop a two way flow of information between themselves and the parent/carer to help them become aware of any significant aspects of family life that maybe important to the child.
- The key person has shared responsibility with the Room Leads to provide parents/carers with information on their child's learning and development and any other professionals. This is achieved through sharing the children's learning journeys and regular parent/carer consultations taking place each term.
- In cases of children with additional needs or identified children in need, key persons may be called upon to attend reviews and team around the family (TAF) with the support of the Nursery Hub Teacher/ Headteacher: SENDCO.

### **Records**

- The key person is responsible for observational records of their key children and contributing to their individualised learning. These are used to inform next steps, individualised planning, PLP's, EHA's, 2 Year old Progress Check and completing development profiles for each of their key children.
- Where a child is supported by another member of staff who is not their key person e.g. SEND support, record keeping then becomes a joint responsibility.

### **Welfare and Safeguarding**

- Key persons are responsible for the welfare of the children in their care, monitoring patterns of absence, injury and development referring them on where necessary to the Designated Safeguard Lead or Deputies.

### **Transition**

- It is the responsibility of the key person to update and pass on records during transition to Nursery Hub Teacher and to Nursery/ Reception Teachers when children leave our setting.

### **Headteacher's Responsibilities**

- It is the Headteacher's responsibility to arrange a suitable time for home visits (if applicable) referring to staff's availability.
- The Headteacher must provide opportunities for staff to give regular feedback and to support staff in their role as key person, ensuring that all developmental needs are met. This will be through staff meetings and regular supervision meetings, every term.

## Appendix 1- Early Years Fact Sheet for Early Years Settings

<http://www.mywalsall.org/mywalsall/upload/file/Fact%20Sheets%20Key%20Person.pdf>