



Key Person Policy and Procedure

A key person is a member of staff who has the responsibility for the education and welfare for a group of children. There are two different elements to being a key person. One is to build relationships with the child and parents, the other is administrative. When a key person is not present a buddy will step into their role. The key person is responsible for a group of children, but as a member of a room the key person is also responsible for all the children in their care.

“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 their parents and/or carers. They should also help families engage with more specialist support if appropriate.” EYFS, Statutory Framework 2024

There are many aspects of the key person role, some of them are:

- Developing secure trusting relationships with key children and their parents. This is vital, having a trusting professional relationship ensures that we can have open conversations with parents, including safeguarding and development. You also become a point of contact within the nursery.
- Interacting with key children at a developmentally appropriate level (e.g. when working with young babies using reciprocal sounds, facial expressions and gestures.) Finding out about the key child, their likes and dislikes, what makes them happy, any fears.
- Providing a secure base for your key children by supporting their interests and explorations away from you. Being physically and emotionally available to them to come back to, by sitting at their level and in close proximity to them. Keeping them safe in and out of the nursery.
- Using body language, age appropriate language, eye contact and voice tone to indicate that you are available and interested, gauging these according to the child’s temperament and culture. Being careful not to overpower a child through the use of loud voices or sudden movements.
- Giving children space and time without overwhelming them with too much affection.

- Understanding and containing children's difficult feelings by gentle holding, providing words for feelings and empathy in a way suited to each individual child.
- Comforting distressed children by acknowledging their feelings, and by offering explanations and reassurances calmly and gently.
- Acknowledging and allowing children to express a range of feelings, for example anger, joy, distress, excitement, jealousy, love.
- Settling in new children or key children when they move rooms, including transfer of relevant information to their new keyworker, taking them for their visits and staying with them for a period of time to help them feel secure in the new room and ensuring all paperwork is completed.
- Whenever possible settling your key children as they arrive each day, then on collection providing parents and carers with feedback.
- Holding key children who are bottle fed on your lap to feed, maintaining eye contact and conversation.
- To change and check key children's nappies as required and to assist with potty training and other toileting or intimate care needs, using sensitive handling and words that are familiar to them.
- Being respectful, non-judgemental and flexible to parents and children's needs.
- Be aware that the parent is the first educator and value the knowledge that they have of their child, that they are the first attachment figure and we are not to replace the parent in a child's affections.

Administrative aspects include:

- Observing, analysing and keeping records of your key children's developmental progress by using the online learning journal, two-year checks, 6 monthly Spotlight assessments and parents' meetings.
- Planning experiences for individual children based on your observations of their interests and developmental stages.
- Communicating with parents daily in person.
- Communicating with colleagues and other professionals regarding the needs of your key children.

Reviewed: March 2024

Link to statutory framework 2021	Learning and development considerations; page 16,1.16.
	Key Person; page 27 3.27