



## **The Bluecoat School and Nursery 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, 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: Key Person page 18)*

The Bluecoat Nursery 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 and a secondary 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 Nursery Teacher oversees the key person responsibilities of the staff in the nursery.
- . The Nursery Teacher is responsible for monitoring children's records of development and learning and ensuring that they are updated regularly and to an appropriate standard. It is the Nursery Teachers responsibility to track progress and present data to the senior management team, three times during the school year.
- . The Nursery Teacher is responsible for ensuring fair and even distribution of key person responsibilities and this is monitored regularly.
- . All staff have input into the key person system through team meetings and regular supervision discussions.

### **Key Person Responsibilities**

#### **Relationships 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. Key persons are allocated prior to the child starting nursery. The nursery teacher and key

person visits the child at home enabling the child to meet their key person in a familiar surrounding, building up trust and a secure relationship.

- . The key person meets the needs of their key children responding sensitively to their feelings, ideas and behaviours. The key person works closely with the family when the child starts attending the nursery. They gather information through discussion at the settling-in process and completion of the all about me book.
- . The key person provides a secure place for the children when they need it. They also support the children's independence and allow them to explore at their own pace. The twice weekly key person group times enable both the children and the key person time to talk and reflect in a secure and familiar group.

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

- . Key persons 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, induction discussions and the all about me book.
- . The key person develops a personal relationship with the parents/carers so that any significant information can be shared between home and nursery.
- . The key person has shared responsibility with the nursery teacher to provide parents with information on their child's development and learning. This is achieved through sharing the children's learning journeys and regular parent/carer meetings.

### **Records**

- . The key person is responsible for observational records of their key children and contributing to their individualised learning.
- . Where a child is supported by another member of staff who is not their key person e.g. SEN support record keeping then becomes a joint responsibility.

### **Transition**

- . The key person plays an integral role in transition. When moving from the Sunbeams into the main setting the key person plays a crucial role in aiding a smooth transition. When the child has completed a settling in period the secondary key person will then become the child's primary key person. This ensures consistency and continuity for both the child and family.

- . It is the responsibility of the key person to pass on records during transition and to ensure that these records are all up to date. The key person must arrange a convenient time to meet with the nursery teacher to discuss the child's development and learning.
- . When children move through to the reception class the key person supports planned induction visits and provides support during the settling in period when they first start school. The key person approach is continued in the reception class.
- . In the case of staff absence it is the responsibility of a secondary key person to cover the role of the primary key person.