

# Godstone Primary and Nursery School



## Nursery Key Person Policy

**REVIEW DATE:** September 2023

**REVIEWED BY:** Governing Body

**NEXT REVIEW:** September 2024

**WRITTEN BY:** Liz Hellier

Headteacher: Nick Usher

Chair of Governors: Liam McGivern

## **Aim**

Godstone Primary and Nursery School aims to develop independent, happy children who are keen to explore and learn. We understand that the relationships between the children and staff are vital in creating an atmosphere where the children are cared for and inspired to take the next steps in their learning. Each child is allocated a key person, and together with the class teacher, that key person plans and assesses their children's learning and development.

Godstone Primary and Nursery School employs staff to fit the attendance patterns of the children i.e. 2 ½ days or 5 full days. This ensures that every child's key person is available for the majority of the child's time in Nursery.

## **What is a key person?**

The safeguarding and welfare requirements section of the Statutory framework for the early years foundation stage (EYFS) 2023 paragraph 3.27 states that:

“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.”

The key person should meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour. The key person, along with the class teacher, should be talking to parents to make sure that the child is being cared for appropriately for each family.

‘This is a way of working in nurseries in which the whole focus and organisation is aimed at enabling and supporting close attachments between the individual children and individual nursery staff. The key person approach is an involvement, an individual and reciprocal commitment between a member of staff and a family.’ Elfer.P, Goldschmeid.E, and Selleck. D. (2003) ‘Key Persons in the Nursery’ London: David Fulton.

## **Management**

- A full induction programme is implemented for all new staff. They meet with the Nursery teacher, EYFS lead and headteacher.
  - The Nursery team meet at the end of every day for training, planning and assessment. The role of the key person is developed in this time.
  - Parents are given information about the role of the key person at the home visit.
  - Key children are allocated according to the child's needs with consideration to the sessions that they attend and the members of staff who work those hours.
- Godstone Primary and Nursery School operates a 2½ day or 5 day attendance model and the staff work to fit this pattern.

- All members of staff have a good knowledge of all the children which enables continuity when a member of staff is absent due to breaks, sickness or training.
- The class teacher is responsible for updating the child's developmental records in discussion with the key person. The key person updates parents informally about their child's progress e.g. at the end of the day, however, the class teacher updates parents formally at parent consultation meetings and/or written report each term. Two year old checks are completed by the child's key person and class teacher. The meeting with parents is undertaken by the class teacher and key person wherever possible.
- The key person must maintain clear professional boundaries, in line with whole school policies. The key person is a friendly professional, not a friend. Where a member of staff is already friends with a family at Nursery, the child would be allocated a different key person.
- Staff have time at the end of every day to talk through any difficult issues or feelings that may arise as part of the role with the class teacher or EYFS lead.

## **Parents**

- Parents are usually informed of their child's key person at the home visit. Wherever possible the key person and class teacher attend the home visit together to enable the key person to meet the child in an environment that is familiar, safe and secure for the child. This enables the relationship to be established before the child begins at Nursery.
- The key person and/or class teacher talks to the parents to ensure the child is being cared for appropriately.
- The key person works closely with the parents to ensure that the relationship between the child and key person does not undermine the child's ties with their own parents. The key person talks positively about the child's parents and follows the parents' rules and routines for parenting wherever possible.
- If a parent would like to change their child's key person they would be invited to speak to the class teacher about their reasons why the existing relationship has broken down. The parent may also ask to speak to the early years lead or headteacher if necessary.
- Parents are informed about transitions to school, whether it be Godstone Primary and Nursery School or another school through informal discussions and letters.
- Parents are reassured that the children spend more time at home than they do at Nursery so it is unlikely that their child will become more attached to Nursery staff than their own parents. If necessary, the class teacher will meet with parents to reassure them and address any concerns they may have.
- Parents are encouraged to share what their child has been doing at home on the child's Tapestry account. Parents may also comment in the home link books to share what they know about their child with the key person and class teacher.

## Children

- The key person develops a genuine bond with the children and offers a settled, close relationship.
- The key person helps the child to become familiar with the setting and to feel confident and safe within it.
- The key person meets the needs of each child in their care and responds sensitively to their feelings, ideas and behaviour.
- Specific opportunities for attachment are planned for. The key person plays closely with the new children to develop these attachments. The children regularly spend time in their key person groups e.g. talk groups.
- The key person for the two year olds is responsible for carrying out the personal care routines with their key children such as nappy changing, meal times and sleep times wherever possible. The key persons for the three and four year olds support all the children with their personal care routines in discussion with their key persons.
- The key person, and class teacher, are available at the beginning of the day to greet the child and their parents. They have the opportunity to share information about the child verbally and in the home school link book. The key person is also available at the end of the day to share information with parents.