



**BLENHEIM
SCHOOLS**

EYFS KEY PERSON POLICY

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Terminology

- “Our teams” and “team member/s” include everyone working in Outcomes First Group’s settings and services in a paid or unpaid capacity, including employees, consultants, agency staff, trainees and contractors. For Blenheim schools, volunteers are included in this definition.
- “Parents and carers” refer to the person or -people with legal parental responsibility for the child/young person
- In this policy, the term “senior manager” means the School Head, EYFS Lead and where relevant their designated deputies.

1.0 POLICY STATEMENT

The Key Person approach is central to the Early Years Foundation Stage (EYFS) and supports every child to feel safe, secure, valued and ready to learn. This policy sets out how the school allocates and supports Key Persons, their responsibilities in promoting children's wellbeing, learning and development, and the ways in which they work in partnership with parents and carers to ensure the best possible outcomes for every child.

This policy has been developed in line with:

- [Early Years Foundation Stage \(EYFS\) Statutory Framework](#)
- [Keeping Children Safe in Education \(KCSIE\)](#)
- [Working Together to Safeguard Children](#)

And must be read the school and Group’s other policies, including:

- EYFS Scope & Attendance Policy
- EYFS Supervision Policy
- Safeguarding Policy
- SEND & Inclusion Policy
- Intimate Care Policy
- Positive and therapeutic touch Policy
- Relational & Inclusive Behaviour Policy
- Data Protection Policy
- Code of Conduct & Ethics

2.0 KEY PERSON STATEMENT

In line with The Early Years Foundation Stage every child in the Nursery School is allocated a Key Person. In a school-based nursery class this will be the class teacher or classroom assistant.

The Key Person has special responsibilities for working with a number of children. They aim to give each child the reassurance to feel safe and cared for and make sure that they are happy, secure, and making progress.

The Key Person aims to build a genuine bond with the child and his or her family, developing a relationship that always fosters the best interest of their child.

The Key Person will promote emotional wellbeing and a sense of belonging in accordance with the EYFS Statutory Framework.

Where any safeguarding concern arises, it must be shared immediately with the Designated Safeguarding Lead (DSL) in line with the Safeguarding Policy.

We recognise the importance of each child feeling happy, secure, and welcome in their environment. We aim to offer a highly inclusive and supportive environment and welcome any suggestions to enable this.

The children are supported by the team member and responsibilities are subject to the key person being available to care for their key children. In their absence a familiar person will take their place and liaise with the Key Person on their return.

Parents and carers will be informed, in writing, of their child's allocated Key Person at the point of enrolment or on Key Person assignment. They will also be advised of the name of the team member of staff designated to provide cover in the Key Person's absence.

3.0 KEY PERSON RESPONSIBILITIES

Key Person responsibilities include:

- Support children's learning through ongoing assessment and observations, identifying next steps and sharing progress with parents/carers.
- Promote equality, diversity and inclusion, ensuring every child feels valued and included.
- Work in partnership with the SENCO and other professionals to support children with SEND or additional needs.
- Maintain confidentiality and handle information in accordance with the Data Protection Policy and UK GDPR.
- Support effective transitions into the setting, between rooms and into Year 1, sharing information with receiving staff.
- Maintain effective communication with parents/carers regarding wellbeing, attendance, learning and development.

- Introducing a new child to their room/ classroom and making them feel special and comfortable in their surroundings & liaising with parents and carers about the child's individual needs and routines.
- Developing a secure and trusting relationship with each child, and their family, greeting and settling on arrival and ensuring that any messages are recorded or passed on to relevant staff or the office
- Taking to the toilet, changing clothes and any other personal needs where practical and encouraging independence and good health and hygiene practice
- Comforting children when distressed or in need of support and sharing any particular needs with fellow staff.
- Maintaining of each child's developmental records and observations through their development and progress profiles. Ensuring that observational needs are integrated into the classroom programme in conjunction with staff team
- Working with other team members to ensure the quality of care throughout is indistinguishable
- Working as a team in the best interest of all the children in our care e.g. if found to be the nearest adult to a child in need we would help or support as necessary and then update the key person and parent/carer as the situation requires.
- The Key Person should play a central part in the transitions across the EYFS and into KS1 to ensure added support for those who may struggle and to consolidate the handover to future practitioners/teachers.

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