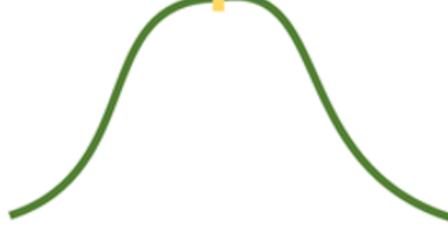




Brent Knoll Pre-School



# Key Person Policy 2021

## Mission Statement

**We are a Church school and through our distinct Christian values we enrich the lives of our children and create an environment where there is opportunity to "Let Your Light Shine" (Mathew 5:16)**

**Our values are brought to life through our Love of Learning; our Faith; our Respect and our Partnerships.**

**Love of Learning** - We provide an inclusive, meaningful, enjoyable curriculum to inspire and encourage pupils to reach their full potential. We nurture the social and emotional development of all our pupils and teach them how to stay safe and lead healthy lives. We develop their confidence and independence and encourage them to question and reason rationally.

**Faith** - We are proud to be a Church of England School. We promote the values and beliefs of the Christian faith whilst respecting and celebrating the beliefs and cultures of others.

**Respect** - We develop each child's sense of self-worth as well as their sense of responsibility. We encourage children to value diversity and the wonder of creation.

**Partnerships** - We work together with our families, the Church and the local and wider community, valuing their support.

HEADTEACHER: Mr Chris Burman

CHAIR OF GOVERNORS: Mrs Sue Owen

This policy is reviewed three yearly by the Local Governing Body (LGB).

Policy reviewed by the LGB

Feb 2021

At Brent Knoll pre-school each child will 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.

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**1. Legislation and Guidance**

This policy relates to Early Years Foundation Stage. EYFS reforms early adopter framework July 2020. See Paragraphs 1.16 and 3.27

**2. Allocation Key person**

At Brent Knoll pre-school each child will be assigned a key person;

- The manager is responsible for ensuring fair and even distribution of key person responsibilities and will monitor at regular intervals each key person's assigned children.
- We will inform parents and/or carers in writing of the name of the key person, and explain their role, when a child starts attending a setting.
- Where there are siblings in the setting we will allocate the same key person to ensure secure relationship with families.
- Where possible we will provide the same key person to children who have siblings who previously attend our pre-school.

**3. The Role of the Key person**

- The key person is the family of the child's initial, but not exclusive, point of contact with the pre-school. Other staff will also maintain contact as it is

unlikely that the key person will not always be on duty every time a child is brought to or collected from the pre-school, if a key person is away ill or on annual leave their key children will be observed by other staff in the room to maintain development.

- The key person will help ensure that every child's learning and care is tailored to meet their individual needs.
- The key person will 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.
- The key person will help to ensure their key children feel safe, secure and confident, if they are to develop to their full potential.
- Where a child is attending other childcare settings at the same time as coming to Brent Knoll pre-school the key person will share information with those settings via the Tapestry.
- To complete a '2 Year Old Check' in the term the child turns 2. Arrange a meeting with the parent to discuss the child's progress and/or any developmental concerns the check brings to the key person notice. Discuss development concerns with parents and contact appropriate professionals with parents' consent.
- To ensure that parents/carers are kept informed of the child's day to day experiences.
- The key person will assist the parents/carers and child with the settling process, taking time to listen to questions, and provide answers.
- The key person will be planning for their key children during activity times. This is a good opportunity to feedback assessments into the child's EYFS planning needs working alongside the room leader.
- The key person is responsible for providing accurate observations of their key children and linking to the appropriate stage within the EYFS Development Matters guidelines, using the online learning journal Tapestry. The observations will be used to inform planning about how to enable children to progress.
- When the child is due to transition to school the key person must ensure that their learning journey profile is fully up to date and that it is handed to the child's parents/carers and their school setting.

#### 4. Management of Key person

- All staff working in the pre-school, namely the Room Leaders and pre-school assistance are required to assume key person responsibilities.
- The Room Leaders supported by the pre-school manager, will oversee the key person responsibilities of the staff in the pre-school.
- The Pre-school Manager will monitor children's records of development and learning under the EYFS and ensure they are updated regularly and to an appropriate standard.

**The guiding principles by which the key person policy will be managed are:**

- To build a trusting relationship with the child and their parent/carer.
- To ensure the happiness and welfare of the child within a stimulating and safe environment.
- To ensure a smooth settling in procedure for all key children both into the pre-school and onto school.
- To collect all relevant information about key children's specific needs from the parent/carer.
- Management should be informed of any issues/requirements related to the child. •
- To plan and provide a range of stimulating and age appropriate activities for key children to assist with their learning and progression.
- To continually assess key children and relate the assessment to EYFS planning.
- To value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.

#### 3. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- SEND policy and information report
- Equality information and objectives
- Curriculum policy