



London Borough of Waltham Forest

Key person policy

Early Years, Childcare & Business Development Service

LBWF Early Years, Childcare & Business Development Service have written this document to help you write a key person policy for your setting. This document is for reference only and you must adapt it to reflect the service your setting offers. To download guidance on other policies and procedures go to <https://thehub.walthamforest.gov.uk/>

Whenever we say parents in this document we mean parents and carers and whenever we say child we mean children and young people aged 0 to 19 years old (up to 25 years old for young people with SEND).

Aim

Your policy statement should include your setting's commitment to implementing the role of the key person and be linked to current research and any legislation on the importance of the key person role.

What is a key person?

The Safeguarding and Welfare requirements within the Statutory Framework for the Early Years Foundation Stage 2014 (EYFS) 3.27 states "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."

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

Points to consider

Management

- Have you taken into consideration current research on the role of the key person, the different attitudes your staff may have regarding the role and the practicalities of implementing the key person approach in your setting?
- What induction procedure do you have for a new key person in your setting?
- Do you give staff and parents information about the role of the key person?
- When allocating key children do you make sure that rotas are based on the working hours and working patterns of staff so that where possible each key person is available for their key children?
- Do you operate a buddy system or a second key person to cover breaks, training, sickness and holidays to make sure there is a familiar and trusted person who knows the child well? How do you share this information with parents, children and other staff?
- Do you include the key person role in your job descriptions and person specifications?
- Is the key person responsible for updating the children's records and updating parents about their child's progress within the play environment?

- Are there clear professional boundaries? A key person is a friendly professional, not a friend. If you invite a parent round to your house, for example, then the other parents might feel left out and less valued.
- Do managers provide support and time for their staff to talk through any difficult issues and feelings that may arise as part of the role?

Parents

- How do you tell parents who their child's key person will be? See example sheet at the bottom of this guidance.
- Does the key person talk to the parents to make sure the child is being cared for appropriately?
- How do you make sure that the close emotional bond that the key person develops with the child does not undermine the child's ties with their own parents?
- Do you tell parents about the role of the key person on their first visit before the child starts at your setting?
- How do you respond to a parent who wants to change their child's key person?
- Do you give information to parents about transitions, for example settling in or moving to another setting or school?
- How do you reassure parents who may be concerned that their child may become more attached to staff than to them?
- Do parents have opportunities to share what they know about their child with the key person?

Children

- Does the key person develop a genuine bond with the children and offer a settled, close relationship?
- Is the child informed of who their key person is? When and how is this done?
- Does the key person help the child to become familiar with the setting and to feel confident and safe within it?
- Does the key person meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour?
- Is the key person available to greet their parents and key children when they arrive and share information about the child?
- Is the key person available at the end of the day to share information about the child's day and say goodbye?
- Does a child have more contact with their key person during the day than with other members of staff?
- Is the child's progress closely monitored and recorded by the key person to enable effective plans for play?

Setting name

Key person information

Child's name:	
Their key person is:	
Contact number:	
Contact email address:	

- The role of the key person is to help your child to settle in at the Club and to ensure that the care is tailored to meet the individual needs of your child.
- It can help children settle in at the club more quickly if they are able to meet their key person before starting. If you would like to pop in with your child to say hello, please give us a call to arrange a day.
- If you have any problems, concerns or achievements that you would like to discuss with us, please speak to your key person in the first instance.
- If you ever need to access specialist support for your child, your key person will help point you in the right direction.
- Your child's key person will discuss with you (and other providers if appropriate) the support that your child may require to help them develop the skills to play and learn effectively.