

# **FOREST PARK PREPARATORY SCHOOL**

## **EYFS Key Person Policy**

This policy applies to all pupils in the EYFS-2-5 years



FOREST PARK  
PREPARATORY SCHOOL

Created: June 2025

Date for revision: June 2026

Annual review: Summer Term

Head Teacher: Nick Tucker

Pre-Prep Teacher/ Nursery Manager: Kirsty Read

## **EYFS Key Person Policy**

*The key person ensures that within the day to day demands of the setting, each child for whom they have special responsibility feels individual, cherished and thought about by someone in particular while they are away from home. (Statutory Framework for the Early Years Foundation Stage published on 4th June 2024 )*

### **Practitioners Responsibilities**

#### **Relationships with key children**

##### **The key person:**

- provides a secure attachment for their key children in Pre-Prep.
- helps their key children settle in and become familiar with the setting.

- meets the needs of their key children responding sensitively to their feelings, ideas and behaviour.

- provides a 'secure base' for their key children by being there to support them and allowing them to explore at their own pace.

- Undertakes primary responsibility for their key children's care routines.

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

##### **The key person:**

- develops a good relationship with parents/carers, ensuring that the child is cared for appropriately at Pre-Prep and accommodates their individual needs within the daily routine.

- develops a two way flow of information between themselves and the parent/carer to help them become aware of any significant aspects of family life that may be important to the child.

- Undertakes the responsibility for sharing their key children's development profiles with parents and other professionals as required. In cases of children with additional needs or identified children in need, they will be called upon to attend reviews and core group meetings with the support of a senior manager.

### **Records**

The key person is responsible for observational records of their key children, using these to; inform next steps, organise individualised planning, ILP and complete development profiles.

Where a child is supported by another member of staff who is not their key person, e.g. SEND support, record keeping, then the records become a joint responsibility.

## **Welfare and Safeguarding**

Key persons are responsible for the welfare of the children in their care, monitoring patterns of absence, injury and development and referring them where necessary.  
( Ref. Bellevue Safeguarding Child Protection Policy )

## **Transition**

The key person plays an integral role in transition, aiding this process by introducing themselves to the children and their parents/carers and helping them to become familiar with their new environment.

It is the responsibility of the key person to pass on records during the transition and to ensure that these records are all up to date.

In the case of a staff member's absence, it is the responsibility of a secondary key person to cover the role of the primary key person.  
( Ref. EYFS Transition Policy)

## **Teacher Responsibilities**

Teachers should arrange a secondary key person for each child, who takes on responsibility in the occurrence of prolonged absence.

Teachers must provide opportunities for staff to give regular feedback ( EYFS and whole school staff meetings, also EYFS supervision meetings) and to support staff in their role as key persons, ensuring that all developmental needs are met.

END