# The role of the key person

*'Each child must be assigned a key person'* (EYFS)

Babies and young children need to form a secure attachment to key person when they join Clopton Nursery to feel safe, happy, and eager to participate and learn.

**The key person role**

- A key person builds an on-going relationship with the child and their parents/carers and is committed to that child's well-being while in the setting.
- Every child that attends is allocated a key person before they begin settling in - it is not the responsibility of the child to choose their own key person.
- Where possible a 'back up' key person is also identified for each child so that they can fulfil the role in the absence of the main key person, for example, during annual leave or sickness.
- The key person conducts the progress check at age two for their key children.
- The role is fully explained to parents/carers on induction and the name of the child's key person and 'back up' key person is recorded on the child's registration form.
- The key person is central to settling a child into the setting. The setting manager and key person explain the need for a settling in process and agree a plan with the parents.
- Shift patterns and staff absence can affect a child who is just settling in; where possible, settling in should be matched to when the key person is on duty.
- The number of children for each key person considers the individual needs of children and the capacity of the key person to manage their cohort; it is also influenced by part-time places and part time staff. The setting manager

should aim for consistency i.e. matching part-time staff to part-time children; full-time children should not be divided between key persons during the week.

- Photographs of key persons and their key groups are displayed clearly.
- The key person spends time daily with his or her key group to ensure their well-being.

**Parents/carers**

- Key persons are the first point of contact for parents regarding matters concerning their child and any concerns parents/carers have are addressed with the key person in the first instance.
- Key persons support parents/carers in their role as the child's first and most enduring educators.
- The key person is responsible for the child's developmental records, completing the progress check at age two, and for sharing information about progress with the child's parents/carers.

**Learning and development**

- The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. This is achieved through regular observation and assessment of children, using information gathered about their achievements, interests and learning styles to plan for each individual child's learning and development.
- If a child's progress in any of the prime areas gives cause for concern, the key person must discuss this with the setting manager or SENCO and the child's parents/carers.

**Safeguarding children**

- The key person has a responsibility towards their key children to report any concern about their development, wellbeing and welfare, or child protection matter to the setting manager and to follow the procedures in this respect.

- Regular supervision with the setting manager provides further opportunities to discuss the progress wellbeing and welfare of key children.
- The back-up key person has a duty likewise.

**Key person supervision**

Staff, including childminder assistants, taking on the role of key person must have supervision meetings in line with this procedure.

**Structure**

- Supervision meetings are held every term for key persons. For part-time staff this may be less frequent.
- Key persons are supervised by the setting manager or deputy.
- Supervision meetings are held in a confidential space suitable for the task.
- Key persons should prepare for supervision by having the relevant information to hand.

**Content**

The child focused element of supervision meetings must include discussion about:

- the development and well-being of the supervisee's key children and offer staff opportunity to raise concerns in relation to any child attending. *Safeguarding concerns must always be reported to the designated safeguarding lead immediately and not delayed until a scheduled supervision meeting*
- reflection on the journey a child is making and potential well-being or safeguarding concerns for the children they have key responsibility for
- promoting the interests of children.
- coaching to improve professional effectiveness based on a review of observed practice/teaching

- reviewing plans and agreements from previous supervisions including any identified learning needs for the member of staff

- During supervision staff can discuss any concerns they have about inappropriate behaviour displayed by colleagues but must never delay until a scheduled supervision to raise concerns.
- Staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children that have occurred during their employment. This includes information about a person who lives or is employed in the same household as the registered provider (Childcare on Domestic Premises). New information is referred immediately to the designated officer/line manager/childminder agency.
- If a member of staff becomes disqualified because they live in the same household as another person who is disqualified or they live in the same household where the disqualified person is employed, they must apply to Ofsted for a waiver.

**Recording**

- Key person supervision discussions are recorded and retained by the supervisor and a copy provided to the key person.
- The key person and supervisor must sign and date the minutes of supervision within 4-6 weeks of it happening and disagreements over recorded content must be minuted.
- Each member of staff has a supervision file that is always stored securely.
- Concerns raised during supervision about an individual child's welfare may result in safeguarding concerns not previously recognised as such, these are recorded on 06.1b Safeguarding incident reporting form and placed on the child's file. The reasons why the concerns have not previously been considered are explored.
- Additional safeguarding or welfare decisions made in relation to a child during supervision are recorded on the individual case file. The supervisor

(if not the designated safeguarding lead) should ensure the recording is made and the designated safeguarding lead is notified.

**Checking continuing suitability**

Supervisors check with staff if there is any new information pertaining to their suitability to work with children. This only needs to be recorded on the supervision meeting record.

- Where staff are on zero hours contracts or are employed as and when needed, their line manager completes the staff suitability self-declaration form quarterly, and/or at the beginning of every new period of work.
- Regarding the use of agency staff/support workers/self-employed persons there is an expectation that as part of the agreement with agencies they have sought information regarding their employee's suitability to work with children. Line managers must review this regularly.
- The position for students on placement is the same as that for agency staff

**Exceptional Circumstances**

Where exceptional circumstances prevent staff from conducting supervision as outlined in this procedure, the line manager is informed in writing, a copy placed on the supervision file and the appropriate actions agreed to ensure that the setting meets its obligations within the EYFS.

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| This policy was adopted by | Clopton Nursery Trust | *(name of provider)* |
| On | 26/08/2026 | *(date)* |
| Date to be reviewed | 26/08/2027 | *(date)* |