

WOODLANDS PRIMARY SCHOOL, HEDGEHOGS NURSERY & SUNBEAMS CLUB



Key Person Policy Hedgehogs, Squirrels and Foxes



Updated: Sept 2026
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Key Person Policy – Hedgehogs, Squirrels and Foxes

Policy Statement

At Woodlands Primary School, Hedgehogs Nursery and Sunbeams Club, we follow national policy. For our pre-school age children, the Early Years Foundation Stage (EYFS) statutory requirement is that every child must be assigned a key person. In Hedgehogs, Squirrels and Foxes each child has a key person. The key person plays a vital role in ensuring each child's care is tailored to their individual needs, helping the child to settle into nursery life, form secure attachments, and build strong relationships with their parents or carers.

We understand that babies and young toddlers need consistent, responsive and nurturing relationships with trusted adults. The key person approach is central to our practice and supports children's emotional wellbeing, development and sense of belonging.

“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 and/or carers. They should also help families engage with more specialist support if appropriate.” EYFS Statutory Framework (2024)

Aims of the Key Person Approach

- To build secure and trusting relationships between each child, their family, and their key person
- To ensure each child's care, routines and learning experiences are tailored to their individual needs
- To support emotional security, especially during transitions such as settling in or moving rooms
- To promote partnership working with parents and carers
- To encourage consistency in care and positive attachments

Before Starting

- A key person will be allocated to each baby or toddler before their start date where possible.
- A settling-in plan will be developed with parents/carers to help the child adjust gradually and at their own pace (see Settling-In Policy).
- The key person will gather information about the child's routines, comforters, sleep patterns, feeding needs, likes/dislikes, and any cultural or medical requirements.
- All About Me is given to parents so that the key person is informed.

Role and Responsibilities of the Key Person

The key person is responsible for:

1. Induction and Settling

- Welcoming the child and family into the setting.
- Building a warm, responsive relationship with the child through one-to-one interactions.
- Developing a consistent daily routine to help the child feel safe and secure.

2. Building Relationships with Parents/Carers

- Acting as a point of contact for the family.
- Regularly sharing updates about the child's day, wellbeing, and development.
- Listening to parents' insights and working together to support the child's progress.

3. Tailored Care and Routines

- Following the child's individual care routines for feeding, nappy changes, sleep and comfort.
- Using familiar items (e.g., comforters, home languages, songs) to provide continuity and reassurance.

4. Learning and Development

- Observing and documenting the child's development in line with the EYFS areas of learning.
- Identifying and supporting the child's next steps.
- Planning activities and experiences based on the child's interests and developmental stage.
- Contributing to assessments including the Progress Check at Two, where appropriate.

5. Monitoring and Supporting Wellbeing

- Being attuned to the child's emotional cues and responses.
- Providing consistent and sensitive care that supports emotional regulation and attachment.
- Supporting the development of relationships with other staff and children gradually.

6. Safeguarding and Record-Keeping

- Ensuring all records (e.g., accidents, incidents, medication, sleep logs) are accurately completed and updated.
- Being aware of safeguarding procedures and acting on concerns promptly recording them on e-logs for each child.
- Following the setting's policies at all times.

7. Transition Support

- Preparing the child for transitions to other rooms or settings by gradually introducing them to new staff and environments.
- Sharing relevant information with the new key person to ensure continuity of care.

Additional Duties

The key person also:

- Supports and supervises mealtimes, promoting independence and social interaction.
- Supports toileting or nappy changes in a respectful, hygienic, and age-appropriate manner.
- Participates in staff meetings, training, and supervision to reflect on practice and professional development.
- Communicates with the Room Lead and Deputy Room Lead or SENDCo regarding any concerns about the child's wellbeing, development or need for external support.

Partnership with Parents

We recognise that parents know their child best. We work in close partnership with families by:

- Involving them in all decisions related to their child's care and learning.

- Respecting and incorporating home routines and values where possible.
- Offering daily verbal feedback and opportunities for formal progress discussions.

Monitoring and Evaluation

- Key person practice is monitored through supervisions, peer observations, and appraisals.
- Parent feedback is welcomed and used to continually improve our provision.
- The policy is reviewed to ensure alignment with EYFS updates and the evolving needs of children and families.