



Key Worker EYFS Policy

Date policy next
reviewed:

January 2027

Signed by:

Charlotte Hopkins

Headteacher

Date: January 2026

Chair of governors

Date:

Key worker EYFS Policy

This policy sets out the approach to the Key Person system within the Early Years Foundation Stage (EYFS) at our primary school. The key person approach is a statutory requirement under the EYFS Framework 2025 (Section 3.28) and is central to building strong, nurturing relationships between children, staff, and families.

The role of the key person is to ensure that every child's care is tailored to meet their individual needs, to support their emotional well-being, and to help them become familiar with the setting.

Aims of the Policy

This policy aims to:

- Fulfil statutory duties under the EYFS Framework 2025, particularly regarding attachment, emotional security, and safeguarding.
- Promote secure and trusting relationships between each child and a designated adult.
- Support continuity of care between school and home.
- Provide a consistent adult who knows each child's interests, learning needs, and development milestones.
- Enhance partnerships with parents and carers through regular two-way communication.

“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.”

(EYFS Framework 2025, Section 3.28)

Role of the Key Person

Each key person is responsible for:

- Developing a secure attachment with their key children.

- Being the main point of contact for parents/carers.
- Observing, assessing, and recording progress using the school's EYFS tracking systems.
- Supporting transitions into the setting, between classes, and eventually into Year 1.
- Ensuring the child's care routines (e.g. toileting, feeding, dressing) are consistent and sensitively managed.
- Planning and providing activities that reflect the child's interests and stage of development.
- Sharing learning and development information with families regularly and in line with assessment points.

Partnerships with Parents and Carers

We recognise parents as the child's first and most enduring educators. The key person will:

- Maintain ongoing communication with parents/carers.
- Work collaboratively to support children's learning and development both at home and school.
- Involve parents in planning and reviewing their child's progress.
- Respect and value cultural, linguistic, and family diversity in all communications.

Transition and Continuity

The key person plays a central role in:

- Helping children settle in by offering emotional reassurance and consistency.
- Supporting smooth transitions by preparing children and families when changes occur (e.g., moving to a new class).
- Sharing relevant information with other professionals, with parental consent, to ensure continuity of care and learning.

Staff Training and Support

- All EYFS staff will receive training and induction on the key person role.
- Key persons are supported through regular supervision, team meetings, and planning sessions.
- The importance of professional boundaries and safeguarding procedures is emphasised in all training.

Monitoring and Review

- The effectiveness of the key person approach is monitored by EYFS leaders through observations, parent feedback, and child wellbeing assessments.
- This policy will be reviewed annually or in response to updates in statutory guidance or feedback from staff and families.

A consistent and emotionally secure relationship with a key person lays the foundation for children's wellbeing, resilience, and capacity to learn. This policy ensures that we meet the statutory expectations of the EYFS Framework 2025 and support all children in becoming confident, happy learners from the very beginning of their educational journey.

**Belong, grow, love to learn,
cherish memories, shine together!**



Dear Parent,

As we settle into the second half of the Autumn term, we have had the opportunity to get to know each child individually and observe how they are settling into school life.

Through this time, we have been learning about their strengths and how they like to play and interact through building bonds. These strong, trusting relationships are a key part of our approach and play an important role in supporting your child's learning, wellbeing, and confidence.

The Key Worker role is statutory to the Early Years Foundation Stage (EYFS) Framework 2025, which highlights the importance of secure, supportive relationships between children and adults. When children feel safe, known, and valued by a trusted adult, they are more confident to explore, engage in learning, and develop independence.

Your child's key worker is _____ . They will also be supported by _____ .

Your child's Key Worker will:

- Continue to build a close, supportive relationship with your child, helping them feel secure and confident.
- Observe and support your child's learning and development across all areas of the EYFS, including Personal, Social and Emotional Development and Communication and Language.
- Share regular updates with you about your child's progress, interests, and next steps.
- Work to ensure your child's individual needs are met and celebrated.

This approach ensures that every child feels supported and ready to learn. It also reflects the EYFS 2025 emphasis on relationships and wellbeing as a foundation for learning.

If you have any questions or would like to discuss your child's learning journey further, please do not hesitate to contact me. We look forward to continuing to support your child in their Reception journey.

Warm regards,

(Class Teacher)

The  of Quinton Qualities
Aspiration | Compassion | Bravery