

KEY WORKER POLICY

This policy applies to EYFS.

Aim:

We will allocate a key person to each child who will ensure their individual needs are met and will share information with parents and colleagues. Building a genuine bond with a key person will ensure that each child feels secure within the Early Years department and is able to play and explore with confidence.

A key worker is a member of staff in the early year's classroom who has the responsibility for the education and welfare of a particular group of children. Every child in the EYFS classroom is assigned to a key worker. In Reception Class this is Mrs Hutchinson (Head of Early Years) and in Pre School this is either Mrs Hunter (Head of Pre School), Mrs Pickering, Miss McIntyre, Miss Rackham or Mrs Allport-Lilley.

Children are assigned to a key person for their individual needs, with the Head of EYFS or Head of Pre School overseeing all the children in their rooms. The children have an opportunity to develop relationships with all the staff within the Prep School as we share assemblies, lunchtimes and playtimes. Staff from the main school also interact with children in EYFS.

Important aspects of a key person relationship are:

- Developing secure trusting relationships with key children and their parents.
- Interacting with key children at a developmentally appropriate level.
- Providing a secure base for your key children by supporting their interests and explorations away from you.
- Using body language, eye contact and voice tone to indicate that you are available and interested, gauging these according to the child's temperament and culture.
- Understanding and containing children's difficult feelings by gentle holding, providing words and feelings and empathy in a way suited to each individual child.
- Comforting distressed children by acknowledging their feelings, offering explanations calmly and gently.
- Acknowledging and allowing children to express a range of feelings, for example anger, joy, distress, excitement, jealousy, love.
- Settling new key children into the setting gradually.
- Whenever possible settling your key children as they arrive each day.
- Having regular opportunities to reflect and discuss your key children's needs with your co-workers.

Key Worker Responsibilities

The primary aim for the key worker system is to provide close relationships between the child, the parents and other staff. There are administrative aspects as well as relationship building aspects of a key worker system. Key workers must recognise the value of both roles. A key worker should:

- Keep records of key children's developmental progress, contributing observations to records kept by colleagues and sharing records with parents. (home school-book, child's EYFS profile and Learning Journeys on the Evidence Me assessment software)
- Observing key children and analyse the information gathered through observation.
- Plan experiences in the moment for individual children based on observations of their interests and developmental stages.(weekly provision sheets and focus child sheets)
- Help the Head of Early Years write individual education plans for children with special educational needs.
- Help the Pre School Manager and Head of EYFS write reports and fill in the termly parent meeting forms.
- Communicate with parents on a regular basis in person and through home-school books.
- Communicate with colleagues and other professionals.
- Contribute to planning group activities.
- Ensure smooth and planned transition when the child moves class, including the passing on of information on development and progress.

Head of EYFS and Head of Pre School should ensure that there is a high standard of opportunities for developing close relationships between children and key adults as follows:

- Staff cover is provided by those who are already familiar to the children.
- A secondary key person who is already known to the child is able to step in when the key person is absent.
- Practitioners have regular opportunities to reflect on their own emotional responses to the children and to their work, as well as thinking about the children's progress and planning play experiences.
- Admissions are phased so that only one or two new children start at any one time.

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Person Responsible for Updates	Date Last Reviewed	Next Review Due
Chris Barker	January 2022	January 2023