



KEY WORKER POLICY

St George's Pre-School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Staff Responsible:	Pre-School Manager
Date of Review:	September 2018
Date of Next Review:	September 2019

VERSION CONTROL

Date	Change
September 2018	Unchanged policy moved to new format

Contents

1. Principles underlying this policy	4
2. Aims of this policy	4
3. Current Practice	4
4. Key Person Responsibilities	4
5. Settling-in	5
6. Progress check at 2 years	6
7. Success Criteria	6
8. Links to other policies	6

At Connect Schools Academy Trust we believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs.

The principles underpinning this policy are:

- The Statutory Framework for Early Years Foundation Stage (2017) gives Early Years providers a statutory duty to assign every child with a key person when they start at the setting.
- A key person will ensure that a child's care is tailored to meet their individual needs will help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.
- A key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, and the pre-setting is a happy place to attend or work in.

The aims of this policy are to ensure that:

- all pre-school staff recognise their duty and responsibility as a key person to provide tailored care for their key children.
- all pre-school staff are clear in their role when helping new key children settle into the setting.
- Parents are provided with information of how they and their child's key worker can co-operate to ensure their child settles in well to the setting.
- Parents are provided with information of how their child's individual needs will be supported and met during their time at the setting.
- Parents have confidence in both their child's well-being and their role as active partners within the setting.
- Children feel safe, stimulated and happy within the pre-school setting and feel secure and comfortable with our staff.
- The setting is a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

Current practice ensures that:

- **a key person is allocated before the child starts**

The key person is responsible for:

- Providing an induction for the family and for settling the child into our setting.
- Offering unconditional regard for the child and being non-judgemental.
- Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
- Acting as the key contact for the parents.

- Keeping developmental records up to date that reflect the full picture of the child in our setting and at home.
- Formally assessing the child's stage of development from these developmental records regularly throughout the year.
- Sharing information on a regular basis with the child's parents in a way best suited to the parents and the child.
- Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
- Planning appropriate individual next steps for children to maximise their progress and learning opportunities whilst at the setting.
- Planning and leading small group focus sessions to meet their key children and other children's developmental next steps.
- Communicating with other practitioners within the setting the developmental next steps and assessments other practitioners have noted of the key child.

We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.

Settling-in

- Before a child starts to attend the pre-school, we use a variety of ways to provide his/her parents with information. These include written information including our prospectus and policies, displays about activities available within the setting, information days and evenings and individual meetings with parents.
- Before a child is enrolled, we provide opportunities for the child and his/her parents to visit the pre-school
- The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent

will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.

- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

The progress check at age two

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two*.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

We will be successful when:

- all staff recognise their duty and responsibility as a key person to provide tailored care for their key children.
- all staff are clear of their role when helping new key children settle into the setting.
- Parents are clear how their child will be supported and helped to settle into the setting.
- Parents have confidence in both their child's well-being and their role as active partners within the setting.
- children feel safe, stimulated and happy within the setting and feel secure and comfortable with our staff.
- the pre-school is a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

Links to other policies

EYFS

Staffing

Data Protection

Confidentiality

Safeguarding

Parents in Partnership

SEND