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 Key Person Policy

Linked Policies:

E-Safety Policy

ICT Policy

Safeguarding Policy

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E-Safety Policy

ICT Policy

Safeguarding Policy

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| Audience: | ParentsSchool staff Local Governing Bodies |
| Approved: | July 2020  |
| Other related policies: | Child Protection, Code of conduct, conflict with parents, parents as partners, EYFS, intimate care |
| Policy owner: | Stef Montgomery  |
| Policy model: | Newhall |
| Review: | September 2024 |
| Version number: | 3 |

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**What is a key person?**

In order to ensure every child in the nursery is given the appropriate level of attention and care, a key person is appointed for each child. A key person is a named member of staff assigned to an individual child to support their development and act as the key point of contact with that child’s parents or carers.

The key person has special responsibilities for working with a small number of children and helps build and develop positive relationships with children and between parents, carers and staff. The key person is the family of the child’s initial, but not exclusive, point of contact with the nursery. Other staff will also maintain contact as it is unlikely that the key person will not always be on duty every time a child is brought to or collected from the nursery. If a key person is away ill or on annual leave their key children will be observed by other staff in the room.

All staff working in the rooms, namely the Room Leaders and Nursery Practitioners are required to assume key carer responsibilities. The Room Leaders, supported by the Manager, will oversee the key person responsibilities of the staff in the rooms. The Room Leaders will ensure all children are being observed regularly and will oversee observations and assessments. The Nursery Manager will monitor children’s records of development and learning under the EYFS and ensure they are updated regularly and to an appropriate standard. The room leaders are responsible for ensuring fair and even distribution of key person responsibilities and will monitor at regular intervals each key person’s assigned children.

Parents must be made aware of their child’s key worker and if this changes. Staff must take a key worker photo with the child and upload this to Tapestry. Key workers are expected to communicate with parents regarding learning and development and children’s interests. By sharing with and gathering information from parents / carers relating to individual children, staff will be able to develop a full and accurate picture of each child’s level of skill, knowledge and understanding, and their interests. This will enable staff to closely match provision to each child’s individual needs.

Key workers will be assigned prior to children settling in. We review this regularly, as if children have made a closer bond with another member of staff, the key worker will change.

**Key Worker Expectations**

* Ensure they have sound knowledge of safeguarding policies and procedures. Staff are provided with regular training but it is also up to the individual to research to inform and refresh their knowledge and understanding. Staff are to ensure they are aware of signs and symptoms in children as well as adults and have sound knowledge of the reporting procedures.
* Ensure they have sound knowledge of the EYFS. Staff are provided with regular training but it is also up to the individual to research to inform and refresh their knowledge and understanding.
* To build a trusting relationship with the child and their parent/carer.
* To ensure the happiness and welfare of the child within a stimulating and safe environment.
* To ensure a smooth settling in procedure for all key children both into the nursery, to their next room and ultimately onto school.
* To collect all relevant information about key children’s specific needs from the parent/carer. Information should be recorded in the child’s individual care plan. Management should be informed of any issues/requirements related to the child.
* To plan and provide a range of stimulating and age appropriate activities for key children to assist with their learning and progression.
* To value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.
* The key person will help to ensure their key children feel safe, secure and confident, if they are to develop to their full potential. Their parents/carers need a trusted person who they can talk to about their child’s individual needs.
* When a child settles into a new room, the assigned key person will perform a baseline assessment of that child, and will work with the previous key worker to ensure a ‘hand over’ is provided.
* The key person is responsible for a group of children, but as a member of a room the key person is also responsible for all the children in their care.
* Where a child is attending other childcare settings at the same time as coming to Newhall Nursery the key person will share information with those settings via the “All About Me” records by seeking parental permission.
* To complete a ‘2 Year Old Check’ when the child turns 30 months. Attend a meeting with the parent to discuss the child’s progress and/or any developmental concerns the check brings to the key person notice. Discuss development concerns with parents and contact appropriate professionals with parents’ consent if an integrated progress check is necessary.
* To ensure that parents/carers are kept informed of the child’s day to day experiences through verbal feedback and using Tapestry. Children in Blossom should be provided with feedback via our Tapestry care diary app.
* To change and check key children’s nappies as required and to assist with potty training and other toileting or intimate care needs. It is the Room Leader’s ultimate responsibility to ensure that this happens during sickness or other key person absence. Parents/carers are to be informed.
* The key person will assist the parent/carer and child with the settling process, taking time to listen to questions, and provide answers.
* Where a child is transitioning from one room to another, key persons from each room will liaise together to ensure information is passed on correctly. A handover will be completed between key workers and the parent/carer introduced to their child’s new key person.
* The key person will complete the care plan with the parent/carer at the child’s first settle and ensure that the other team members are aware of any allergies or special requirements.
* The key person will be the main contact responsible for greeting the parent/carers and child at all their settles, so that a bond can be established.
* The key person will be planning for their key children during activity times. This is a good opportunity to feedback assessments into the child’s EYFS planning needs. The key person is responsible for providing accurate observations of their key children and linking to the appropriate stage within the EYFS Development Matters guidelines. The observations will be used to inform planning about how to enable children to progress.
* The key person needs to record basic information about their key children such as sleep times, meal times and anything exciting or notable that happened during the day. This information is then passed on to the parent/carer at the end of the child’s session.
* When the child is due to leave nursery, the key person must ensure that their learning journey profile is fully up to date and management are made aware to download the learning journal.
* To observe all key children weekly to ensure children are making appropriate progress and to create next steps to extend learning. To implement in the moment planning, to extend children’s learning in the moment.
* To ensure they are aware of all policies and procedures and adhere to these at all times.
* To assess children using Wellcomm when the child turns 3 years old and review this regularly. Use the data collected to inform their learning experiences during the day.
* To assess children using maths and phonics assessments and use the data collected to inform their learning experiences during the day.
* To assess children using O-track, using the data collected from observations, Wellcomm, maths and phonics assessments. Any gaps in learning or areas in need of support must be address and supported regularly by the key worker to ensure children are making progress.
* To review data to assess strong areas of learning in the classroom and areas in need of support. These must be addressed as a room to ensure as a class you are supporting all areas of learning consistently.
* To review the classroom regularly and ensure it looks presentable. Every evening the room must be clean and resources must be displayed correctly ready for the next day. Displays, labels and other areas of the classroom must be replenished regularly.
* Resources and toys must be reviewed regularly by all staff to ensure they are safe.
* Resources must be cleaned daily following the rooms cleaning rota.
* Staff may be provided with ad hoc jobs. Staff must do these to the best of their abilities.
* Staff are to ensure children’s personal belongings are labelled upon arrival to prevent these items from being lost. Staff are to ensure children do not bring in toys from home, only comforters.
* Key workers are to provide parents with advice and guidance relating to early childhood. This may include toilet training, sleeping patterns, routines and other subjects.
* Staff working in the baby room must have specific baby training.
* To ensure they are supporting independence skills and extending vocabulary.
* To ensure they make nappy changing and other routines fun and engaging whilst maintaining their safety.
* All staff must attend staff meetings and training days. This is an expectation for continual professional development (CPD).
* All staff are required to follow health and safety and risk assessments. Daily risk assessments are to be taken by all staff to maintain safety in the setting.
* All staff are required to leave their class and the setting in a clean and well-organised way before they finish their shift. Staff will be expected to complete these tasks before going home. This will be monitored by Room Leaders and Management regularly.