

### **3. Key Person Policy**

#### **Legal Framework**

*Children Act 1989, 2004, 2014*

*Every Child matters: Change for Children 2004*

*Human Rights Act 2000*

*UN Convention on the Rights of the Child 1989, 2003*

*Birth to Three Matters Framework*

*Curriculum Guidance for the Foundation Stage*

*EYFS Welfare Requirements – Organisation*

*National Standards: Standard 3 – Care, Learning and Play*

**Name of Responsible Person: All staff in direct contact with children**

#### **Policy:**

At Tigers Day Nurseries we greatly value the strong and positive relationships we build with the children in our setting and their families. Children's emotional well being is an essential foundation for their health, happiness and ability to learn. Each child who attends Tigers Day Nurseries is assigned a key person to act as a bridge for the child between their home and the setting.

The key person will get to know the child, become attuned to their likes and dislikes, attitudes and preferences, and will provide the child with support at key times such as transitions into the setting, moving rooms and moving onto school and whenever there is a significant event in the child's life.

The key person will spend time with the child and will plan activities and opportunities based around the child's specific needs, interests and development. They will be the key point of contact for parents and carers; although at all times all staff who have contact with the child will be knowledgeable about them, what they have achieved and what they have taken part in during the day. The key person is responsible for implementing and supporting the child's progress and learning through planned and spontaneous activities and will document this progress and then feedback to parents/carers at designated times. The key person will also liaise with outside agencies or professionals who may be supporting the child or family.

All staff are trained for their key worker role and those staff that are new to the profession or are in training will be supervised and mentored in this role by qualified and experienced key workers. Arrangements are in place to balance out the number of children assigned to each key person, dependant on the child's attendance and individual needs.

### **Key Worker Procedure**

- Any staff member ready to take on the responsibility of becoming a Key Worker will first have an EYFS training session and be given their own copies of all documentation used for observation and assessment of children.
- Key Workers will build an especially close relationship with their assigned key worker child and their family.
- Only some duties fall exclusively to the key person and these include planning, assessment, observation, evaluation and recording of children's developmental needs and learning, liaising with parents/carers over changes or additional support required for the child's care, keeping the child's learning journal up to date and presentable, meeting biannually with parents/carers to discuss child's progress and liaising with outside agencies and professionals to support the child's care.
- The groups of children we have are small, so it is expected that **ALL** staff based in that room have a knowledge and understanding of all the children under their care, not just their key worked children.
- Key workers will liaise regularly with parents/carers on an informal basis in order to build a positive relationship which benefits the child.
- Key workers will ensure the Room Senior and Manager are aware of any issues concerning the child and seek advice on the best way to proceed.
- Key workers can be changed in order for the child and parent/carer to have the best opportunities and experience within the setting.
- Key workers will receive training from experienced staff on the duties of their role.
- The children will be assigned a key worker based on their own needs, attendance and the work load will be spread evenly depending on staff experience and availability.