

Key Person Policy (ISI E6 WS)

At West Hill Park we recognise that the identified key person in the Reception Classes is the class teacher. Below Reception, the Early Years Assistants assume responsibility of Key Person to a number of children. The Head of Early Years may also have responsibility for that role, as appropriate.

Guidance for Role of Key Person

Responsibilities/Links

- Establish an initial trusting relationship with parents/carers e.g. through home visits, a pre-arranged initial meeting, introduction to the setting.
- Maintain close, on-going working links with parents through clear professional boundaries.
- Develop good communication links with parents to exchange information about the child and circumstances which affect him/her e.g. through face to face contact, 'Tapestry' (online learning journal), photographs, telephone calls (where a family is given two key persons, parents to be aware of the work rota and know which member of staff is working).
- Establish close personal links with each child to ensure that the child feels special, and experiences and affectionate and reliable bond.
- Liaise frequently and regularly with staff e.g. to exchange information about your key children, provide a voice for the child, over time, to encourage the children to establish relationships with a wider circle of adults.
- Link with agencies e.g. in order to provide the family with additional support/expertise, to ensure that the family experience a well managed transition to and from the setting.

Knowledge and Understanding

- Clearly understand the need for confidentiality in regard to each family circumstance.
- Become informed about each child's family background in order to understand more about his/her behaviour and be better equipped to deal with it.
- Develop knowledge of each child's home language e.g. to use to greet the child and parent each day.
- Develop understanding of child development from 0-5 years.

Recruitment, induction and on-going support for the Key Person

- Warm welcome from friendly, approachable staff who demonstrate solidarity as a team.
- Links to a trained mentor and opportunity to continue to shadow aspects of work.
- Access to a staff handbook which provides details of daily routines and procedures.
- Access to a library of professional books and articles.
- Observation by and feedback from line manager to establish strengths and areas to develop.
- Initial training in key aspects of the work e.g. attachment theory.
- Attendance at in-house training e.g. staff meetings, training days to develop communication and counselling skills.

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