

# Hanover Street School

## (Nursery)



# Key Worker Policy & Procedures

<u>Relevant Performance Indicators</u>		
HGIOELC (2016)	2.4	<i>Personalised Support: Universal support; role of practitioners and leaders; identification of learning needs and targeted support; removal of barriers to learning</i>
Health and Social Care Standards (2017)	1.12	<i>I am fully involved in assessing my emotional, psychological, social and physical needs at an early stage, regularly and when my needs change.</i>
	1.13	<i>I am assessed by a qualified person, who involves other people and professionals as required.</i>
	1.14	<i>My future care and support needs are anticipated as part of my assessment.</i>
	1.15	<i>My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.</i>
	1.19	<i>My care and support meets my needs and is right for me.</i>
	2.17	<i>I am fully involved in developing and reviewing my personal plan, which is always available to me.</i>
	3.5	<i>As a child or young person, I am helped to develop a positive view of myself and to form and sustain trusting and secure relationships.</i>
	3.8	<i>I can build a trusting relationship with the person supporting and caring for me in a way that we both feel comfortable with.</i>
	3.9	<i>I experience warmth, kindness and compassion in how I am supported and cared for, including physical comfort when appropriate for me and the person supporting and caring for me.</i>

Policy Written By	In Consultation With	Date of Review	Date of Next Review	Changes Made	Signature(s)
Gillian Forbes, Depute Head Teacher	Parents and nursery team	Created February 2019, agreed May 2019	May 2020	-	<i>Gillian Forbes</i>



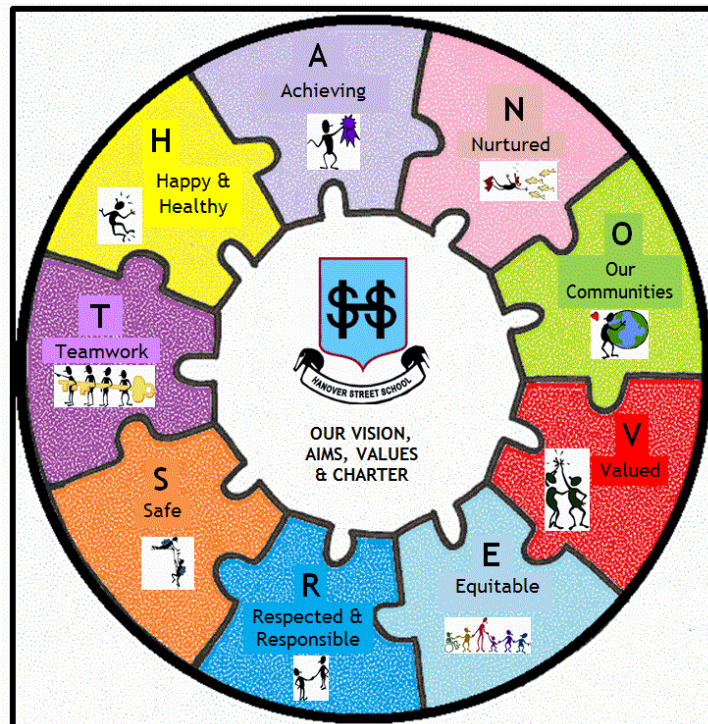
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## 1. What is a Key Worker?

A Key Worker is a member of staff who has responsibility for the wellbeing and development of a particular group of children. They aim to ensure that the children are happy and healthy, achieving, nurtured, are an active part of our communities, valued and heard, receive equitable support, are respected and responsibility is promoted, safe and they and their family are an integral part of the nursery team. This is reflected in our school vision, below:



## 2. Rationale: Why have Key Workers?

### Emotional wellbeing, security and attachment

It is widely agreed among researchers that a bond between an infant and an adult who is special to them is central to a child's well-being. This is known as Attachment Theory. And only with strong wellbeing, and appropriate support and challenge, can a child reach their full potential.

Therefore, at Hanover Street School Nursery, we are continuing to embed the Key Person (also known as Key Worker) Approach, which advocates the forming of special relationships between adults and children in the nursery setting. The Key Worker Approach is designed to bring the building of individual relationships into group care.

## Children's Rights

Hanover Street School is a "Rights Respecting School" and we are guided by The United Nations Convention on the Rights of the Child, or UNCRC. As adults, we must work together to make sure all children can enjoy all their rights.

Key Workers will enable staff to get to know children and families better, develop positive and trusting relationships, and for parents and staff to work together to allow child's rights to be realised.



## The 6 Principles of Nurture



As a nurturing school, we are also guided by, and place a large value and emphasis on the 6 Principles of Nurture.

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

(Lucas,S., Insley,K. and Buckland,G. (2006)  
Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve,  
The Nurture Group Network.)

These principles will be reflected upon on enrolment and throughout the whole of each child's time at nursery. This will support a strong nurturing relationship and secure bond/attachment with the child/family's key worker.



### **3. Our Guidance and Vision**

At Hanover Street School Nursery, we refer to national guidance regularly and use it in our reflections, evaluations and policy/procedure development as a matter of course.

With regard to key workers, the following excerpts from national guidance documents guide us and enable us to look inwards, look outwards and look forwards, ensuring we provide the best possible service to our children and families.

*“We have a well-established and effective key worker approach, respond very well to the individual needs of children, promote, and support their wellbeing. Within our setting, each child has regular interactions, and where developmentally appropriate, learning conversations with a supportive adult who knows them well. Tasks, resources and experiences are at the right level to help children make sustained progress. Where appropriate, learning targets are in place specific to individual children. These build on prior learning, are reviewed and evaluated with parents/ carers and appropriate next steps identified based on progress made. Strong links with the ‘named person’, such as health visitors, promote knowledgeable and consistent contact between the setting and families.”*

**Page 30, How Good is our Early Learning and Childcare, Education Scotland, February 2016**

*“They [key workers] skilfully observe children in their play, their relationships and in day-to-day activities, in order to inform future opportunities and experiences that best meet the needs and interests of children.*

*The key person system also enables informed and sensitive communication with the child, family and other agencies, in line with the key components embedded within the Getting it right approach.”*

**Page 31, Pre-Birth to Three Positive Outcomes for Scotland’s Children and Families Learning and Teaching Scotland National Guidance, Learning and Teaching Scotland, 2010**



#### **4. The Roles and Responsibilities of a Key Worker<sup>1</sup>**

At Hanover Street School, we recognise the importance and advantages of our young children have a close, nurturing and affectionate relationship with one or two key adults, who are responsive and emotionally available to them.

Each member of the nursery team (Teacher, Senior Early Years Practitioner, Early Years Practitioner), has responsibility for a small group of children so that they can pay particular attention to the emotional and physical well-being of those children. The key person approach is also about facilitating other relationships too.

To fulfil the role of the Key Worker, we have drawn up this non-exhaustive list of duties that a Key Worker may perform:

- The key worker has an important role to play in guiding and supporting the family. Through the settling phase they will meet with the child and family, gathering relevant information about them. During this time the key person will learn small but important facts about the child, such as who is in their family, what they like to do, how they like to be comforted. The key worker will continue to update the team of any changes for the child or family over time i.e. dietary, medical requirements, changes in family circumstances, respecting confidentiality and information sharing policies as necessary.
- Introduce the new family to our community and build positive relationships, while never taking over from parents but connect with what parents would ordinarily do for their child.
- Being special for children, helping them manage throughout the day will help children to make a strong link between home and nursery.
- To establish respectful working relationships with staff, and families and to work collaboratively with multi-disciplinary teams. (For example, this may include the Health Visitor, Social Work, Educational Psychologist, etc.)
- The key worker will share ‘wow moments’ and celebrate the children’s achievements with them. They will sensitively record personalised observations of the child to Learning Journals, looking for and planning opportunities to extend children’s interests, knowledge and skills.
- Prepare for and host parent consultation with families, contributing to written reports as necessary.
- The key worker will support the family during times of transition (e.g. moving house, new baby in family, moving onto Primary 1)

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<sup>1</sup> Our roles and responsibilities have been adapted from those in the policy of “The Key Person approach at Cowgate Under Fives Centre”, available on; <http://www.cowgateunder5scentre.co.uk/wp-content/uploads/2017/08/Key-Person-Policy-2017.pdf>



- Develop an awareness of relevant Additional Support Needs and how key workers can input and support with this.
- An understanding of universal, targeted and specialist support, in line with GIRFEC principles.
- Knowledge of NIF/key priorities – social inclusion, information governance, equality and diversity, commitment to delivering excellence and equity.
- Refer any difficulties or concerns to your line manager in line with school policy and procedures
- Continually develop a community responsibility to our children and families and promoting parental engagement through promoting stay and play, PEEP group, etc.

Finally,

*“As the child’s keyworker, everything you do for young children should promote, support and safeguard their wellbeing. You will have the day to day knowledge of how a child is settling in and progressing. You may also be a first line of contact for the parent or carer. The key to success for the child and family is building professional caring relationships. Your unique role in engaging and involving the child and family is important. Where there are wellbeing concerns it will be crucial that there is a good link between the ELCC staff and the named person in health.*

*Where these wellbeing concerns lead to the development of a child’s plan, the ELCC practitioner may be a partner to the plan. In some cases, it will be appropriate for the ELCC practitioner to take on the lead professional role. It is also important that key staff in the ELCC setting understand their roles in relation to the named person and the child’s plan and feel confident in contributing and talking about the child’s wellbeing needs.”*

**Page 15, Building the Ambition National Practice Guidance on Early Learning and Childcare Children and Young People (Scotland) Act 2014, The Scottish Government, 2014**

## **5. Personal Plan**

Key Workers will follow Aberdeen City Council’s Personal Plan Guidance.

The requirements for a Personal Plan will be met through:

- Registration information (kept in the schools’ main office and the child’s PPR file)



- Chronology (kept on SEEMIS pastoral notes and SEEMIS Wellbeing application)
- Care Plans (and other plans as required – e.g. Action Plans, Individual Educational Plans, Personal Emergency Evacuation Plans, Health Plans) (stored safely in nursery)
- All About Me (completed at home with parents, or if this is not possible, at nursery with the Key Worker, kept in the children’s personal folders, in their trays)
- Learning Journey (kept in Key Workers’ files, with observations and records of learning)

## **6. Key Worker Designated Time**

As far as possible, to support the Key Worker approach, staff will be given non-class contact time. This however cannot be guaranteed due to prioritising needs within the nursery.

## **7. Quality Assurance**

As Aberdeen City Council guidance states, a quality assurance system will be in place, ensuring that children’s plans are being used effectively and consistently by all staff in order to meet the children’s needs. (Developing March/April 2019)

## **8. Links to Other Policies/Documentation**

[Positive Relationships and Behaviour Policy \(Nursery\) – February 2018](#)

[Aberdeen City Council Personal Plan Guidance – June 2018](#)

[GIRFEC Support Stages – with useful hyperlinks](#)

[Aberdeen GIRFEC Operational Guidance 2019](#)

Nurture Statement (in development, in draft form)

Parental Engagement Statement ((in development, in draft form)