



**Shrivvenham**  
Church of England Primary School

All things are possible for one who believes

# Pre-School Key Worker Policy

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## ***Mission***

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We ensure our children learn in a nurturing environment where we value everyone as individuals, care for one another and foster positive emotional growth and well-being. Through our broad and balanced curriculum, we inspire, motivate and challenge our children to become independent and confident learners, maximising intellectual, social, physical and spiritual development. We put Shrivenham School at the heart of village life, actively encouraging partnership with parents, the Church and the wider community.

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## ***Vision***

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Each member of our school family will be given every possible opportunity to develop their abilities, confidence and resilience, to flourish and fulfil their unique potential, to work well together and to positively contribute to the wider community.

*'All things are possible for one who believes' (Mark 9:23)*

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## ***Values***

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### **LOVE**

Love is the core value that underpins all that we do at Shrivenham CE Primary School. Jesus demonstrated his unconditional love during his time on earth indiscriminately, and as followers of Jesus we aim to walk in his footsteps.

**We show love to everyone by putting others before ourselves. By working together as part of a strong and supportive family, we can all achieve more - socially, emotionally and academically.**

### **HOPE**

Hope is a core value for our church school because we share in the joy that comes from the belief that there is always hope and all is never lost. Hope is an attitude of mind that we develop through faith in God and each other.

**In our school this helps is to keep going even when things get hard and when we face new challenges. Together we can turn hope into reality.**

### **COURAGE**

Courage is a core value for our church school because God asks us to be brave in the face of hardship. The book of Joshua reminds us to stand against injustice and to be the best we can be when things are difficult.

**At our school, we have courage to stand by our beliefs and are committed to what is right and true.**

## 1. Overview

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 the child's parents or carers. This is their named member of staff with whom a child has more contact than other adults. The key person has special responsibilities for working with a small number of children. The key person system helps build and develop positive relationships with children and between parents, carers and staff.

## 2. Aims

- Each child will be assigned a key person who will help them to become familiar with their surroundings, to feel confident and safe within it, and develop a genuine bond with the child and immediate family that forms the basis of a settled, close relationship. If a child does not bond with their initial key person this will be changed to the practitioner they develop a relationship with the best.
- The key person will meet the needs of each child and respond sensitively to their feelings, behaviour and ideas.
- A child's patterns of attendance will be considered when appointing a key person.
- The nursery will identify a key person by name and photographs on display in each room.

## 3. Roles and Responsibilities

Key worker adults in our pre-school will-

- Actively build positive relationships with clear lines of communication between the children and their families
- Observe and plan for children's likes, interests and individual needs
- Ensure that children's physical needs are met sensitively
- Develop a secure and trusting relationship by learning key words in a child's first language, or acknowledge their sounds and gestures
- Share the child's 'learning journey' regularly with parents, and value their written or verbal contributions
- Support a child through transitional periods when changing settings or starting school, and during key milestone periods
- Develop trust to enable children's independence
- Plan for all shared communications and transfer of documents when transition to a new key person or setting/school is due

## 4. Enabling environments

The pre-school will-

- Ensure that the child's key person is available during new situations, or at times of anxiety or illness.
- Provide regular support for key persons with their line manager, to ensure that there is time to reflect on issues or concerns of children and their families

- Offer feedback to parents to ensure that every family has time for discussions with their assigned key person

#### 5. Safeguarding

- Key workers will support each other in a professional manner. Sharing, collaborating and offering advice will best support our young learners. If members of staff have any safeguarding concerns surrounding key workers, they will seek further support and advice from the school's designated safeguarding lead.

#### 6. Monitoring arrangements

- This policy will be reviewed by the Early Years Lead and Head of School annually and will be approved by the Local Governing Body. They will have oversight of the implementation and effectiveness of this policy.

#### 7. Links with other policies

- Early Years Policy
- Child protection and safeguarding
- Health and safety
- Personal care policy