



Redcastle Family School: EYFS Key Worker

Formally adopted by the Governing Body of:	Redcastle Family School
Agreed by the Chair of Governors:	
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Key Person Policy

At Redcastle Family School, we recognise the vital importance of secure, nurturing relationships in early childhood. Every child needs a consistent, trusted adult who understands their needs, supports their development, and helps them feel safe. While the relationship between a child and their parent/guardian remains paramount, our Key Person system ensures that each child has a reliable adult to turn to when their parent/guardian is not present.

This policy outlines how Key Persons support children's emotional security, learning, and safeguarding in line with Keeping Children Safe in Education (KCSIE) 2026.

Key Person Allocation

- Every child is assigned a Key Person responsible for their emotional well-being, care routines, and learning.
- Room Leaders may act as Key Persons when group sizes are small; in larger groups, they will organise staff to ensure every child has a buddy.
- Children may naturally form attachments with particular adults. When this occurs, we respect the child's choice and adjust Key Person allocations accordingly. Parents will be informed of any changes to maintain strong, consistent relationships.

Safeguarding Responsibilities

Key Persons play a crucial role in early identification of safeguarding concerns. They must:

- Notice and record early signs of distress, anxiety, withdrawal, or behavioural change.
- Recognise concerns linked to attendance, punctuality, or sudden changes in routine.
- Be alert to indicators of coercive control, exploitation, misogyny-related harm, or peer-on-peer abuse.
- Share concerns immediately with the Designated Safeguarding Lead (DSL), even if unsure.
- Maintain professional curiosity and avoid assumptions.
- Record all concerns factually, promptly, and securely using the school's safeguarding system.
- Support early help pathways by working collaboratively with the DSL, parents, and external agencies.

Mental Health Awareness

Key Persons must:

- Recognise early signs of mental-health difficulties, including emotional distress or changes in mood.
- Understand how mental health can be linked to safeguarding risks.
- Work with parents, the DSL, and relevant staff to ensure timely support.
- Provide a nurturing, predictable environment that supports emotional regulation.

Online Safety, Digital Behaviour & AI-Related Risks

Key Persons must support children's safe engagement with technology by:

- Monitoring children's digital interactions within the setting (age-appropriate).
- Modelling and reinforcing safe digital behaviour.
- Reporting concerns about AI-generated harmful content, deepfakes, or inappropriate digital exposure.
- Following the school's Filtering and Monitoring Policy and ensuring children are protected by age-appropriate systems.

Partnership with Parents and Families

Key Persons are the first point of contact for parents and extended family. They will:

- Build strong, respectful relationships with families.
- Share information about the child's well-being, learning, and any safeguarding concerns appropriately.
- Be present at drop-off and pick-up whenever possible.
- Ensure communication is consistent, factual, and recorded when necessary.
- Work with parents to support attendance, routines, and early help where needed.
- Uphold the school's open-door policy, ensuring parents can speak with Room Leaders or the Manager when required.

Supporting Learning, Development & Risky Play

Key Persons will:

- Support children during risky or challenging activities, ensuring safety while promoting confidence and resilience.
- Use these opportunities to understand each child's developmental stage, interests, and learning needs.
- Plan and adapt learning experiences to meet individual needs, including those with SEND or other vulnerabilities.

Vulnerable Children & Additional Needs

Key Persons must:

- Pay particular attention to children with SEND, EAL, or other vulnerabilities.
- Work closely with the SENDCo and DSL to share concerns early.
- Ensure adaptations are made to support communication, emotional regulation, and safety.
- Recognise that vulnerable children may require additional monitoring and support.

Volunteers & Regulated Activity

- Key Persons must ensure volunteers working closely with children understand safeguarding expectations.
- Volunteers will be supervised appropriately and must follow all safeguarding and online safety policies.
- Key Persons must report any concerns about volunteer behaviour immediately to the DSL.

Recording & Information Sharing

Key Persons must:

- Record safeguarding-related observations promptly, factually, and securely.
- Follow the school's recording procedures (e.g., CPOMS or equivalent).
- Share information with the DSL without delay.
- Understand that safeguarding information is shared on a need-to-know basis only.

Training & Professional Expectations

All Key Persons must:

- Complete annual safeguarding training.
- Read Part 1 of KCSIE 2026 and sign to confirm understanding.
- Receive additional training on early identification, mental health, misogyny-related harm, online safety, and AI-related risks.
- Uphold the highest standards of professional conduct, confidentiality, and child-centred practice.