



Key Worker Handbook

Introduction

At Penkford School the relationships we develop with our pupils and their parents / carers is at the heart of our success. Positive relationships help to build trust and understanding, and can be an effective catalyst for positive change. For this reason, the role of the Key Worker is vital.

Key Workers aim to help pupils identify and focus on the positive changes they want to make for themselves and the path by which they will achieve these changes. They will motivate and empower pupils to ensure they achieve the best possible outcomes, and involve parents / carers, encouraging and supporting them to become part of the decision-making process.



Main components of the Key Worker system

The Key Worker system aims to:

- Give pupils and parents a first point of contact.
- Inform pupils in a reflective manner.
- Give pupils the opportunity to feedback on information shared.
- Identify strategies to support the pupil.
- Build a chronological record of the support offered.
- Measure the long-term effectiveness of the interventions.
- Meet with pupils fortnightly to discuss progress, offer support, and set targets.
- Contact parents weekly to give update on a range of performance measures.
- Work within a common framework ensuring a consistent approach.
- Help pupils develop coping strategies, enhance their motivation, raise their aspirations, and encourage them to re-engage in learning.
- Support with pupil behaviour and attitude to learning, following the school's behaviour systems and core values.

Key Worker roles:

- Provide support and guidance to pupils to help them overcome social, emotional, and behavioural problems which act as barriers to learning.
- Support with enhancing inclusion across the school by having a focus on attendance, welfare, behaviour and progress in school.
- Liaise closely with teachers and other support professionals and have proved to be an invaluable link between the family and school.
- Meet regularly with pupils to discuss progress, behaviour and wellbeing.
- Communicate with parents regularly.

- Feedback pupil and parental concerns and views with the school.
- Share pupil portraits with the wider school community.
- Support pupils to explore solutions, develop personal growth, negotiates targets and boundaries, while giving encouragement and support in applying new skills and attitudes to the classroom and beyond.

Responsibilities:

- Assist in identifying early signs of disengagement
- Take a leading role in updating key documents for their pupil(s)
- Work closely with parents and carers
- Work closely with agencies and other professionals sounding the pupil
- Support the school in keeping children safe
- Support interventions that aid inclusion, and improve behaviour and academic progress
- Promote the role and evaluate its effectiveness
- Maintain professional standards
- Operate within legal, ethical, and professional boundaries
- Contribute towards key documents, including EHCP's / Annual Reviews, PHP's and the Signs of Safety.

Preparation

Prior to each Key Worker session, you must ensure:

- the time is used effectively
- the pupil develops confidence in your ability to be in control of the session
- the information you share is accurate
- you achieve the outcomes for the session within the timeframe

The information you require is all on Behaviour Watch. You therefore need access to a computer or laptop to complete the session. You will need a quiet space where you will be undisturbed for at least 20 minutes. All Key Worker sessions should be planned in advance and in a quiet space where you will not be disturbed.

You need to make yourself familiar with the operation of the system and in this way, you will be able to quickly access the required information which is relevant to the pupil you are working with.

Be Informed

Typically, the Key Worker will be looking at the performance of the pupils across the areas of behaviour, attendance and progress. All this data is stored in the Behaviour Watch system and is easily accessed.

Behaviour is looked at over time, therefore by looking at your last Key Worker session you can calculate the improvement or decline over that timeframe. For example, if you made a note in the last Key Worker session that the pupil had received 5 low level behaviour slips in the preceding two weeks and they were for similar behaviours then a target would have been set to address that behaviour. In the follow up KW session you should filter the low-level behaviour slips for; *pupil, low level behaviour slips and timeframe*. You will then only be looking at relevant data. You can then make an accurate assessment of the change in pupil behaviour and comment accordingly.

Attendance can be looked at in detail on the “reports” section as an attendance certificate. Look for patterns i.e., every Monday or late on certain days. Check if a routine medical appointment is being marked as an absent. Feedback any inaccuracies in the maintaining of registers to the office.

- ✓ Progress can be viewed in several ways, but the role of the Key Worker is to establish if there are any barriers to progress e.g., relationships in class or any issue which the pupil feels is a barrier. This is the listening part, we don't make promises, but we reassure that their views will be shared and where possible issues remedied.
- ✓ Please note that the purpose of Key Worker sessions is not to counsel pupils and that safeguarding, and Child Protection protocols are strictly adhered to.
- ✓ The actual progress made by pupils in subject areas will be supported by their teachers.
- ✓ It is important that you have seen this information before you show it to the pupil, be in an informed position. There may be contentious comments on a behaviour slip that will impact on your Key Worker session and by having advanced notice you can put in appropriate precautions.
- ✓ Likewise, don't leave it till the last minute to “see” what your pupil has been doing.
- ✓ Take an active interest in all your pupils and routinely each day check for slips, particularly green slips/lesson points and use any positive opportunity to contact home.

BEHAVIOUR

To filter out the behaviour

- Select “Low level” And “High Level/Incident”
- Select “Filter”
- Change “Pupil” to name of child
- Change “Slip” to “Low level” And “High Level/Incident” or Green points/ Growth Mindsets
- Change “Date Range” to “Last Fortnight” or specify the range if longer.

Those Involved Student <input type="text" value="All"/> Victim <input type="text" value="All"/> Staff <input type="text" value="All"/>	Grouping House <input type="text" value="All"/> Key Stage <input type="text" value="All"/> Form <input type="text" value="All"/> Year Group <input type="text" value="All"/> Class <input type="text" value="All"/> Subject <input type="text" value="All"/>	Show Sort By <input type="text" value="Default"/> Sort Type <input type="text" value="Descending"/> Show Top <input type="text" value="100"/>
Context Gender <input type="text" value="All"/> First Language <input type="text" value="All"/> Religion <input type="text" value="All"/> Ethnicity <input type="text" value="All"/> Postcode <input type="text" value="All"/> Free Meals <input type="text" value="All"/> EAL <input type="text" value="All"/> In Care <input type="text" value="All"/> Pupil Premium <input type="text" value="All"/>	Elements Slip <input type="text" value="Low Level Behaviour"/> Positivity <input type="text" value="All"/> Field <input type="text" value="All"/> Category <input type="text" value="All"/>	Timetable Location <input type="text" value="All"/> Period <input type="text" value="All"/>
	Tracking Printed <input type="text" value="All"/> Origin <input type="text" value="All"/> Detention <input type="text" value="All"/> Show <input type="text" value="Slip"/> Admission <input type="text" value="All"/> Status <input type="text" value="All"/>	When For <input type="text" value="Custom Range"/> Start <input type="text" value="21 Sep 2021"/> Date End <input type="text" value="28 Sep 2021"/> Date
	SEN SEN Status <input type="text" value="All"/> SEN Type <input type="text" value="All"/>	Boarder Boarder Status <input type="text" value="All"/>
Save and Load Reports Report Name <input type="text" value="Choose a saved report to load"/> Save Save As		

You will now have the slips for the chosen pupil for the date range required.

You can export this data and print it out. Simply click on “Export” the option for “Output” to Excel or Word appears, chose “word” and save the document to the pupil's area and name appropriately i.e., behaviour log 22 Sep 18.

Remember to put this document into the confidential waste bin after use.

Subject	Status	Incident Description
English	Closed	Jess became involved in heated argument which became threatening with MS. She stood up to MS and refused to remove coat. LC had refused to do same last History lesson. LR had spoken to her and LC was 'd' bell end' and chewing gum.
History	Closed	ssing around, chewing gum and encouraging J.S. ut roaming round the classroom saying "he was going to do a Leah" as B&C. Rude to JC, when asked where she usually sits, said "why don't sed inappropriate language in Science. io any work in Maths period 4 then wandered into my lesson period 5 se the room, LS decide to copy their behaviour. She absconded from the (AR) - slapping a handful of washing up liquid foam in to his face an old me to get out - she had already said get out to me at lunch time w i tried to engage in conversation with her she says "what've I told you ind nd not getting on with work.
Science	Closed	LH has refused to work all lesson. She has not been disruptive just sat quietly at the back refusing
English	Open	Rude and aggressive towards staff.
English	Closed	Answering back no work completed constant bad attitude
English	Closed	Shouting out while teacher trying to explain the lesson
Maths	Closed	Came into maths, drew a penis on the board amongst other things. He seemed to be quite hyper active
Maths	Closed	Did no work during lesson then left 7 minutes before the end
(e) Lunch	Closed	Jth and Mo'T have been winding up JS, LH and LS all lunchtime. Mo'T was calling LS a fuckin bitch an
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Other	Closed	chewing gum in class. denied at first but did eventually own up & put it in the bin. warned by RW th
Humanities	Closed	constant swearing after warnings given, "a fucking knob" called another student. refusal to follow in
Science	Closed	left room with out permission unacceptable language such as Anal Kebab Syndrome suck my ship sex
Science	Closed	
Science	Closed	
English	Closed	Brad was very unsettled from the start of the lesson. He did not follow instructions and kept swear
English	Closed	When given the titles for his GCSE English work and encouragement from both staff, Mason wrote, " s
English	Closed	Disruptive argumentative questioning the work said that she wouldn't do the work.
English	Closed	Leah answering back personal comments to A.L. not wanting her in class called staff 'arsholes'. Took

1st of September 2015 at 13:26

Pick A Winner
Export

Discussing Behaviour

This is often the most difficult conversation as pupils rarely see the behaviour as their fault or responsibility. It is at these times you understand why it is important that our procedures in giving behaviour slips is followed accurately. There is nothing worse than trying to guess as to why a slip was given, especially if it has resulted in loss of Enrichment or a detention or exclusion.

If the Behaviour slip has the detail of the incident and appropriate responses from staff, then the pupil should already be aware of the incident and its outcome. We don't want to get bogged down by nit picking every detail of every incident, that is not the purpose of the conversation.

Instead look for traits, common behaviours which several staff have commented on. Challenge pupils to be reflective, to look at their behaviour from other perspectives, to consider the impact of their behaviour on their own and others learning. Be careful in your use of language, avoid starting sentences with "you did this" or implying a judgement on the recorded incidents. The slips are historical and not open to negotiation.

If a pupil has no Behaviour slips, then be sure to tell them that their behaviour is excellent and feed that back to parents. If a pupil has no slips, then cross check against green slips and also their class points. Some pupils stay below the radar and although they might not get slips, they are still not gaining class points for following the code of conduct and classroom expectations. These pupils need to be challenged to "raise their game". Set them ambitious targets i.e., 100+ class points each week.

Completing the Key Worker (pupil update) Slip

This is the record which will be referred to when additional information is required to support a pupil in many ways; transition points at school, EHC plans, reports to CSC, YJS or referring school. Therefore, it is vital that these slips are completed fully, are accurate in both spelling and grammar and most importantly set relevant targets which are personalised, measurable and achievable.

The delivery of the Key Worker role will be an essential part of your performance management and will be a standard target for each Learning Assistant. The quality of the Key Worker slips will be monitored and moderated by an HLTA and the Behaviour Support Lead, under the guidance of the Deputy Head. For example, as part of your annual review a pupil will be tracked over a period of time as to the number of Key Worker sessions, the quality of the Key Worker slip and the impact it has had on the pupil.

There will be ongoing CPD to ensure that all TA's are equipped with a range of skills and strategies which will ensure that the quality of the Key Worker slips is maintained.

Ideally the slip should be completed as you conduct the session. As well as the information being fresh and accurate the pupil will also be assured that what is discussed is being recorded.

Monitoring of Key Worker slips will be the responsibility of the Behavior Lead/Learning Mentor supported by the DHT. Slips are monitored through Behaviour Watch, it is crucial that Key Workers use their own login to do this otherwise the slips they complete will not be reflected against their name.

From an SEN perspective it would be useful to involve Key Workers in the following:

- Being aware of the child/young person's EHCP – particularly Section B (Needs), Section E (Outcomes) and Section F (Provision) and supporting the SEN team in championing for the pupil and ensuring plans are embraced within school practice.
- Creating (and reviewing termly) pupil on a page document (using IEP/EHCP as a guide) and sharing with all staff.
- Checking the date of upcoming termly IEP meetings & EHCP annual reviewing and deadlines for completion of paperwork. For EHCP annual reviews please refer to the schedule on teams.
- Supporting form tutor team and SENCo in reviewing and providing input for IEP/EHCP Annual review paperwork and any referrals.
- Attending termly IEP/EHCP Annual review meetings as appropriate.
- Collaborating with SEN team where further intervention may be required in line with the graduated approach.

Key Worker Role

Key Worker Role

- TA3 (or in more complex cases other designated staff) to perform the Key Worker role within form time and allocated times throughout the week.
- On the assumption that each TA3 will have 4/5 students to key work it is expected that each student should be seen every 2 weeks.
- A Key Worker session should be no longer than 20 minutes and will adhere to and meet the criteria to be established for such a session.
- In a typical half term, a student should be seen 3 times
- Each of the three sessions each half term should have a focus as well as general target setting around the areas of behaviour and learning e.g., EHCP, IEP or student voice.
- Telephone calls should be made after school and should be:
 - At least one call per week to round up all aspects of student performance
 - Same day if student has a high-level incident
 - Same day if student has numerous low-level incidents.
 - Same day if student has been rewarded or done something worthy.
 - All calls to be recorded in student contacts on Behaviour Watch
 - Check that contact has not been made in reference to same incident.

How to perform a Key Worker session

- Know your child
 - Read their file and associated documents
 - Speak to DSL/DHT/HT reference any CP issues you should be made aware of.
 - Complete the medical, behaviour and Household fields in Behaviour Watch using the hard file to populate. This is a good way of getting to know them and updating information.
 - Once completed this is the pen portrait which can then be notified to staff as complete.
- Be familiar with student performance i.e., behaviour, attendance and progress.
 - Use Behaviour Watch to equip yourself with the knowledge you need to do a Key Worker session.
 - Use the Key Worker tab on Behaviour Watch to record the meeting. **This will be updated asap**
- There are 3 targets you can set for each student; you may only want to focus on one
 - In the "details" elaborate on the area of discussion
 - Within the "review" set the smart targets which can be reviewed and evidenced.
 - Use the Behaviour Watch data to identify the areas i.e. high level incidents etc
- Analysis of Behaviour
 - Identify what the slips are for and where, when why who etc
 - This is easily done on "reports"
- Analysis of progress
 - Look at grade sheet, is on Behaviour Watch "reports"

Parental Contact

- Use of language
 - Avoid making value judgments or statements.
 - Avoid being generalistic.
 - Avoid disclosing personal information about other children.
 - Always consider Confidentiality and Safeguarding.