



**General Welfare Requirement: Organisation**

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

**Working in Partnership**

**Parental Involvement**

**Policy statement**

We believe that parents are the first and lifelong educators of their children and that the best outcomes for children can be met when we work in partnership with parents. Part of our ethos is that parents are the experts on their children.

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

Our aim is to support parents as their children’s first and most important educators by involving them in their children’s education and in the full life of our setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children, but who still play a part in their lives, as well as working parents. In carrying out the following procedures, we will ensure that all parents are included.

When we refer to ‘parents’, we mean both mothers and fathers; these include both natural or birth parents, as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. ‘Parents’ also includes same sex parents, as well as foster parents.

The Children Act (1989) defines parental responsibility as ‘all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property’. (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance publication Safeguarding Children.)

**7 Key features of effective practice**

The best for every child	High quality care	The Curriculum	Pedagogy	Assessment	Self-regulation and executive function	Partnership with Parents
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## **Procedures**

**We make the following information available to parents: this is via our website, parents notice board and newsletters:**

- How we deliver the EYFS (2021) and EYFS Guide for Parents
- Range of activities and experiences for children
- Tapestry Online Learning Journals provide parents with direct access to their child's assessments and developmental progress. Parents can also add their own contributions to these.
- How we support children with special educational needs via our policy 'Supporting Children with Special Educational Needs' and our Local Offer for children with SEND.
- General termly information via newsletters.
- Details of all our policies – a full list of our policies is available on our website, or printed copies can be requested if required.
- Full details of all staff and Directors
- Pre-School contact details
- Our duty of care to safeguard children and our responsibilities under the Prevent Duty.

## **What do we do?**

**Our first point of contact is when we give prospective parents a tour of our setting, where we take time to answer questions and provide general information.**

- Parents are made to feel welcome in our setting.
- We make every effort to accommodate parents who have a disability or impairment.
- We have means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families
- We consult with all parents to find out what works best for them.
- We seek parents' views regarding changes in the delivery of our service.
- As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- The Key Person follows out the settling in process on a child's first day and thus starts a parental partnership.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.

- Information about a child and their family is kept confidential within our setting. We provide you with a Privacy Policy – Pupils & Parents that details how and why we process your personal information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.
- We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Our key persons communicate regularly with parents to discuss their child's progress and to share concerns if they arise.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We seek specific parental consent to administer medication, take a child for emergency treatment, take a child on an outing, and take photographs for the purposes of record keeping.
- We welcome the contributions of parents, in whatever form these may take.
- We encourage and support parents to play an active part in the governance and management of the setting by advertising to all parents any vacancies on our Board of Directors.
- We inform all parents on a regular basis about their children's progress via home contact books (where requested and relevant), informal chats, Tapestry online Learning Journals and the 2-year IPR.
- We provide opportunities for parents to contribute their own skills, knowledge, and interests to the activities of the setting as well as how to support their children at home.
- We individually consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved with us in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome all contributions from parents.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaint's procedure.
- We organise fundraising events which are a great way to mix with parents informally.

This Policy was reviewed by	Shereen Milledge - Manager
Adopted by	Rotherfield Pre-school Staff and Directors
Date	January 2023
Review Date	January 2024

**Review Log**

<b>Review Date</b>	<b>Brief Details of Amendments</b>	<b>Amended By</b>	<b>Agreed By</b>
June 2021	Modernised policy statement. Updated 'What do we do?' Updated Privacy Policy	Sandra Cawsey	Rotherfield Pre-School Staff & Directors
January 2023	None required	Shereen Milledge	Rotherfield Pre-School Staff & Directors