

# PARENTAL INVOLVEMENT POLICY

Research has shown that children learn better when their parents and practitioners work together. At our pre-school, we recognize that parents are their children's first and most important educator 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 (2004) 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 Parental Rights and Responsibilities printed from government website),

We encourage and support parental involvement by recognizing the importance of

**(a) communication** – where we ensure a welcoming atmosphere and encourage a two-way flow of information and knowledge. This is supported by having

- A welcome poster displayed (in variety of languages) and ensuring parents are greeted appropriately
- Displays in the classroom of children's pictures, models, and photographs of particular events
- Notice board with information on the curriculum and local organizations/events
- Classroom topics, activities and events information can also be found on our facebook and Instagram pages
- Newsletters and e-mails,
- Our website ([www.rainbowpre-schoolknockholt.co.uk](http://www.rainbowpre-schoolknockholt.co.uk)) and prospectus provides information on the Early Years Foundation Stage and our policies and how the setting is run. We check to ensure parents understand the information that is given to them.
- through Tapestry parents are informed of their child's progress and parents are also able to comment and add their own observations concerning their child's development and progress
- Use of surveys and questionnaires to ensure the service we provide meets the expectations and needs of parents and children.
- Staff are also available at the beginning and end of the session to talk with parents.
- 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 parents to find out what works best for them.

**(b) respecting diversity** - Staff are aware of our Valuing Diversity and Promoting Inclusion and Equal Opportunities Policy and receive training. We recognize while families are all different, they are valued and welcomed at the pre-school.

- Every effort will be made to ensure that any language barrier is minimized.
- We recognise that sometimes we will need to adapt or use different strategies to ensure the involvement of all parents
- We make every effort to accommodate parents who have a disability or impairment
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents; in whatever form these may take.

**(c) learning together** – is supported by

- every child having a 'learning journey' which documents their learning and development through written observations and photographs which parents can look at any time and contribute their own observations This is now mainly through Tapestry an online learning journal website but where parents do not want to access or have personal information on line a 'manual' Learning Journal will be kept in the classroom.
- We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and

stored appropriately to protect confidentiality.

- Our key persons meet 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 children with 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.
- Taking an active part in the pre-school sessions enables the parent to see at first hand the care and education we provide for their children and their child will enjoy sharing their pre-school with their parent too -this could include parents sharing a particular skill or interest they have with the children.
- Parents are provided with information about the Early Years Foundation Stage Curriculum and our curriculum topics and themes through the prospectus, website, facebook and Instagram pages and notice board.
- Information is also pasted onto parents about courses or talks dealing with aspects of children's learning and development.

**(d) management** - as we are a committee run pre-school parents have the opportunity to be elected to the committee and can therefore contribute their managerial skills to the effective running of Rainbow and have an input into the policies and procedures of the pre-school. One of the committee members has the title of Parent Representative whose function is to feedback parental concerns, queries or information to the committee especially important to the decision-making process. On a much more informal basis we also have the Fundraising Group which is open to all parents and organizes social and fundraising activities for the parents and children providing an opportunity for parents to be involved in the social and cultural life of the setting

We inform all parents about how the setting is run and its policies, through access to written information including our *Child Protection* policy and our responsibilities under the Prevent Duty, and through regular informal communication.

Information about a child and his or her family is kept confidential within our setting. We provide parents with a privacy notice that details how and why we process their 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 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.

The expectations that we make on parents are made clear at the point of registration.

We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.

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.

We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaints procedure.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at our setting:

- Admissions Policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

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