# FOWEY PRE-SCHOOL

**PARENTAL INVOLVEMENT POLICY**

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 the setting.

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 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.

**Procedures**

* We have a 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 consult with all parents to find out what works best for them
* We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families
* 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 his or her family is kept confidential within our setting. We provide you with a privacy notice 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 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 encourage and support parents to play an active part in the governance and management of the setting.
* We inform all parents on a regular basis about their children’s progress.
* We involve parents in the shared record keeping about their children – either formally or informally- and ensure parents have access to their children’s written developmental records.
* 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 provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
* We inform parents about relevant conferences, workshops and training.
* We consult with parents about the times of meetings to avoid excluding anyone.
* We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
* Research shows that children learn better when their parents are involved. We offer parents the opportunity to help out within the group. A termly wall planner is available to enable parents to be part of a rota system, which gives them the opportunity to take an active part in the group, to see what happens there and to talk about it afterwards with their child. In addition, the rota system provides a valuable opportunity for children to see their own parents/carers in a new role.
* We hold meetings in venues that are accessible and appropriate for all.
* We welcome the contributions of parents, in whatever form these may take.
* We inform all parents of the systems for registering queries, complaints or suggestions. All parents have access to our written complaints procedure.
* We provide opportunities for parents to learn about the curriculum offered in the setting and about young children’s learning, in the setting and at home.

* In compliance with the Welfare Requirements, the following documentation is in place:

* + Admissions Policy;
	+ Complaints Procedure;
	+ Record of Complaints;
	+ Developmental records of children

**EYFS key themes and commitments**

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| --- | --- | --- | --- |
| **A Unique Child**  | **Positive** **Relationships**  | **Enabling** **Environments**  | **Learning and Development**  |
| 1.2 Inclusive practice 1.4 Health and wellbeing  | 2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person | 3.2 Supporting every child  |  |

Date of next review: September 2024

Signed…………………………………Position…………………………….. Date…………..