



**WORKING IN PARTNERSHIP WITH PARENTS POLICY**

St George's Pre-School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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| Staff Responsible:   | Pre-School Manager |
| Date of Review:      | September 2018     |
| Date of Next Review: | September 2019     |

## VERSION CONTROL

| Date           | Change                               |
|----------------|--------------------------------------|
| September 2018 | Unchanged policy moved to new format |
|                |                                      |
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At Connect Schools Academy Trust (CSAT) we actively encourage good communication between staff, governors and parents/carers of children. We recognise that fostering a close working relationship with parents is essential and that parents are fully involved. We seek to work in partnership with parents, building a relationship based on mutual understanding, trust and respect, in order to enhance and maximise upon opportunities for all.

**The principles underpinning this policy are:**

- To promote 'partnership' between the home and pre-school, parents and children – and with anyone else who may be involved
- To enable the pre-school and its parent community to communicate and work together in order to promote the progress and welfare of children.
- To develop and maintain good relationships between all those who are interested and involved in the life of the pre-school.
- To provide relevant and up to date information to parents about the pre-school
- To secure continuity in a child's progress and help ease transition to their next stage of learning.
- To meet and manage the welfare and pastoral care of children whilst they are in pre-school.

**The aims of this policy are:**

- To enable and support parents to become actively involved in the life of the pre-school.
- To enable the pre-school to support children and parents in their home circumstances.
- To strengthen links between the pre-school and its local community.
- To encourage parents to participate in practical ways in the life of the pre-school, and use their specific skills and talents to support our delivery of the EYFS curriculum.
- To enable staff/key person and parents to meet regularly.
- To overcome parents' anxiety, diffidence or indifference and to build confidence.
- To make special efforts to make contact with parents who do not visit pre-school.
- To encourage parents to take initiatives in activities, indicating their growing confidence.

**Current practice ensures that:**

- Parents are made to feel welcome in our setting; they are greeted appropriately.
- We have a means to ensure all parents are included - that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure on-going 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. 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. We adhere to the guidance (KCSIE 2018) which stipulates how we should 'Information Share' with other agencies.
- We seek parental consent to administer medication, 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.
- Parents are actively encouraged to participate in decision making processes according to the structure in place within our setting.
- We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- 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 provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored 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 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 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.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We support families to be involved in activities that promote their own learning and well-being; informing 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; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
- 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 and we check to ensure these are understood. 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. There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping out or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children's learning.

**We will be succeeding when:**

- Parents are actively involved in the life of the pre-school.
- The pre-school are able to support children and parents in their home circumstances.
- There are strong links between the pre-school and its local community.
- Parents participate in practical ways in the life of the pre-school, and use their specific skills and talents to support our delivery of the EYFS curriculum.
- Staff/key person and parents meet regularly.
- Parents anxiety, diffidence or indifference are overcome and their confidence is built upon.
- Special efforts are made to engage with parents who do not visit pre-school.
- Parents take initiatives in activities, indicating their growing confidence.

**Links with other policies**

- Safeguarding
- Key worker
- Children's Rights and Entitlements