

## **SAFEGUARDING & WELFARE REQUIREMENT: INFORMATION & RECORDS**

### **10.3 Parental Involvement and Partnership Working**



#### **Policy Statement**

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 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.)

#### **Procedures**

- We believe that parents are children's first and most enduring educators and our practice aims to involve and consult parents on all aspects of their child's well-being.
- We also recognise the important role parents must play in the day-to-day organisation of the provision.
- We consider parents views and expectations and will give the opportunity to be involved in the following ways:
  - sharing information about their child's needs, likes, achievements and interests
  - settling in their child to the agreed plan according our settling in procedures
  - taking part in children's activities and outings
  - contributing with ideas or resources as appropriate to enhance the curriculum of the setting

- taking part in early learning projects, sharing with educators' knowledge and insights about their child's learning
  - contributing to assessment with information, photos and stories that illustrate how their child is learning within the home environment, taking part in day-to-day family activities
  - involvement in the review of policies and procedures
  - Ofsted and setting contact details are displayed on the parent notice board for parents who have a complaint that cannot be resolved with the setting manager in the first instance, or where a parent is concerned that the EYFS standards are not being maintained
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- Parents are made to feel welcome in our setting; they are greeted appropriately, there is adult seating and provision for refreshment.
  - We have a means to ensure all parents are included - that may mean that we have different strategies for involving 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 including our Safeguarding Children, Young People & Vulnerable Adults policy and our responsibilities under the Prevent Duty, 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 and displays.
  - 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 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 and we check to ensure these are understood. All parents have access to our written complaint's 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.

## Partnership and signposting to other agencies

- We are committed to ensuring effective partnership with other agencies including:
  - local authority early years services about the EYFS, training and staff development
  - local programmes regarding delivering children's centres or the childcare and early education element of children's centres
  - social welfare departments regarding children in need and children who need safeguarding or for whom a child protection plan is in place
  - child development networks and health professionals to support children with disabilities and special needs
  - local community organisations and other childcare and early education providers
  - Ofsted and setting contact details are made available to other agencies who have a complaint that cannot be resolved with the setting manager in the first instance, or where a parent is concerned that the EYFS safeguarding and welfare standards are not being maintained.

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

**This policy was adopted at a meeting held by St John's Playtime Pre-school committee on 17<sup>th</sup> June 2009.**

**This policy was reviewed & updated on: May 2024**

**This policy will be reviewed again on: May 2025**

**Signed on behalf of the Management committee and provider:**

**Name of Signatory: Julia Rael**



**Role of Signatory: Committee Chairperson**