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|  | Parents and Carers Involvement Policy |
|  | Date adopted 27.11.2018 |

**Policy statement**

We believe that children benefit most from early year’s 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 Pre-school. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early year’s 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 fathers and mothers; 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.

We also seek to involve those caring for children on a regular basis (e.g. grandparents) in the life of the Pre-school and, where appropriate, the following procedures will also apply to carers.

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 Pre-school Learning Alliance publication Safeguarding Children).

**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 make every effort to accommodate parents who have a disability or impairment.
* We consult with all parents to find 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 Pre-school is run and its policies through access to written information, including our Safeguarding and Child Protection 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 the 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 the 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 life of the Pre-school by taking part in our helper rota or help out during a session.
* The expectations that we make on parents are made clear on the point of registration.
* We encourage and support parents to play an active part in the governance and management of the Pre-school.
* We provide sufficient opportunity for parents to share necessary information with keyworkers/Practice Manager and this is recorded and stored to protect confidentiality.
* We inform all parents on a regular basis about their children’s progress and hold parental consultations twice a year.
* Where applicable our key persons/ Practice Manager work with parents to carry out an agreed plan to support special educational needs.
* Where applicable our key persons/ Practice Manager 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 Pre-school.
* We inform parents about relevant conferences, workshops and training.
* We consult with parents about the times of meetings to avoid excluding anyone, if possible.
* We provide information about opportunities to be involved in the Pre-school 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 written translated materials for parents who speak a language other than English if required.
* We hold meetings in venues that, as far as possible, are accessible and appropriate for all.
* We welcome the contributions of parents, in whatever form these may take, e.g. (helping out at fundraising events or helping out during sessions).
* 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 complaints procedure.
* We provide opportunities for parents to learn about the curriculum offered in the Pre-school and about young children’s learning, in the Pre-school 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.
* 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 by Hanslope Pre-school on 27th November 2018

Date to be reviewed 27th November 2019

Signed on behalf of Hanslope Pre-school ……………………….

By Rachel Chapman Chairperson on 27th November 2018

**Other useful Pre-school Learning Alliance publications**

* Complaint Investigation Record (2015)
* Engaging Mothers & Fathers (2010)
* Safeguarding Children (2013)
* The First and Foremost Series (2008)
* Play cards for the Home Environment (2016)