

## 10.2 Parental involvement

### 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.**

**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*'.**

### Procedures

- Parents are made to feel welcome in our setting
- We make every effort to accommodate parents who have a disability or impairment.
- 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. Reference is made to our Information Sharing Policy on seeking consent for disclosure.
- We seek 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 encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- Where applicable, key people work with parents to carry out an agreed plan to support special educational needs.
- We encourage parents to contribute to record keeping about their children and ensure parents have access to their children's Learning Journals.

- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform all parents of the systems for registering queries, complaints or suggestions. All parents have access to our written complaints procedure.
- We provide EYFS workshops 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 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.*