

Parental involvement policy

Statement of intent

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

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.

'Parental responsibility' is defined as all the rights, duties, powers and 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's Publication 'Child Protection Record')

Aim

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. 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 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.

Method

We will meet these aims through the following procedure whereby we:

- develop 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
- ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families
- 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
- encourage and support parents to play an active part in the governance and management of the setting
- inform all parents on a regular basis about their children's progress
- 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
- provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting
- consult with parents about the times of meetings to avoid excluding anyone
- 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

- hold meetings in venues that are accessible and appropriate for all
- welcome the contributions of parents, in whatever form these may take
- 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
- 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 National Standard 12, Working in Partnership with Parents and Carers, the following documentation is in place:

- admissions policy
- complaints procedure
- record of complaints
- activities provided for children

This policy was adopted at a meeting of _____ name of setting

Held on (date) _____

Signed on behalf of the Management Committee/Proprietor _____

Role of signatory (e.g. chairperson etc.) _____

This policy was reviewed on _____ (date)

continue as necessary _____ (date)