



Parental/Carer Involvement Policy (Revised 4th November 2024)

Working in conjunction with the Early Years Foundation Stage Statutory Framework (EYFS).

Quality and Consistency.

A Secure Foundation.

Partnership Working.

Equality of Opportunity.

Unique Child Positive Partnerships Enabling Environment Learning and Developing

Introduction

At Ladybirds Preschool we believe that children benefit most from early years education and care when parents/carers and settings work together in partnership. Our aim is to support parents/carers as their children's first and most important educators by involving them in their children's education and in the full life of the preschool. We also aim to support parents/carers in their own continuing education and personal development. Some parents/carers are less well represented in early years' settings; these include fathers, parents/carers who live apart from their children, but who still play a part in their lives, as well as working parents/carers. In carrying out the following procedures, we will ensure that all parents/carers are included. When we refer to 'parents/carers', 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/carers are made to feel welcome in our preschool; they are greeted appropriately and where possible they are welcome to come into the setting.
- We have a means to ensure all parents/carers are included - that may mean that we have different strategies for involving fathers, or parents/carers who work or live apart from their children.
- We make every effort to accommodate parents/carers who have a disability or impairment.
- We consult with all parents/carers to find out what works best for them.
- We ensure on-going dialogue with parents/carers to improve our knowledge of the

needs of their children and to support their families.

- We inform all parents/carers about how the preschool is run and its policies, through access to written information and through regular informal communication, including our Safeguarding Children 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 preschool. 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/carer 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.
- The expectations that we make on parents/carers are made clear at the point of registration.
- We make clear our expectation that parents/carers will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents/carers' views regarding changes in the delivery of our service.
- Parents/carers are actively encouraged to participate in decision making processes according to the structure in place within our preschool.
- We encourage parents/carers to become involved in the social and cultural life of the setting and actively contribute to it.
- We provide sufficient opportunities for parents/carers to share necessary information with staff and this is recorded and stored to protect confidentiality.
- We meet regularly with parents/carers to discuss their child's progress and to share concerns if they arise.
- Where applicable, we work with parents/carers to carry out an agreed plan to support special educational needs.
- Where applicable, we work with parents/carers to carry out any agreed tasks where a Protection Plan is in place for a child.
- We involve parents/carers in the shared record keeping about their children - either formally or informally – and ensure parents/carers have access to their children's written developmental records.

- We provide opportunities for parents/carers to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform parents/carers about relevant conferences, workshops and training.
- We consult with parents/carers about the times of meetings to avoid excluding anyone.
- We hold meetings that are accessible and appropriate for all.
- We welcome the contributions of parents/carers; in whatever form these may take.
- We inform all parents/carers of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents/carers have access to our written complaints' procedure.
- We provide opportunities for parents/carers 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/carers 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/carers and staff in learning about children's learning.

Other Related Policies & Procedures

The following policies provide additional information regarding the safeguarding and welfare of the children in our care:

- *Acceptable Use Policy*
- *Administration of Medicines*
- *Admissions*
- *Adverse Weather*
- *Anti-Bullying*
- *Children's Records Policy*
- *Children's Rights & Entitlement Policy*
- *Committee Policy*
- *Complaints*
- *Confidentiality & Client Access Policy*
- *Critical Incident Policy*
- *Daily Running Policy*
- *Diversity & Equality Policy*

- *Emergency Closure Policy*
- *Environmental Policy*
- *E-Safety Policy*
- *EYPP (Early Years Pupil Premium)*
- *Fees, Charges, Non-Payment Policy*
- *Financial Reserves Policy*
- *Fire Safety & Emergency Evacuation Policy*
- *First Aid Policy*
- *Food & Drink Policy*
- *GDPR Policy*
- *Infection Control Policy*
- *Information Sharing Policy*
- *Jewellery Policy*
- *Key Person & Settling in Policy*
- *LADO Policy*
- *Lockdown Policy*
- *Looked After Children Policy*
- *Managing Children and Staff with Allergies Policy*
- *Mobile, Camera & Social Media Policy*
- *Nappy Changing Policy*
- *No Smoking Policy*
- *Outings & Visits Policy*
- *Parents, Alcohol & Drugs Policy*
- *Photography & Video Policy*
- *Physical Contact & Handling Policy*
- *Positive Behaviour Policy*
- *Prevent & British Values Policy*
- *Provider Records Policy*
- *Recording & Reporting of Accidents & Incidents Policy*

- *Safeguarding Policy*
- *Special Education Needs & Inclusion Policy*
- *Staffing & Volunteers Policy*
- *Student Placement Policy*
- *Suitable Persons Policy*
- *Toileting Policy*
- *Transfer of Records Policy*
- *Uncollected or Lost Children Policy*
- *Usage, Storage & Retention Policy*
- *Vaccination Policy*
- *Working in Partnership Policy*
- *Working from Home*

This policy will be monitored and evaluated at committee meetings. It will be reviewed bi-annually and unless new legislation or an incident occurs which requires an immediate review of this policy

November 2024

Review Date: November 2026

This policy was adopted by the committee on 15/11/2024

Signed: *Jean De Garis*_____

Reviewed Date:

Signature:

Amendments: