

Partnerships - 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 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.
- 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 are not living 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 all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to that child's person, property. (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance's *Child Protection Record* publication.)

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive Practice	2.1 Respecting each other	3.2 Supporting every child	
1.4 Health and well-being	2.2 Parents as Partners		
	2.3 Supporting Learning		
	2.4 Key person		

Procedures

We inform all parents on a regular basis about their children's progress.

We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's developmental records.

We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.

We inform 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 an additional language is needed.

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 check to ensure these are understood. All parents have access to a written complaints procedure.

April 2011 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.