Busy Fingers

**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. 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 that 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 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; they are greeted appropriately.
* We make every effort to accommodate parents who have a disability or impairment.
* We consult with all parents to find out 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 setting is run and its policies, through access to written information, including our Safeguarding *Children and Child Protection* policy and our responsibilities under the Prevent Duty, and through regular informal communication.
* Information about a child and his or her family is kept confidential within our setting. We provide parents with a privacy notice that details how and why we process their 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 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.
* We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
* We seek parents’ views regarding changes in the delivery of our service.
* As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
* We provide enough opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
* Our key persons meet with parents to discuss their child’s progress and to share concerns if they arise.
* Where applicable, our setting manager, SENco and key persons work with parents to carry out an agreed plan to support special educational needs.
* 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 setting.
* We support families to be involved in activities that promote their own learning and well-being; informing parents about relevant conferences, workshops and training.
* 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 English is an additional language; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
* 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 we check to ensure these are understood. All parents have access to our written complaints procedure.
* We send home a regular newsletter with up to date and relevant information which will sometimes include an optional activity to do at home.
* We have a range of ‘Busy Bags’ available for children to take home to complete with their parents.

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.

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| --- | --- |
| This policy was adopted by |  |
| On (date) |  |
| Date to be reviewed |  |
| Signed on behalf of the provider |  |
| Name of signatory |  |
| Role of signatory |  |

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

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