



## 17. Parental Involvement Policy

### Aims of Policy

Parents and guardians, with the support in many cases of wider family, including grandparents, are the first educators of their young children. The aim of Seer Green Pre-School is to support their essential work, not to supplant them. 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 and guardians are included, and are happy to provide wider family support where appropriate.

By '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 adoptive parents.

### Policy

We will:

- Make all new parents and guardians aware of the Pre-School's systems and policies.
- Encourage parents and guardians on an individual basis to play an active part in the management of the group and help with fundraising.
- Ensure that parents and guardians have regular opportunities to discuss their child's progress. At Seer Green Pre-School we operate an open door policy and welcome parents and guardians into the Pre-School Room where possible. We also use tapestry to provide ongoing dialogue between parents and guardians and the Key Person. This allows us to improve our knowledge of the needs of their children and to support the families.
- Provide Facebook updates via a private Facebook group, to provide information for parents and guardians who are not dropping or collecting their children.
- Ensure that all parents and guardians have opportunities to contribute from their own skills, knowledge and interests to the activities of the group. We often ask for those with a job that may be of interest to the children to come in and discuss it with the children.
- Involve parents and guardians in shared record keeping about their own child, either formally or informally. Parents and guardians receive regular feedback via tapestry, their child's Online Learning Journal, and they can also upload their own thoughts, comments and questions. Reporting (verbal and written) is also provided to parents and guardians by the Key Person, and we also hold one-to-one parents evenings between the parents and guardians and the Key Person in February for the older children and at the end of the year for the younger children.
- Support parents and guardians if they wish to initiate an informal discussion with the Key Person.
- Arrange a meeting between the child's Key Person and the child's parents / guardians approximately 6 weeks after a child starts to discuss how they have settled.
- Ensure that all parents and guardians are fully informed about meetings, conferences, workshops and training.
- Hold meetings in venues which are accessible and appropriate for all.
- Welcome the contributions of parents and guardians, whatever form these may take.
- Make known to all parents and guardians the systems for registering queries, complaints or suggestions. We provide an online Starter Booklet online which can be used as a reference booklet about all the things we do at Seer Green Pre-School.

- Provide opportunities for parents and guardians to learn about the Pre-School curriculum and about young children's learning in Pre-School and at home. Our Facebook page details any group activities which the children have engaged in and is updated most days so parents can interact with their children about their day.
- We also encourage regular help from parents and guardians/grandparents in the form of cooking, gardening, computing and general work in the room. For those parents and guardians/grandparents that are involved on a regular basis, there is a separate policy regarding their involvement and to promote appropriate behaviours in the room.

In compliance with the Welfare Requirements, the following documentation is in place:

- An admissions' policy - 'Admissions Policy' (Policy 2);
- A complaints' procedure - 'Safeguarding Children Policy - Complaints Procedure' (Policy 24);
- A record of complaints; and
- Developmental records of children.

As with all the policies for Seer Green Pre-School, the Operational Plan should be referred to for the specific details of day to day operations of the Pre-School. In addition, any issues which arise in the course of a child's time with the Pre-School and that are related to a child's health and wellbeing, parent's or staff's concern, or the overall care and safety of our children, staff, parents and equipment will be dealt with in a professional and confidential manner in order to arrive at an appropriate outcome.

This policy was adopted on (date) \_\_\_\_\_

Signed on behalf of Seer Green Pre-School (Committee Chairperson) \_\_\_\_\_

This policy was reviewed as indicated below:

*2007 created*

*2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016 reviewed and updated as required*

*July-Nov 2017 reviewed and updated*

*June-July 2018 reviewed and updated*

*May 2019 reviewed and updated*

*June 2020 reviewed and updated*

*June 2021 reviewed and updated*

### **UNCRC related article:**

#### **Number 9**

Children must not be separated from their parents unless it is in their best interests (for example, if a parent is hurting a child). Children whose parents have separated have the right to stay in contact with both parents unless this might hurt the child.