

**WORKING IN PARTNERSHIP WITH PARENTS AND CARERS POLICY**

*Stonham Aspal Pre-school values parents/carers as those with the most knowledge of their child. The aim of the Pre-School is to be welcoming and approachable and to work together with parents/carers to enhance children’s learning and development.*

*We promote inclusion and support children in learning a healthy respect for similarities and differences.*

**The key person relationship**

* This relationship often begins with the parents/carers before a child starts their time at Pre-School with a home visit. Time is spent settling the child and getting to know each other. The Pre-School is flexible over the time that is taken to settle a child, responding to their needs and circumstances. The key person will help the child and the parent/carer manage all the transitions they make during their time at Pre-School (please refer to Settling in and Transitions Policy).
* Each family will have a Key Person working in Pre-School with their child. The Pre-School respects the many forms that ‘family’ may take and the key person will seek to understand who has responsibility for the care of the child and work with them. Where the home care of a child is shared or the child is ‘looked after’ the key persons will establish who they are able to share information with.
* There will be a second (back-up) key person to support the child if/when their regular key person is away.
* The key person will make time to listen to parents/carers and discuss any concerns they may have.
* Parents/carers have the opportunity to meet with their key person regularly, outside normal pre-school hours if necessary.
* We have an open-door policy which enables staff to meet with parents/carers at a convenient time for them both.
* Key persons will support parents/carers understanding of how children learn and develop through play including the value of the outdoor provision and how the setting develops early literacy skills. Parents/carers are given a Parent’s Guide to the Early Years Foundation Stage on their initial visit and a copy of “What to expect, When?” a Guidance to a child’s learning and development in the Early Years Foundation Stage.
* Key persons involve parents/carers in the completion of ‘The Learning Journey’ which is the child’s record of development and progress made during their time at Pre-School. This is done online using Tapestry. Parents/carers have free and continuous access to developmental records for their child.
* If a parent/carer is unable to visit Pre-School on a daily basis then their key person will ensure that they keep in touch with phone calls, diaries and E Mails.
* A two way diary system can be set up if the main parent/carer is unavailable to visit Pre-School on a daily basis.
* Children will only be released to individuals named by the parent/carer unless notification has been received by the setting. A password will be put in place if the child’s regular parent/carer cannot pick the child up on a particular day if the adult collecting the child is unknown to Pre-School staff.
* The key person will offer families support if they are experiencing emotionally challenging events such as bereavement, separation or a new baby. Key persons will support the child and their family by listening, talking and remaining sensitive to their needs. We can also access resources and advice from the local children’s centre and Family Information Service.
* Children can bring an item from home that will comfort them and visual timetables will be used to reassure them about routine.
* Key persons will work with the family to ensure that a consistent message is being given to the child.
* Consideration will always be given to maintaining the privacy and confidentiality of families both in record keeping and in conversations between members of staff and parents/carers (refer to Confidentiality Policy).

**Becoming a part of Pre-School**

* Information about Pre-School is available to parents and carers through the policies, prospectus, notice board, newsletters, Facebook and our website. (www.stonhamaspalpreschool.org.uk) Parents/carers can also access information through the Suffolk Families Information Service. (www.suffolk.gov.uk/family)
* Each family has an introduction to begin building relationships with staff and to become familiar with the layout and the routine. Staff will guide new parents/carers through the ‘Parent Pack’ which contains essential information with regard to all aspects of Pre-School life.
* Parents/carers are required to provide Pre-School with the names of the people with parental responsibility for the child or those who have legal contact as well as emergency contact numbers, the child’s special dietary requirements, preferences, food allergies, or special health requirements.
* Parental permission will be requested upon registration to seek any necessary emergency medical advice or treatment in the future. Parents/carers are required to provide written permission for each and every medicine before they can be given by a member of staff at Pre-School; they will be informed and sign the medication record at the end of each session that the medicine has been administered.
* Parental permission will be sought before taking children on outings. Parents/carers are asked to sign a paragraph on the registration document giving members of staff permission to take children onto the Primary School premises including the playing field. Appropriate adult to child ratios will always be maintained.
* Parents/carers are made aware of the system for registering a complaint. A summary of The Complaints Procedure and the Ofsted contact details are always displayed on the Pre-School notice board.
* Parents/carers meetings and open days will be advertised widely using letters, agendas, the notice board, e-mail and the website. Some of the meetings take place in the evening and some in the day time in order to help all parents/carers gain access to the Pre-School and meet their key person.
* Social events are held regularly to bring parents/carers together. These events are held in venues that are accessible and appropriate for all.
* Parents/carers are invited to take part in fundraising events to raise money for resources and special events for the children.

**Parents/carers spending time in Pre-School**

* Parents/carers (mums, dads, grandparents etc) are welcome to visit Pre-School to join the children in play and to share any skills, knowledge and interests they have. This may lead to parents/carers developing skills to work with young children and going on to access training. Anyone visiting Pre-School to spend time with the children will be asked if they have had a caution or conviction involving the harming of children. They will be asked to sign a form to say they are suitable to work with children.
* Parents/carers are invited to attend outings and visits to share the experience with their child, the staff and other parents.
* Parents/carers are asked not to take photographs using their own camera/mobile phone camera whilst at Pre-School. Photographs may only be taken at events such as the Christmas Performance when all parents’ consent will be sought (see photo and filming policy). Any parent/carer visiting pre-school will have to put their mobile phone/camera in the office and sign it in and out.

**Extending the parent’s role**

* Parents/carers have the opportunity to join the management committee and have an active part in the running of Pre-School.
* Parents/carers are invited to comment on policies and their views are collated, discussed and included when policies are reviewed.
* Parents/carers are offered training opportunities if they express an interest.
* Childcare training opportunities and parenting guidance are posted on the notice board and parenting information is available in the entrance hall.

**Welcoming Diversity**

(Also see Equality and Diversity Policy and Special Educational Needs and Disability Policy)

* The Pre-School displays posters, books and play resources to show our positive attitude to disability and to social, cultural and ethnic diversity.
* Staff will work together with families who use English as an additional language. Members of staff will learn greetings and key words/phrases in the family’s home language and use photographs and symbol cards to support communication between parents/carers and staff.
* If a child has additional needs the Pre-School’s Special Educational Needs Coordinator, Siobhan Morley, and the key person will work closely with parents/carers to ensure that the child’s needs are met.

**Links into other Policies**

Admissions

Behaviour Management

Complaints

Confidentiality

Documentation

Equality and Diversity

Health and Safety

GDPR 2018

Late Collection of Children

Payment of Fees

Photography and Filming

Pre-school Trips

Safeguarding Children

Settling in/Transition

Special Educational Needs

Staffing and Employment

The Learning Environment

Visitors to Pre-school

**Responsibility:**

* Stonham Aspal Pre-School will ensure that all staff, parents/carers, volunteers and others involved in its work will follow and implement this policy.
* The managerial responsibility for this policy will lie with the Stonham Aspal Pre-School management committee and staff team.
* This Working in Partnership with Parents Policy will be evaluated and reviewed by the management committee. Staff contribute on an annual basis and parents/carers will also be invited to contribute.
* We will listen to children’s points of view and consider this when making and reviewing policies.

**This Working in Partnership with Parents Policy was adopted/reviewed at a meeting of the Stonham Aspal Pre-School Committee:**

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| **Date** | **June 2020** |
| **To be reviewed again by:** | **June 2021** |
| **Chairperson signature** |  |
| **Pre-School Managers signature** |  |