

POLLYANNA PRE-SCHOOL PARENT PARTNERSHIP POLICY

Statement of Intent

We believe that children benefit most from early year's education and care when parents and settings work together in partnership. 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 and adoptive parents and carers or guardians.

'Parental responsibility' is defined as all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.

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 year's 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.

Procedure:

- We operate an open-door policy.
- We try to ensure all parents are included.
- We consult with parents to find out what works best for them.
- We are committed to 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 and through regular informal communication.
- We encourage and support parents to play an active part in the governance and management of the setting.
- We inform all parents on a regular basis about their child's progress with 2 parents evenings spread through the year, a yearly report and informal discussions with keyworkers.
- 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 meetings.
- We welcome the contributions of parents; in whatever form these may take.
- We encourage parent feedback via surveys at different points during the year.
- We inform all parents of the systems for registering queries, complaints or suggestions in the Parent Handbook. Parents/carers attending the setting have access to our written complaints policy.
- 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 through our newsletter and noticeboard. Information about the EYFS is sent out when a child starts at Pollyanna.
- We provide each child with a keyworker, who gives parents/carers and children a vital link from the home to pre-school. The keyworker will aid the child and the parent/carer in the settling in process and will monitor their key child's progress throughout the time they spend with us.



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Review and Approval

This policy was adopted on: _____

Signed by Management Committee: _____ 

Print Name: _____ **Carl Sautereau** _____

Date of Renewal: ___September 2024_____