
SAINT NICHOLAS SCHOOL

PARENTAL INVOLVEMENT POLICY

Note: This policy applies to all sections of the school including EYFS

Reviewed January 2015

Review Date January 2017

1. INTRODUCTION

Saint Nicholas School believes that children benefit most 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; 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. We 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'.

1.1 Principles

Parents are made to feel welcome at the school; they are greeted appropriately, there is adult seating and provision for refreshment. To ensure a successful relationship between the school and parents we:

- ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- have a means to ensure all parents are included - that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
- make every effort to accommodate parents who have a disability or impairment.
- consult with all parents to find out what works best for them.
- seek 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.
- encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- aim to be flexible to meet the needs of parents without compromising the needs of children.
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1.2 Keeping parents informed

We inform all parents about how the setting is run and its policies, through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.

Information about a child and his or her family is kept confidential. 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.

We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality. 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.

1.3 Parental expectations

The expectations that we make on parents are made clear at the point of registration. We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.

2. INVOLVEMENT IN EYFS

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.

Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise. Where applicable, our key persons work with parents to

- carry out an agreed plan to support special educational needs.
- carry out any agreed tasks where a Protection Plan is in place for a child.

2.1 Taking an active role

We welcome the contributions of parents, in whatever form these may take. 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.

There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping out or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children's learning. We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.