

# **Happy Valley Pre-School Ltd**

## **Parents as Partners Policy**

### **Aim**

We aim to work in partnership with parents based on establishing trusting and respectful relationships with a two-way flow of communication to meet the child's needs and achieve the best possible outcomes for all.

In the EYFS, working in partnership with parents is a key principle of effective practice.

### **Implementation**

- We welcome and value all our parents and children.

We recognise the important role of parents and the expertise that parents and staff bring and, together, we can enhance the child's learning.

- To have in place clear systems for ongoing dialogue based on a two-way flow of communication
  - Informal / formal conversations at the beginning / end of the day;
  - During the settling-in period;
  - The use of home-message books if we do not see main carer on a regular basis
  - E-mails/texting service
  - Confidentiality and privacy is upheld (see Confidentiality procedure)
- To make sure information is accessible to parents, e.g. parents with EAL.
- Before the children start, we obtain relevant admission forms. We ensure all the information is kept up to date.
- We hold a Parents induction days with parents/carers before their child is admitted. This provides a time to explain our policies and procedures. These are also accessible via the Parents Notice Board and website.
- Prior to admission we arrange an introductory visit for the child to attend with their parents. Welcome packs are given. We develop relationships with parents through our induction / settling in period.
- We ask parents to complete an 'All About Me' booklet to provide information about the child and their family.

- We operate a key-person approach to establish close relationships with the parent and child, talking openly with parents to meet the needs of the child (see Settling in policy) and to pass on information about home, new interests or share concerns.
- We actively seek parental contributions to the assessment process, including contributions to the child's learning journey, which we update them on their child's progress once a term to build up a picture of what the child is learning.
- We hold parent's meetings once a term to discuss their child's progress and next steps We hold these in the day as well as evening sessions to make sure we meet our parent needs.
- We provide reports on the child's progress i.e. 2 years report and the end of years report.
- By working closely with parents, we can identify and support those children who have specific needs, or those who are disadvantaged. If a child is recognised as needing additional support in the setting, parents are consulted throughout the process.
- We welcome parents to volunteer in the setting such as helping out, on school outings or helping out in our literacy and numeracy groups.
- Parents and pupils are asked to sign the home-school agreement every school year and adhere to the Schools policies and procedures throughout their time at the Pre-school.
- We actively seek parental views, for example through questionnaires. If a parent raises a concern or complaint, the complaint procedure is followed. (see Complaint procedure policy)

**This policy was reviewed and checked on:**

**February 2020**

**Signed on behalf of the Pre-School:**

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**(Pre-School Director)**

**Next Review:**

**February 2021**

**Reviewed:**

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**Signed on behalf of the Pre-School:**

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**(Pre-School Director)**

**Next Review:**

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