

PARENT/CARER PARTICIPATION POLICY

RATIONALE

At Killermont Primary Nursery Class, we recognise the vital role that parents/carers play and highly value the partnership between parents/carers, children and our staff. Parents/carers are the first and ongoing educators of their own children and are welcomed as active participants in the life of the nursery. Children do better and achieve more when their parents/carers are involved. They develop a greater sense of wellbeing when their parents/carers develop positive relationships with staff.

AIM

The aim of Killermont Primary Nursery Class is to build positive relationships between children, parents/carers and staff and to work in partnership with all parties involved in the individual children's care and education. We aim to involve parents, carers and other members of the community and to ensure that regular, effective communication takes place, so that all interested parties are kept informed of matters relating to the children and the life of the nursery in general.

OUTCOMES

- Parents and carers are welcomed as active participants in the life of the nursery
- Parents, carers and children are encouraged to express their views on matters relating to the children and the nursery in general
- Parents/carers and members of the community contribute towards the children's learning
- An active Parent Council /PTA plays a vital role in the life of the nursery
- Children and staff benefit from parents' knowledge and skills
- Children appear happy and confident when their parents have a positive relationship with staff
- Children and parents are consulted in order to improve their experience within the nursery
- Regular two-way communication keeps all involved aware of key issue relating to the children and the life of the nursery in general

ROLES AND RESPONSIBILITIES:

Senior Staff

- Ensure that all children and families are welcomed and valued as individuals
- Put in place arrangements for parents/carers and other community members to contribute to the children's learning and the life of the nursery
- Consult with parents/carers in order to ensure improvements in performance
- Provide regular, accessible and relevant information on matters relating to the life on the nursery and the community
- Put in place arrangements for parents/carers to discuss their children regularly with a member of staff
- Put in place arrangements for meetings of the Parent Council /PTA
- Ensure staff are fully aware of and implement current local authority and national guidelines on Parental Involvement
- Provide advice and training for early years staff as required

Staff

- Play an active role in communicating with parents, both informally and during more formal meetings
- Provide regular information about the children's experiences in the nursery and on their progress
- Consult with parents to take account of their knowledge and views of their individual children
- Involve parents/carers in setting learning goals for their children
- Share information on how parents can support their children's learning at home
- Are aware of and implement current local authority policies and national guidelines

RESOURCES

Parents as Partners in their children's learning, Scottish Executive Education Department 2006

CROSS-REFERENCES:

The Child at the Centre	2.2, 5.7
National Care Standards	7.4,7.6

In our centre responsibility for implementing this policy is:	Staff Policy Group (SMT and designated staff)
First Draft	Date: April 2010
Consultation with Early Years Community	Date: April 2010
The policy was created on:	Date: May 2010
The policy was reviewed on:	Date: 5 November 2015
Due for review on (not more than 3 years):	Date: 2018/19

PARENTAL/CARER PARTICIPATION: ADDITIONAL GUIDELINES

In Killermont Nursery children, parents and members of the community are involved in a number of ways:

Parents/Carers:**Emotional Wellbeing:**

1. Parents and children are given an opportunity to visit the nursery prior to their child starting.
2. Parents and carers play an active role in settling new children. Procedures are in place for a flexible, adaptable approach to meet individual needs.
3. A policy is in place for transition from home to nursery and nursery to school.
4. Regular and up to date information is provided in a variety of formats, including written and face to face.
5. Parents share information about their child to help staff to plan to meet their individual needs.
6. Parents are consulted about issues of emotional wellbeing and involvement. Their comments and suggestions help to shape our policies and practice.
7. Child Protection is highlighted in information to parents. Parents are consulted on general issues to do with Child Protection.
8. Daily contact with parents facilitates the building of positive relationships between parents, children and staff.

Children's Learning and Development:

1. Curricular leaflets for children's learning are provided, including ideas for supporting children's learning at home and in the community.
2. Parents are invited to contribute to shared planning for their children's learning.
3. Parent Workshops are held to share information about the curriculum and aspects of child development. Parents have the opportunity to visit the playrooms and discuss with staff how learning is supported at all stages.
4. Parents are encouraged to view their children's profiles regularly, to share information about their learning and development.
5. Parents are encouraged to contribute to the assessment process by sharing information from home. Parents review their child's Learning Journey regularly.
6. Parents and carers are invited to share their knowledge, skills and expertise to support children's learning and developing awareness of enterprise.
7. Information is provided on a wide variety of topics relating to child development and parents' role in this.
8. Parents are consulted about Health Promotion. Information and displays are provided on a range of health issues, including diet.

Additional Support Needs:

1. Parents of children with Additional Support Needs play an active role in Team Around the Child Meetings.
2. A range of support services, including a Home Partnership Worker, is available to meet individual needs.
3. Trained staff deliver the Triple P Parenting programme.
4. Information is provided in a variety of formats to meet the needs of parents with Additional Support Needs.

Community Involvement:

1. Parents accompany children on visits within the local and wider community.
2. All parents are invited to participate in the Parent Council, PTA and nursery committees. Regular meetings are held.
3. The Parent Council share information through their notice board and through newsletters.
4. A programme of social and fundraising events is organised by the PTA.
5. Parents are consulted about resources to support their children's interests and development.

Nursery Ethos

1. We implement an equal opportunities policy to ensure that all are welcomed and issues are dealt with fairly.
2. Parents are consulted as part of the ongoing process of self-evaluation of the centre.
3. Slips are provided on the nursery newsletter for parents to make comments or suggestions.
4. A comment box is available in nursery.

Members of the Community:

1. Members of the community are invited to participate in the Eco Committee.
2. Local Street Crossing Patrol Officers discuss their role and help develop children's awareness of road safety. The Fire Service visit the children annually as part of their learning.
3. The Community Police Officer plays an active role in supporting good citizenship.
4. Members of the community are invited to nursery events.
5. Children make good use of local resources, including visits to local shops, parks etc.
6. Pupils from local high schools participate in a Work Experience programme within the nursery.
7. Representatives from the nursery attend Pre-school/Primary Liaison group meetings.
8. Liaison with local schools is further supported by exchange visits of children/young people and staff. Joint projects are developed between the nursery and local schools.