

## Parents and Carers as Partners Policy

At Sunny Days we believe that parents and staff need to work together in a close partnership in order for children to receive the quality of care and early learning to meet their individual needs. We welcome parents as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner to be an integral part of the care and early learning team within the setting. Our policy is to:


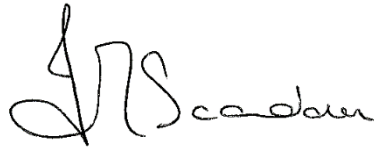
- Recognise and support parents as their child's first and most important educators and to welcome them into the life of the setting
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- Welcome all parents into the setting at any time
- Welcome nursing mothers. The setting will make available a private area whenever needed to offer space and privacy to nursing mothers
- Ensure setting documentation and communications can be provided in different formats to suit each parent's needs
- Ensure that all parents are aware of the setting's policies and practices. A detailed parent prospectus will be provided, and a limited numbers policy documents will be available to parents on the setting website – if requested a full set of policies will be sent via email
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Support parents in their own continuing education and personal development including helping them to develop their parenting skills and inform them of relevant conferences, workshops and training
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days, parents' evenings or individual meetings
- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through regularly distributed newsletters, emails and the setting website/social media
- Operate a key person system to enable parents to establish a close working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in setting and at home. Parents are given the name of the key person of their child and their role when the child starts
- Inform parents on a regular basis about their child's progress and involve them in shared record keeping using E-Learning Journals. Parents' evenings will be held at least twice a year where possible. The setting will consult with parents about the times of meetings to avoid excluding anyone

- Actively encourage parents to contribute to children’s learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs or in written form
- Agree the best communication method with parents e.g. email, face-to-face, telephone and share information about the child’s day, e.g. food eaten, activities, sleep times etc.
- Consider and discuss all suggestions from parents concerning the care and early learning of their child and setting operation
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the setting
- Inform all parents of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents
- Make sure all parents have access to our written complaints practice
- Share information about the Early Years Foundation Stage, young children's learning in the setting, how parents can further support learning at home and where they can access further information
- Provide a written contract between the parent(s) and the setting regarding conditions of acceptance and arrangements for payment
- Respect the family’s religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so
- Inform parents how the setting supports children with special educational needs and disabilities
- Find out the needs and expectations of parents. We will do this through regular feedback via questionnaires, suggestion system and encouraging parents to review working practices. We will evaluate any responses and use these to promote setting practice, policy and staff development.

In the unlikely event that a parent starts to act in an aggressive or abusive way at the setting, our policy is to:

- Direct the parent away from the children and into a private area such as the office (where appropriate)
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children
- Act in a calm and professional way, ask the parent to calm down and make it clear that we do not tolerate aggressive or abusive language or behaviour
- Contact the police if the behaviour escalates

- Once the parent calms down, the member of staff will then listen to their concerns and respond appropriately
- An incident form will be completed detailing the time, reason and action taken
- Management will provide any support and reassurance that staff may need following the experience, and seek further support where necessary
- Management will also signpost parents to further support where applicable.

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Final version signed off by:	 Aimee Scadden - Operations Manager	 Joy Scadden - Director
Date of Next Review:	4 <sup>th</sup> March 2027 or sooner if required	
Review to be undertaken by:	Aimee Scadden	