



**Ivington C of E  
Primary and  
Pre-school**

*Reaching together with the Fruit of the  
Spirit (Galatians 5:22-23)*

**Early Year's Parent  
Partnership's Policy**

# Approval of the Governing Body

This document is a statement of the aims, principles, and strategies for:

## **Parent Partnerships Policy**

At

## **Ivington C.E. (VA) Primary and Pre-school.**

It was revised during the:

**Summer Term 2024**

It has been agreed and is supported by the teaching staff and the governing body.

We aim to review this policy during the:

**Summer Term 2027**

Or sooner if necessary.



**Linking with our Vision – Reaching together with Love, Joy and Peace  
(Galatians 5:22-23)**

**To provide a caring, Christian ethos for the school, which inspires and excites a shared enthusiasm for life and learning.**

At Ivington CE Primary and Pre-school, through our strong Christian ethos and focus on nine important Christian values, we are committed to providing a deeply nourishing, spiritual, ambitious, and broad curriculum.

Our motto, 'Reaching together' underpins our belief in equality of opportunity for all, where we actively endeavour to promote understanding and appreciation of our diverse society and give each child a special place in the world where they feel valued, essential to our community and equipped with the necessary skills to make a positive contribution.

We perceive our role to be opening a 'Window on the World', through which our pupils are actively encouraged to develop respect for the beliefs and cultures which enrich their everyday lives and encourage others to do likewise.

We strive to eliminate inequality through our deep Christian ethos of respect and understanding of all groups in society, which ensures that everyone at Ivington will be treated fairly despite his or her creed, colour, disability, or gender.

More details are available in our Inclusion, Racial Equality and Equal Opportunities policies.

The health, safety, and welfare of all the people who work or learn at our school are therefore of fundamental importance. We aim to provide a safe, secure, and pleasant working environment for everyone. The governing body, along with the LA, takes responsibility for protecting the health, safety and welfare of all children and members of staff.

## **Working in partnership with parents and other agencies**

### **Aim**

We actively promote partnership with parents and recognise the importance of working in partnership with other agencies to promote the well-being of children and their families. This includes signposting parents to support as appropriate.

### **Objectives**

We believe that parents are children's first and most enduring educators and our practice aims to involve and consult parents on all aspects of their child's well-being.

We also recognise the important role parents play in the day-to-day organisation of the provision.

### **We consider parents views and expectations and will give the opportunity to be involved in the following ways:**

- Sharing information about their child's needs, likes, achievements and interests through 'all about me' profile.
- Helping with settling in their child to the agreed plan according to our admissions and settling in policy and procedure.
- Taking part in children's activities and outings.
- Contributing with ideas or resources as appropriate to enhance the curriculum of the setting.
- Taking part in early learning projects, sharing with practitioners' knowledge and insights about their child's learning.
- Contributing to assessment with information, photos and stories that illustrate how their child is learning within the home environment, contributing to Tapestry, taking part in day-to-day family activities.
- Taking part in planning, preparing, or simply participating in social activities organised within the setting.
- Taking part in surveys and questionnaires encouraging the democratic participation of parents in discussions about the day-to-day organisation of the

setting, consulting about new developments and other matters as they arise.

- Ofsted and setting contact details are displayed on the school website, for those who have a complaint that cannot be resolved with the setting manager in the first instance, or where a parent is concerned that the EYFS standards are not being maintained.

### **Partnership and signposting to other agencies**

We are committed to ensuring effective partnership with other agencies including:

- Local authority early years services about the EYFS, training and staff development.
- Social welfare departments regarding children in need and children who need safeguarding or for whom a child protection plan is in place.
- Child development networks and health professionals to support children with disabilities and special needs.
- Local community organisations and other childcare providers.
- Ofsted and setting contact details are made available to other agencies who have a complaint that cannot be resolved with the Setting Manager in the first instance, or where a parent is concerned that the EYFS welfare standards are not being maintained.

### **Procedure: Working in partnership with parents and other agencies**

We believe that families are central in all services we provide for young children. They are involved in all aspects of their child's care; their views are actively sought, and they are actively involved in the running of the setting in various ways.

We work in partnership with local and national agencies to promote the well-being of all children.

### **Families**

- Parents are provided with written information about the setting, including the setting's safeguarding actions and responsibilities under the Prevent Duty.

- Parents are made to feel welcome in the setting; they are greeted appropriately, there is adult seating and provision for refreshment when appropriate.
- When we refer to parents, we refer to people with parental responsibility. One parent may be the usual main contact, but we will seek to work sensitively and inclusively with parents who have less contact with the nursery such as working parents or parents who do not live with their children.

**We have flexible strategies to accommodate this.**

- Every effort is made to accommodate parents who have a disability or impairment.
- The expectations we make on parents are made clear at the point of registration.
- There is a clear expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- There is sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Key persons support parents in their role as the child's first and most enduring educators.
- Key persons regularly share the child's progress with parents and share concerns if they arise. Parents are invited to also share their child's progress and concerns with us.
- Key persons/ SENCO work with parents to carry out an agreed plan to support a child's special educational needs.
- The Designated Safeguarding Leads work with parents to carry out any agreed tasks where a child protection plan is in place.
- Parents are involved in the social and cultural life of the setting and actively contribute.
- As far as possible the service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- Parents are involved in regular assessment of their child's progress, including the progress check at age two and reviews.

- There are effective means for communicating with parents on all relevant matters and a Complaints policy and procedure for parents and service users is referred to when necessary.
- Every effort is made to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
- Information about a child and their family is kept confidential within the setting. 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 their child's development that need to be shared with another agency. Parental permission will be sought unless there are reasons not to, to protect the safety of the child.
- Parental consent is sought to administer medication, take a child for emergency treatment, take a child on an outing, and take photographs for the purposes of record keeping.
- Parents' views are sought regarding changes in the delivery of the service.
- There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping or activities with their child, or through structured projects engaging parents and staff in their child's learning. We encourage parents with any particular skills, training or interest to share them through activities.
- We signpost and share relevant information from other agencies with parents.

### **Agencies**

- We work in partnership or in tandem with local and national agencies to promote the wellbeing of children.
- Policies and procedures are in place for sharing of information about children and families with other agencies. Please see the following policies; confidentiality, recording and sharing information.
- Information shared by other agencies (third party information) is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, individuals are made to feel welcome in the setting and professional roles are respected.

- Staff follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other children during their visit.
- Staff do not casually share information or seek informal advice about any named child/family.
- We consult with and signpost to local and national agencies who offer a wealth of advice and information promoting staff understanding of issues facing them in their work and who can provide support and information for families. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education. Schools
- We work in partnership with local schools to assist children's transition. Please see the Early years record transfer policy.
- The setting manager actively seeks to forge partnership with local schools with the aim of sharing best practice and creating a consistent approach.