

General Welfare Requirement: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

Partnership

4.6 Parental involvement

Policy Statement for St Joseph's Pre-school

We believe that children benefit most from early years education and care when parents and settings work together in partnership. St Joseph's Pre-school adheres to the Early Years Foundation Stage (EYFS) statutory framework¹ which states that "*The EYFS seeks to provide partnership working between practitioners and with parents and/or carer*". We firmly believe that good communication promotes 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 the setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years settings; 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 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 and adoptive parents

However, while positive and collaborative relationships between St Joseph's Pre-school and parents/carers are highly valued, the wishes and feelings of the child remain at the heart of all decision-making, with their best interests guiding our approach. This includes children who are non- or pre-verbal, who may express their experiences through their appearance, behaviour, physical and emotional development, and interactions with trusted adults, such as their key person.

Parental Responsibility

Whilst the law does not define in detail what parental responsibility is, www.gov.uk/parental-rights-responsibilities states that:

'All mothers and most fathers have legal rights and responsibilities as a parent – known as 'parental responsibility'.

If you have parental responsibility, your most important roles are to:

- providing a home for the child;
- protecting and maintaining the child.

You are also responsible for:

- disciplining the child;

¹ [Early Years Foundation Stage](http://www.gov.uk/parental-rights-responsibilities) statutory framework for group and school-based providers (latest version)

- choosing and providing for the child's education;
- agreeing to the child's medical treatment;
- naming the child and agreeing to any change of name; and
- looking after the child's property.'

Parents have to ensure that their child is supported financially, whether they have parental responsibility or not.'

For more information visit www.gov.uk.

Anti-bullying

St Joseph's Pre-school takes bullying very seriously and we require our parents/carers to:

- contact the Lead Practitioner if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying;
- have a responsibility to actively support the Pre-school's anti-bullying policy² and actively encourage their child to be a positive member of the setting;
- support the Pre-school's ethos and are expected to help develop their child's social skills;
- stress the importance of good social behaviour to their children;
- report any concern to the Pre-school;
- discuss with their child the importance of good behaviour in Pre-school.

For more information please see 1.2 Safeguarding Children and Child Protection and 1.15 Achieving Positive Behaviour. Both these documents can be found on the Pre-school's website (www.st-josephs-preschool-nympsfield.co.uk).

In addition, St Joseph's Pre-school has a legal responsibility to provide a comfortable, safe and happy environment for all of the children and staff, in which the rights of the children are considered at all times. To this end, the Pre-school's "Parent, Carer³, Visitor & Professionals Code of Conduct⁴" is a reminder to all about the expected conduct to staff, and Committee members⁵.

Procedures

- We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- 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.
- We encourage and support parents to play an active part in the governance and management of the setting.
- We inform all parents on a regular basis about their children's progress.

² See also Policy 1.15 Achieving Positive Behaviour

³ Including extended family

⁴ See Policy 4.8.1

⁵ There is a separate Code of Conduct (2.2.1) for staff and volunteers. This document reflects the requirements of the Department of Education's statutory guidance for schools and colleges entitled "Keeping Children Safe in Education" (latest version).

- 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.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform parents about relevant conferences, workshops and training. For example, if their child is on the graduated pathway (SEN) or they have expressed that they would like support (eg. Early Help).
- We also signpost parents to relevant websites and links that are known and trusted. This includes [Tiny Happy People](#), which is a BBC recommended programme.
- We consult with parents about the times of meetings/discussions to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- Staff ensure that all materials provided to children, parents, carers, and families are jargon free, developmentally appropriate and in a format that is easily understood.
- Development meetings take place in-person or via teams. Committee meetings take place on Zoom. We do this to ensure accessibility for all parties involved.
- We hold meetings/discussions in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure⁶.
- 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.
- We signpost parents/carers to sources of help and support available locally or through the local authority.
- Parents are expected to support the termly Friday cake raffle and can sign up to baking duties via the Committee.
- Practitioners ask that conversations do not take place at drop off to ease the separation process for the children. We ask instead that conversations take place via email, telephone call or at collection time.

In compliance with the Welfare Requirements, the following documentation is in place:

- Admissions policy and procedure.
- Making and Complaint policy and procedure.
- Record of complaints.
- Developmental records of children.

Further guidance

- [Keeping children safe in education](#) (HMG- latest version)
- Working Together to Safeguard Children (HMG - latest version)
- [Early Years Foundation Stage](#) statutory framework (DfE – latest version)
- [Working Together to Safeguard Children](#) (DfE – latest version)

Associated Policies and Procedures

- 1.2 Safeguarding Children and Child Protection
- 1.10 Making a complaint
- 1.15 Achieving Positive Behaviour

⁶ Via St Joseph's Catholic Primary School's website – [Pre-school section](#)

- 4.4 Role of Key Person in the Setting
- 4.8.1 Parent, Carer, Visitor & Professionals Code of Conduct

Version Number	Author	Purpose of Change	Date
1.0	K Coupe	Reviewed and page numbered	Sept 2014
2.0	Committee	Reviewed and updated	Oct 2016
3.0	K Coupe and N Powers	Reviewed, updated and version controlled	16 January 2020 Committee Meeting
4.0	H Elliott	Reviewed and updated requirements on parents/parents re Anti-bullying	29 April 2021 Committee via email (quorate)
5.0	K Coupe and N Powers	Reviewed and updated as follows <ul style="list-style-type: none"> • Hyperlink to “Further Guidance” document • Inclusion of “Associated Policies and Procedures” section as per EY Safeguarding Audit 2023 s175/157 • reviewed and updated against “Working Together to Safeguard Children” 2023 • Updated to reflect current practices at the setting 	20 December 2023 Committee Member (G Ind)
6.0	K Coupe	Reviewed and updated to include reference to the EYFS and 4.8.1 “Parents, Carers, Visitors & Professionals Code of Conduct”	12 April 2025 Committee Member (S Long)
7.0	K Coupe	Updated in line with “Working together to safeguard children”. Hyperlink included.	10 May 2026 Committee Member (S Long)