



Atherstone Nursery School



Bright Start, Bright Future  
 'Chances to explore, discover  
 and grow'

*'You make the difference, today, tomorrow, together'*

# Family Involvement Policy

Bedworth Heath Nursery School and  
 Atherstone Nursery School & Early Years  
 Teaching Centres

<b>Date initial Policy Written</b>	<b>January 2006</b>		
<b>Approved by Governors</b>			
<b>Revision 1 Due: January 2011</b>	<b>Date completed:</b>	<b>Head teacher</b>	<b>Chair of Governors</b>
	20 <sup>th</sup> January	A King	D Flowers
<b>Revision 2 Due: January 2013</b>	<b>Date:</b>	<b>Head teacher</b>	<b>Chair of Governors</b>
	9 <sup>th</sup> January	A King	D Flowers
<b>Revision 3 Due: January 2015</b>	<b>Date:</b>	<b>Head teacher</b>	<b>Chair of Governors</b>
	15 <sup>th</sup> January	A King	D Wainwright
<b>Revision 4 Due: January 2017</b>	<b>Date:</b>	<b>Head teacher</b>	<b>Chair of Governors</b>
	21 <sup>st</sup> January	A King	D Wainwright
<b>Revision 5 Due: January 2019</b>	<b>Date:</b>	<b>Head teacher</b>	<b>Chair of Governors</b>

## **Family Involvement Policy**

### **1. Statement of Intent**

We believe that children benefit most from Early Years Education and care when families, carers & settings work together in partnership.

### **2. Our Aim**

Our aim is to support parents and carers as their children's first & most important educators by involving them in their children's education and in the full life of the setting.

Our vision statement at Bedworth Heath Nursery School 'You make the difference, Today, Together, Tomorrow' and Atherstone Nursery School's vision of 'Bright start, bright future, chances to explore, discover and grow' includes every user of our Schools. We welcome all families and carers and understand that through supporting the whole family we can best support a child's learning and development

### **3. Approaches - In order to fulfil these aims we use a range of approaches:**

#### **Communication**

- ❖ We are committed to on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families
- ❖ We welcome family members into sessions upon request and for open sessions and workshops
- ❖ Our key worker approach ensures parents and carers can form a 'single' relationship with a member of our team
- ❖ We build positive and open relationships which are non-judgemental and firmly acknowledge the skills and abilities of our families in caring for their children
- ❖ We share information on our notice boards, visually through power point presentations and via our website and social media

#### **Information**

- ❖ 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;
- ❖ We Inform all families and carers about how the setting is run and its' policies through access to written information and through regular informal communication.
- ❖ We issue a regular newsletter, electronically and paperbased and use social media
- ❖ 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 of the school

### **Learning for children and families**

- ❖ We hold learning and progress consultations twice a year, coffee mornings and other social occasions so that we can discuss children's learning and progress at key points in the year
- ❖ 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 actively encourage families to contribute to their child's record or achievement and progress summary
- ❖ We inform parents about relevant workshops and training offered across the School.

### **Contribution to our Setting**

- ❖ We welcome the contributions of parents, in whatever form these may take;
- ❖ We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting

### **Difficult Situations**

- ❖ On occasion when close, or wider family relationships break down we can become caught up in the conflict that arises. On these occasions our responsibility is to the child and our prime concern is their education, safety and well-being. The Governing Body seeks to ensure that the focus of staff time is placed firmly the needs of the child. Where the leadership team or Governors identify that disputes external to the School are impacting upon on the School or its staff they will act in an equitable and consistent manner. This will consist of writing to all concerned and advising that the actions are not appropriate and appealing that where ever possible the School is not involved
- ❖ It is important that we act impartially to all concerned and share and exchange the relevant information with those who are entitled to see it, for example records about a child's learning and progress
- ❖ At times, we are called upon to report to outside agencies with regard to the children at our Nursery Schools. We will act transparently and fairly with regard to the needs of all those with responsibility for the child. If we do not act impartially it could be suggested that we had favoured one family member over another. It is therefore important to us that reports we give are not tainted by this accusation. Reporting is factual and non biased

### **When families are unhappy**

- ❖ 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 procedure
- ❖ 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

### **Monitoring**

- ❖ Parents and carers form a part of the governing body
- ❖ We evaluate our practice as a School's through engaging with families and take account of their responses in future planning
- ❖ We use parental questionnaires across the organisation to elicit views and opinions
- ❖ Our Governing Body, Advisory Board and Senior Leadership team consider the quality in what we do

This policy follows the guidance and statutory requirements within the Early Years Foundation Stage  
The following documentation is in place which links to this policy

- ❖ Admissions policy
- ❖ Complaints procedure

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This policy was adopted at a meeting of Bedworth Heath Nursery School & Children's Centre in January 2006 and is updated on a biannual cycle