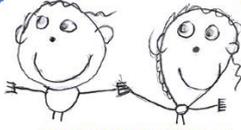


Atherstone Nursery School
and Warwickshire Early Years Hub



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

Bedworth Heath Nursery School
and Warwickshire Early Years Hub



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

Atherstone & Bedworth Heath Nursery Schools
and Warwickshire Early Years Hub

Family Involvement Policy

Date initial Policy Written	January 2006		
Approved by Governors			
Revision Due: January 2015	Date:	Head teacher	Chair of Governors
	15 th January	<i>A King</i>	<i>D Wainwright</i>
Revision Due: January 2017	Date:	Head teacher	Chair of Governors
	21 st January	<i>A King</i>	<i>D Wainwright</i>
Revision Due: January 2021	Date:	Head teacher	Governing Body Representative
	March 2021	<i>N Burton</i>	<i>K Marshall</i>
Revision Due: March 2022	Date:	Head teacher	Governing Body Representative
	March 2022 (amended Sept 22)	<i>N Burton</i>	<i>W Dodd</i>

Family Involvement Policy

1. Statement of Intent

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

2. Our Aim

Our aim is to support parents and carers 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.

Our Joint vision statement is Bright Start, Bright Futures. Chances to explore, discover and grow, to make a difference today, tomorrow and together. All children are entitled to high quality teaching and learning in a rich and stimulating environment across all seven areas of the EYFS. This will equip them with the skills, knowledge and understanding they need today and prepare them well for tomorrow. Curriculum development is educator development: what we do, and how we do it matters equally. We support and respect each other and work as a reflective team, sharing best practice and ideas. We value each other's strengths and we listen to each-other's perspectives. Each child's development is unique. We strive for the best outcomes for all children and families in an environment that is welcoming, nurturing, safe, enabling and inclusive. We value and respect parents/carers as partners and work together to provide the opportunity for children to reach their individual potential. We use a holistic and restorative approach to embed integrated working with other agencies to support all children and families. We understand, recognise and value the place of our children and families within their local community. We strive to prepare our children and families to contribute to its future success and sustainability.

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/carers 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 person 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 by email, via the newsletter 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 and carers 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 monthly newsletter, by email and via our website

- ❖ We issue a family support newsletter monthly by email and via our website
- ❖ We check to ensure parents/carers understand the information that is given to them
- ❖ We encourage and support parents/carers to play an active part in the governance of the school

Learning for children and families

- ❖ We hold learning and progress consultations with parents and carers when the child's OPAL Spotlights are written, so that we can discuss children's learning and put next steps in place
- ❖ We involve parents/carers in the shared record keeping about their children – either formally or informally – and ensure parents/carers have access to their children's written developmental records
- ❖ We actively encourage families to contribute to their child's observation OPAL Spotlights and to send Wow moments into school, for example, swimming certificates, and work on a next step at home
- ❖ We inform parents/carers 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 with the needs of the child. Where the leadership team or Governors identify that disputes external to the School are impacting upon 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
- ❖ 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/carers of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents/carers have access to our written complaints procedure
- ❖ We provide opportunities for parents/carers 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 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 unless updates are needed