

## **Partnership**

### **4.5 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.

#### **Procedures**

- Procedures are in place for sharing of information about children and families with other agencies. These are set out in our Privacy Notice, our Information Sharing policy, Safeguarding Children and the Special Educational Needs procedures.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the pre-school and their professional roles are respected.
- We follow the statutory legislation, regulations and guidance for working with agencies, for example on child protection.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.
- Parental consent is sought before other agencies are contacted, unless there is a safeguarding concern (see our safeguarding and Information sharing policies for more information).

## 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 must 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
  - settling in their child to the agreed plan according our settling in procedures
  - 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 educators 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, taking part in day-to-day family activities
  - taking part in discussion groups
  - taking part in planning, preparing, or simply participating in social activities organised within the setting
  - taking part in a parent forum to encourage 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
  - involvement in the review of policies and procedures
  - Ofsted and setting contact details are displayed on the parent notice board for parents 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
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## 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
  - local programmes regarding delivering children's centres or the childcare and early education element of children's centres
  - 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 and early education 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.
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## Legal references

Childcare Act 2006

Education Act 2011

This policy was adopted at a meeting of	<u>Cullompton Pre-School</u>	name of setting
Held on	<u>11<sup>th</sup> May 2011</u>	(date)
Date to be reviewed	<u>May 2012</u>	(date)
Signed on behalf of the management committee	<u>Emma Jones</u>	
Name of signatory	<u>Emma Jones</u>	
Role of signatory (e.g. chair/owner)	<u>Chairperson</u>	

This policy has a two yearly review period and, as such, will be reviewed and signed off at a management committee meeting of Cullompton Pre-School each year, as shown below.

Previously reviewed on:-	17 <sup>th</sup> October 2012	by	Michael Hall Chairperson
Previously reviewed on:-	13 <sup>th</sup> October 2014	by	Caroline Williams Chairperson
Previously reviewed on:-	27 <sup>th</sup> March 2017	By	Sarah Lush Chairperson
Previously reviewed on:-	25 <sup>th</sup> March 2019	by	Alex Fox Chairperson

Reviewed by Staff on:	19 <sup>th</sup> October 2022 (AP/AJ/MW)
Reviewed by Committee on:	14 <sup>th</sup> November 2022
Date of next review:	October 2024
Signed on behalf of the Management Committee:	H Tilley
Name of Signatory (printed):	Hannah Tilley
Role of Signatory (e.g. Chairperson)	Chairperson