

## **PARENTAL PARTNERSHIPS POLICY**

### **Rationale**

The role of parents and carers remains central to their children's learning journey and must therefore, be valued and involved in all aspects of Early Learning and Childcare. The home is the first and most important place for children to grow and develop, and parents and carers are responsible for their child's wellbeing, health and development. We know that the outcomes for children are much better if the family is involved in all aspects of ELC.

[Education Scotland - Realising the Ambition - Being Me \(2020\)](#), - 'Parental involvement describes the ways in which parents can get involved in the life and work of the ELC.' (p59) 'Parental engagement is about parents and families' interaction with their child's learning.' (p59)

#### **This guidance will help providers and staff to take into account the relevant Health and Social Care Standards:**

- 1.9 I am recognised as an expert in my own experiences, needs and wishes.
- 2.12 If I am unable to make my own decisions at any time, the views of those who know my wishes, such as my carer, independent advocate, formal or informal representative, are sought and taken into account.
- 2.26 I know how different organisations can support my health and wellbeing and I am helped to contact them if I wish.
- 3.4 I am confident that the right people are fully informed about my past, including my health and care experience, and any impact this has on me.
- 3.19 My care and support is consistent and stable because people work together well.
- 4.11 I receive high quality care and support based on relevant evidence, guidance and best practice.
- 4.27 I experience high quality care and support because people have the necessary information and resources.

#### **This guidance will help providers and staff to take into account the relevant Quality Indicators from How Good is our Early Learning and**

**Childcare:** [https://education.gov.scot/nih/Documents/Frameworks\\_SelfEvaluation/FRWK1\\_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf](https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)

- 2.5 Family learning
- 2.7 Partnerships

#### **This guidance will help providers and staff to take into account the relevant articles from the UN Convention on the Rights of the Child: [A Summary of the UN Convention on the Rights of the Child](#)**

Article 3 – best interests of the child

Article 29 – goal of education

**This policy will be monitored by / through:** consultation with families and other professionals, audit of communication strategies, minutes of parental meetings, self-evaluation records and plans, evaluation of Family Learning Programmes

This policy will be reviewed in:	12 months
Review Date:	August 2025
Reviewed By:	Management

AIMS	OUTCOMES	IMPLEMENTATION
<ul style="list-style-type: none"> <li>• To create genuine working partnerships with all children and families</li> <li>• To develop strategies which will engage parent/carers in their child's learning and the broader work of the setting</li> <li>• To work in partnership with parent/carers to enhance learning and development</li> <li>• To provide support and guidance to families as required</li> <li>• To work in partnership with families and other professionals to identify children's learning needs and to ensure a quick response to any concerns</li> <li>• To ensure children's rights are upheld in accordance with the UNCRC</li> </ul>	<ul style="list-style-type: none"> <li>• Positive relationships are established, where views are actively sought, valued and acted upon</li> <li>• Recognise that the parent/carer is the key educator and that the information they provide will be essential to best meet the needs of the child and the setting</li> <li>• Parents/carers are actively engaged and contribute effectively to their child's learning and the broader work of the setting</li> <li>• On-going dialogue is established with parent/carer, sharing information, taking account of parents' own observations of their child at home</li> <li>• Information from parents/carers is used to effectively support the child in the setting</li> <li>• Parents/carers are supported in gaining access to appropriate services as required</li> <li>• Children's needs are identified as early as possible and appropriate support is provided</li> <li>• Within and beyond our setting there is a shared understanding of wellbeing and children's rights</li> </ul>	<ul style="list-style-type: none"> <li>• Assign a key person to each child who should work to form a warm, trusting, respectful relationship with that child and their family.</li> <li>• Communicate regularly and effectively with parents to best support the child</li> <li>• Ensure every child has a completed My World document within their individual folios and that these are reviewed regularly with parents/carers</li> <li>• Follow guidance in <a href="#">Health and Social Care Standards</a>– 1.9, 2.12, 2.26, 3.4, 3.19, 4.11, and 4.27</li> <li>• How Good is Our Early Learning and Childcare Quality Indicators – 2.5 and 2.7</li> <li>• Use a range of self-evaluation strategies to gather parental views in order to develop practice</li> <li>• Staff can signpost parents/carers to the appropriate support services if required</li> <li>• Prioritise time to meet with parents to discuss their child's learning and development</li> <li>• Full account is taken of children's rights and is considered in respect of their stage of development including when planning learning across the curriculum</li> <li>• All staff understand their responsibilities as duty bearers to respect, promote and realise children's rights</li> </ul>