



BOOMERANG KIDS

PARENTAL PARTNERSHIP POLICY

Policy Statement

We believe that children benefit most from Early Years education and care when parents and settings work together in 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 child's 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 mothers and fathers; these include both natural parents 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 or adoptive parents.

'Parental responsibility' is all the rights, duties, powers and responsibilities and authority, which by law a parent of a child has in relation to the child and their property.

EYFS Key themes and commitments

A Unique Child

1.2 Inclusive practice

1.4 health and well-being.

Positive Relationships

- 2.1 Respecting each other.
- 2.2 Parents as partners
- 2.3 Supporting learning.
- 2.4 Key Person

Enabling Environments

- 3.2 Supporting every child.

Learning and Development

Procedures

- We have a means to ensure all parents are included – that may mean we have different strategies for involving 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 welcome parents' comments and new ideas on the continued good practice of the setting.
- We inform all parents on a regular basis about their children's progress.
- We use 'Tapestry' – this is another example of our communication with parents. We encourage parents to add comments and photographs, enabling parents and key people to share the interests of the child at home and in doing so extend and contribute to the individual child's learning and development.
- We hold 'Come & Visits' periodically for our current families and families of children due to start Boomerang Kids which are usually conducted by groups (baby room & pre-school) to encourage parents to explore and get to know other parents with their

child's key people. This also gives them an opportunity to discuss any issues or their child's development.

- 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 via tapestry.
- We also complete the '2-year check' and arrange to meet with the child's parents to discuss and get the parent's input for this check to add to support parent partnerships. We will also fill in page 38 (2-2 ½ integrated review – Early years foundation stage progress check) from the health visitor red book.
- 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.
- We consult with parents about the times of meetings 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.
- 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 complaint procedure.

Social networking sites or personal blogs are a public form of communication. In their non-work time, staff, students, or helpers remain responsible for taking care not to post anything online that breaks confidentiality about children, families, or colleagues, or that could damage the reputation of Boomerang Kids.

During the working day, personal mobile phones are kept in staff room. Photos are only taken on the settings cameras/lpads (and after parents have completed the general consent form. Photos are used only with the setting or printed to go into children's personal

portfolios. The photos will not go on the website or our social media pages UNLESS permission has been granted.

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

- Admissions Policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

This Policy will be reviewed annually or before if necessary.

Date last updated	Date to be Reviewed
April 2025	April 2026