

DUNLOP EARLY CHILDHOOD CENTRE

PARENTS PARTICIPATION STRATEGY

The **Scottish Schools (Parental Involvement) Act 2006** underpins all parental involvement/engagement policies, strategies and frameworks. The Act aims to help parents to be involved with their children's education and learning, welcomed as an active participant and encouraged to express their views on all matters relating to education.

Parental engagement is also recognised in the **National Improvement Framework** as one of seven key drivers in achieving excellence and equity in Scottish education. The engagement of parents and families can help raise attainment for all and help to ensure equality and equity for every child.

It is therefore essential that we actively seek to involve all parents and carers in the life and work of the centre. We must recognise that often we may learn from the expertise of parents/carers and encourage and value these opportunities. Relationships with families, and those working with children must be based on trust, mutual respect and partnership.

The purpose of this policy is to clearly set out the responsibility of all staff in the matter of parental participation within the centre.

Who is Responsible?

It is the overall responsibility of the Senior Management Team (SMT) to ensure that parents/carers are meaningfully involved in all aspects of the service delivery.

How will this policy be implemented?

1. Parents/carers will be welcomed, respected and valued as partners by both SMT and ECC staff.
2. We will involve parents and carers as their child's first and most important educator in all aspects of the service. Opportunities will be provided for parents and carers to become involved, participate and engage in their child's care and learning.
3. We will continuously use the views and opinions of our parents/carers to inform appropriate changes and improvements to the provisions that we offer.

4. We will always provide feedback to parents/carers to let them know what changes have been made as a direct result of their contributions. If families need feedback in different languages, we will provide this.
5. We will provide the opportunity for parents and carers to become involved in the parents committee, enabling them to share their opinions and views on issues relating to the ECC and the learning and care that it provides. The committee will also participate in deciding how the forum is constituted and lead on the planning of fundraising events. We will provide support to ensure committees are set up properly and parents/carers feel equipped to carry out their responsibilities within the committee.
6. Parents/carers will be invited to participate in any inspections the centre may have to ensure parents views are taken in to account during the process, this may be through questionnaires or discussions with inspectors during their visit.

Induction

7. Prior to starting at the centre all parents/carers will be invited to bring their child for a short visit (come and play session) at the end of an afternoon session. This allows children to enjoy a range of activities in a quiet, relaxed environment and enables parents and carers to meet the staff team. Parents/carers will be introduced to their child's keyworker at this session and have the opportunity to look around the centre and attend an informal information session with a member of the SMT. Information shared will include routines, policies, planning of experiences, plans for the 1st day etc. At this time parents/carers can ask any further questions they may have. Parents/carers may be given further information such as a copy of the most recent newsletter and any other relevant information, e.g. tooth brushing programme. SMT will work with parents/carers to provide appropriate enhanced transitions for children if needed.

Communication with Parents and Carers

8. The SMT will present a calendar twice yearly with 'Dates for your Diary' to parents/carers. This will provide information about events within the centre during the busiest months. Having these dates well in advance will allow parents/carers to manage other commitments around the important events that they may wish to attend. If dates need to change, parents/carers should be informed as soon as possible.
9. A monthly newsletter will be issued to provide regular updates on what is happening within the centre, including information on staffing, training, donations, upcoming events, holidays etc. Reminders of events will also be shared through the ECC social media pages, ECC app, learning journals and posters displayed around the centre.
10. Home link resources will be issued to groups on a rotational basis with a focus on enhancing the home learning environment. Parents/carers should be

encouraged to share any wider achievements on learning journals to allow staff to recognise and celebrate these.

11. Staff will signpost parents to other agencies and information sources where relevant for further support and advice. Parent Club information is shared regularly with parents/carers and uploaded on the ECC APP or learning journals.
12. A parent friendly version of the improvement plan is easily accessible highlighting the current improvement priorities in the centre.
13. A staff photo board is situated at the main entrance. This information will include details of who the first aiders are and who the child protection coordinator is.
14. Staff meet with parents regularly to report on children's progress. The settling in report will be shared with parents/carers approximately 6-8 weeks after the child has started within the centre. Meetings will then take place at a minimum every 6 months. Parents/carers will be fully involved in their child's personal planning. Personal plans are in place for all children within 28 days of them starting and reviewed at a minimum every 6 months. Parents/carers will be involved in all reviews.
15. TWF (Team with the Family) meetings will be arranged at least once every 6 months for those children with additional support needs. This will always include parents/carers as well as other professionals involved in supporting the child. Parents/carers will always be involved in the assessment and decision making processes regarding their child's care and support.
16. Parents/carers must have access to their child's e-learning journal and should be encouraged to contribute through commenting on uploads from the ECC and sharing experiences from home.
17. A transition profile should be completed at all times of transition for children when moving centres or from room to room. Significant information must be shared between key staff.
18. Prior to a child moving on to Primary 1, staff will complete a transitional profile and share this with parents/carers and the primary 1 staff. Additional meetings are planned for any child with additional support for learning needs and relevant professionals and parents/carers will be invited. A transition planner which maps out when children will visit and spend time in the primary environment will be shared with parents in advance.

Family Learning

19. At XXX ECC we will encourage family members to learn together with a focussed intergenerational learning approach. Activities will be well planned to enable

parents and carers to support their children's learning at home. This intervention can result in children and family members having;

- Increased confidence and understanding
- Improved communication
- Changed behaviours
- Enhanced family relationships

20. Staff will ensure they are building professional partnerships to increase the skills and capacity to support families. Partnership is a key tenet of the Getting it Right for Every Child (GIRFEC) approach.

Staff will:-

- Identify through consultation what families want to achieve
- Plan resources to support workshops/delivery of programmes
- Identify appropriate programmes to run
- Identify relevant agencies to contribute or present at workshops
- Visit local care home and community settings to allow intergenerational learning to take place

Events

21. Parents and carers are invited to attend a wide range of events throughout the year, including , for example:

- Parent workshops/Information sessions
- Stay and Play sessions
- Parents/Grandparents snack
- Christmas concert
- Christmas craft day
- Parties
- Sports Day
- End of term celebrations

(When we refer to 'parents' we mean someone who has parental responsibility for a child; these include both natural or birth parent as well as step-parents and parents who do not live with their children).

22. Parents/carers may be invited to volunteer within the centre to support events such as walks in the community or other trips. Management will ensure all adults who regularly volunteer in the centre have a satisfactory PVG. Volunteers will not be counted within the ratio or have any responsibility for children at any time. Volunteers will not be left alone with children at any time.

This Participation Strategy for Parents/Carers is based on;

- United nations Convention on the Rights of the Child 1990, Article 5
Accessed at: <https://www.unicef.org.uk>
- The Scottish Schools (Parental Involvement) Act 2006. Accessed at:
<https://education.gov.scot>
- Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021. Accessed at:
<https://www.gov.scot>
- [Engaging parents and families - A toolkit for practitioners | Resources | Education Scotland](#)

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