



## **Colyton Caterpillars Early Education**

### **Early Years Parental Involvement Policy**

This policy was agreed by trustees/staff:	
Date of last review:	May 2026
Date of next review:	May 2027
Reviewed by:	K.Clode

Parents are the first educators of their young children. The aim of the group is to support their essential work.

- Inform parents/carers of all our policies and procedures which are in our welcome pack and our website and links to early years outcomes.
- Encourage parents/carers to feel welcome and take an active role in the setting in accordance with the statutory EYFS framework.
- Ensure that parents are informed on a regular basis about their child's progress (we will hold one parents' evening a year with reports six times a year). Parents are involved in home activities as part of their child's development records, we have an open door policy.
- Ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group and where regular contact is made within the setting and on trips DBS will be in place.
- Involve parents in shared record keeping about their own child, either formally or informally. Whereby parents are separated, information will be shared to both parties individually unless legal reasons suggest otherwise.
- We endeavour to keep parents informed about meetings, conferences, workshops and training through newsletters via website & our Facebook page.
- Consult with families about the times of meetings to avoid excluding anyone. Facebook, email and newsletters are used as forms of communication alongside verbal contact.
- Hold meetings in venues which are accessible and appropriate for all.
- Welcome the contributions of parents, whatever form these may take. Parents have the opportunity to give their views on the child's target sheets, bring in photographs and information about their child's development.
- Make known to all parents the systems for registering queries, complaints or suggestions.
- Provide opportunities for parents to learn about the EYFS via our website, verbal communication and home giving leaflets.

- Arrange social evenings and days for parent/carers
- Parent's fundamental role in their child's education is acknowledged by staff in the setting and a partnership is developed with them, based on shared responsibility, understanding, mutual respect and dialogue.
- Adults in the setting give parents access to information about the EYFS in a variety of ways – Open Days, meetings, social events, newsletters and Facebook page as well as training courses.
- A system will be put in place to make sure the child achievements, interests and concerns are shared with parents/carers regularly.
- We support parents through the transition process, alongside feeder schools.
- We adhere to the "Understanding and dealing with issues relating to parental responsibility" Jan 2016.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/489901/Parental\\_Responsibility\\_Advice\\_for\\_School\\_January\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/489901/Parental_Responsibility_Advice_for_School_January_2016.pdf)

"School and local authority staff must treat all parents equally, unless there is a Court order limiting an individual's exercise of parental responsibility. Everyone who is a parent, as defined under education law (whether they are the resident parent or not, with or without parental responsibility – see, Defining Who is a Parent) has a right to participate in decisions about a child's education and receive information about the child (even though, for day-to-day purposes, the school's main contact is likely to be a parent with whom the child lives on school days)."

Individuals who have parental responsibility for, or care of, a child have the same rights as natural parents; for example:

- to receive information, e.g. pupil reports;
- to be asked to give consent; e.g. to the child taking part in school trips;
- to be informed about meetings involving the child; e.g. a governors' meeting on the child's exclusion.

Where a parent's action, or proposed action, conflicts with the school's ability to act in the child's best interests, the school should try to resolve the problem with that parent but avoid becoming involved in conflict. However, there may be occasions when a school needs to decline requests for action from one or more parents.

In cases where schools cannot resolve the conflict between separated parents, they should advise the aggrieved parent to pursue the matter through the Family Court.

#### **\*Definition of law**

In family law<sup>1</sup>, parental responsibility means all the rights, duties, powers, responsibilities and authority that a parent has in relation to the child.

Where a child's father and mother were married to each other at the time of the child's birth they each have parental responsibility for the child. Where the parents are not married to each other, the child's father can gain parental responsibility:

- by registering the child's birth jointly with the mother; • by subsequently marrying the child's mother; or
- through a 'parental responsibility agreement' between him and the child's mother which is registered with the court; or • by obtaining a court order for parental responsibility.