



Farnsfield Pre- School Policies

Section 11 - Working in Partnership

Policy adopted by Danielle Jankiwsyj
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I have read and understood the policies in this document. I understand it is within my job role to adhere to these policies at all times, and failure to do so can result in disciplinary action being taken.

Date	Staff member	Date	Staff member

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Aim

Farnsfield Pre-School actively promotes 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.

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
 - encourage parents to join the committee, this encourages 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
 - 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

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 the services delivered by the local family hub
 - 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, or where a parent is concerned that the EYFS safeguarding and welfare standards are not being maintained.

What this looks like

We believe that families are central in all services we provide for young children. They are involved in all aspects of their child's care, their views are actively sought and they are actively involved in the running of the setting in various ways.

We work in partnership with local and national agencies to promote the well-being of all children.

Families

- Parents are provided with written information about the setting, including the setting's safeguarding actions and responsibilities under the Prevent Duty
- Parents are made to feel welcome in the setting; they are greeted appropriately, there is adult seating and provision for refreshment.
- Every effort is made to accommodate parents who have a disability or impairment.
- The expectations we make on parents are made clear at the point of registration.
- There is a clear expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- There is sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Key persons support parents in their role as the child's first and most enduring educators.
- Key persons regularly meet with parents to discuss their child's learning and development and to share concerns if they arise.
- Key persons work with parents to carry out an agreed plan to support a child's special educational needs.
- Key persons work with parents to carry out any agreed tasks where a child protection plan is in place.
- According to the nature of the setting, there is provision for families to be involved in activities that promote their own learning and well-being.
- Parents are involved in the social and cultural life of the setting and actively contribute.
- As far as possible the service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- Parents are involved in regular assessment of their child's progress, including the progress check at age two.
- There are effective means for communicating with parents on all relevant matters and 'Complaints procedure for parents and service users' is referred to when necessary.
- Every effort is made to provide an interpreter for parents who speak a language other than English and to provide translated written materials.

- Information about a child and their family is kept confidential within the setting. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding their child's development that need to be shared with another agency. Parental permission will be sought unless there are reasons not to, to protect the safety of the child.
- Parental consent is sought to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- Parents' views are sought regarding changes in the delivery of the service
- Parents are actively encouraged to participate in decision making processes via the committee
- There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping out or activities with their child, or through structured projects engaging parents and staff in their child's learning.

Agencies

- We work in partnership or in tandem with local and national agencies to promote the wellbeing of children.
- Procedures are in place for sharing of information about children and families with other agencies, as out in procedures 'Confidentiality, recording and sharing information.'
- Information shared by other agencies (third party information) is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, individuals are made to feel welcome in the setting and professional roles are respected.
- Staff follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other children during their visit.
- Staff do not casually share information or seek informal advice about any named child/family.
- We consult with and signpost to local and national agencies who offer a wealth of advice and information promoting staff understanding of issues facing them in their work and who can provide support and information for families. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and early education, or adult education.

Schools

- Settings work in partnership with schools to assist children's transition as per procedure, 'transition to school', and share information as per procedure 'Transfer of records.'
- The setting manager actively seeks to forge partnership with local schools with the aim of sharing best practice and creating a consistent approach.

Complaints procedure for parents and service users

There is a fair way of dealing with issues as they arise in an informal way, but parents may wish to exercise their right to make a formal complaint. They are informed of the procedure to do this and complaints are responded to in a timely way. The same procedures apply to agencies who may have a grievance or complaint.

Parents

- If a parent is unhappy about any aspect of their child's care or how he/she feels he/she has been treated, this should be discussed with the child's key person or a member of the leadership team. They will listen to the parent and acknowledge what he/she is unhappy about. They will offer an explanation and an apology if appropriate. The issue and how it was resolved is recorded in the child's file and Complaint Investigation Record. The recording will also make clear whether the issue being raised relates to a concern about quality of the service or practice, or a complaint. For allegations relating to serious harm to a child caused by a member of staff or volunteer procedure 'Allegations against staff, volunteers or agency staff' will be followed.
- If the parent is not happy with their response or wishes to complain about the key person or any other member of staff, he/she will be directed to the setting manager. Some parents will want to make a written complaint; others will prefer to make it verbally, in which case the setting manager writes down the main issues of the complaint using the Complaint Investigation Record and keeps it in the child's file.
- The setting manager will investigate the complaint and provide time to feedback to the parent within 28 days. A confidential written report of the investigation is kept in the child's file if the complaint relates directly to a child.
- If the parent is still not satisfied, or if the complaint is about the setting manager, the setting manager is asked to forward their complaint verbally or in writing to a trustee.
- If the parent is still not satisfied, then he/she is entitled to appeal the outcome verbally or in writing to the trustee who will pass the matter on to the rest of the trustees for further investigation, who will respond to the parent within a further 14 days.
- If the complainant believes that the matter has not been resolved and there has been a breach of the EYFS requirements they are entitled to make a complaint to Ofsted. The manager will assist in any complaint investigation as well as in producing documentation that records the steps that were taken in response to the original complaint.
- The setting manager ensures that parents know they can complain to Ofsted by telephone or in writing at any time as follows:

Applications, Regulatory and Contact (ARC) Team, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD or telephone: 0300 123 4666

Agencies

- If an individual from another agency wishes to make a formal complaint about a member of staff or any practice of the setting, it should be made in writing to the setting manager.
- The complaint is acknowledged in writing within 10 days of receiving it.
- The setting manager investigates the matter and meets with the individual to discuss the matter further within 28 days of the complaint being received.
- An agreement needs to be reached to resolve the matter.
- If agreement is not reached, the complainant may write to one of the settings trustees, who acknowledges the complaint within 5 days and reports back within 14 days.
- If the complainant is not satisfied with the outcome of the investigation, they are entitled to appeal and are referred to the rest of the trustees.

Ofsted complaints record

- Legislation requires settings to keep a record of complaints and disclose these to Ofsted at inspection, or if requested by Ofsted at any other time.
- The record of complaints is a summative record only.

A record of complaints will be kept for at least 3 years.

- In all cases where a complaint is upheld a review will be undertaken by the owners/directors/trustees to look for ways to improve practice where it is required.

This procedure is displayed on Parent Notice Board.

Further guidance

[Complaint Investigation Record](#) (Alliance Publication)

Parent Code of Conduct Policy

1. At Farnsfield Pre-School we are extremely fortunate to have supportive and friendly parents. Our parents recognise that educating children is a process that involves partnership between parents, nursery practitioners and the local community. As a partnership, our parents/carers will understand the importance of a good working relationship to equip children with the necessary skills for adulthood.

For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our nursery. The purpose of this policy is to provide a reminder to all parents, carers, and visitors to our nursery about the expected conduct. This is so we can continue to flourish, progress, and achieve in an atmosphere of mutual understanding.

2. Guidance

We expect parents, carers, and visitors to:

- Respect the caring ethos and values of our Pre-School.
- Understand that both practitioners and parents need to work together for the benefit of their children.
- Demonstrate that all members of the nursery community should be treated with respect and therefore, set a good example in their own speech and behaviour.
- Seek to clarify a child's version of events with the nursery's view to bring about peaceful solution to any issue.
- Approach the nursery to help resolve any issues of concern.
- Avoid using staff as threats to admonish children's behaviour. In order to support a peaceful and safe nursery environment

The nursery cannot tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere within the operation of the nursery grounds, including outings or events.
- Defamation/ bad mouthing the Pre-School via social media, all concerns/ complaints should be raised via email/ telephone or in person to a member of the leadership team
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper.
- Threatening to do actual bodily harm to a member of nursery staff, visitor, fellow parent/carer, or student regardless of whether or not the behaviour constitutes a criminal offence.
- Damaging or destroying nursery property.
- Derogatory, Abusive or threatening e-mails or text/voicemail/phone messages or other written communication. These issues should be dealt with effectively and in a respectful manner by both parties to achieve a mutual outcome.
- Defamatory, offensive, or derogatory comments regarding the nursery or any of the students/parent/staff, at the nursery on Facebook or other social sites.
- The use of physical aggression towards another adult or child.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault

on that child and may have legal consequences).

- Smoking and consumption of alcohol or other drugs whilst on nursery property.

3. Should any of the above behaviour occur on nursery premises the nursery may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult/family from entering the nursery grounds and /or terminate our contract with immediate effect. We trust that parents and carers will assist our Pre-School with the implementation of this policy, and we thank you for your continuing support of the Pre-School. Thankfully such incidents are extremely rare. We would expect that parents would make all persons responsible for collecting children aware of this policy.