



WORKING IN PARTNERSHIP WITH PARENTS POLICY

Acorn to Oak Preschool will work with parents/carers to provide quality care and learning for all children and families. We welcome all children and their families into the nursery and welcome and celebrate the cultural backgrounds of all our children, celebrating them as individuals. The aims of this policy are to support and enhance the development of the child and to respect, understand and value the contributions of the parent to the child learning.

- Policies and procedures are shared with Parents/Carers at their initial visit to the nursery. These are always available for parents / carers to view and are available on request. All policies and procedures are located in the office. We value the opinions of parents/carers and actively encourage you to share your opinions/comments on the policies and procedures.
- Acorn to Oak Preschool value staff qualifications and continuing professional development. Staff qualifications and training attended is displayed in the hallway. Recent training that has been attended by staff is included in our termly newsletter.
- Parents/ Carers are welcomed at the nursery at all times. Occasionally special events will be held during the year to encourage all members of the family to be involved e.g., Grandparents stay and play sessions, Dads events, Mums events, breakfast clubs and many more. These key events will be advertised within the nursery and also sent to all parents via email. (not during COVID-19)
- Parents/Carers are encouraged to share any special interest or skills with the children at the nursery. This could include reading a book to the children in your home language or playing a musical instrument to the children. We will occasionally ask parents/carers to volunteer their time, parents/carers involvement is always welcome.
- As parents you are your child's key educator, we actively encourage a two-way dialogue about your child's interest, development and progress. This will be developed in the form of learning journeys (which include; sharing information about your child including next steps and links to the EYFS), workshops, parent evenings, daily verbal feedback and newsletters in an informal way. We value and encourage your own observations / views / thoughts about your child's learning which will help us plan for their fun learning.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Your child's key person will share your child's learning and care with you informally on a daily basis. This feedback will include what activities your child has taken part in, what they have eaten and an overall feedback on your child's day at nursery.



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- Parents/carers are invited to attend two parents' evenings a year, where you will be provided with a detailed 'Learning and Development Report', it is also an opportunity for you to spend time with your child's key person, discussing their learning and development and also how we can work in partnership to support your child's next steps.
- Where parents/carers wish to have ad-hoc meetings with their child's key person, we offer 'Key Person Catch Up's' which available upon request. These meetings provide opportunities for parents/carers to discuss any concerns or issues that they may have regarding their child's learning and development or simply, you may just want to have a 'catch up' with your child's key person. These meetings are held in private, in the office.
- Where appropriate the staff should gently guide the parents using advise based on their own experiences and training. Also, where appropriate the staff should give support and help to the parents and provide information about outside support where necessary. If support is required in the area of special needs the parent should be introduced to the Nursery SENCO (Special Education Needs Coordinator) for further information.
- All children's records are kept on file and parents/carers have a right to access any information held about their child by prior arrangement with the Manager/Deputy.



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What is expected under Prevent Duty?

In 2015, as part of the Counter-Terrorism and Security Act, Prevent duty was made the law. Under Section 26 of the act, It placed a duty of care on some public bodies including all schools and childcare providers to demonstrate that they are making sure children are not being drawn into terrorism.

Teachers and childcare providers are subject to Prevent duty and are expected to be:

- assessing the risk of children being drawn into terrorism.
- demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism.
- expected to ensure children are safe from terrorist and extremist material when accessing the internet.

At what age does Prevent Duty apply?

Prevent Duty can apply from Early Years Foundation Stage (EYFS), under the evidence that children are at their most susceptible to cognitive development in these Early Years. Therefore, they are at risk of early imprinting of dangerous notions but equally, fully open to instilling in them the core British values that it is hoped will prevent later radicalisation.

Prevent Duty in EYFS is weaved in through their Framework aims of Personal, Social & Educational Development (PSED) and Understanding the World (UW), the hope is to begin teaching children early about the virtues of moral and immoral, acceptable and unacceptable behaviour in order to provide them with a better viewpoint by which to view the world before they can begin to be unduly affected by outside impetus.

It is important to note that Prevent Duty in EYFS is not in place because the government is predicting a wave of radicalised Early Years children but it is more examining the roots of such radicalisation and how to prevent it instead of having to combat it.

What are some signs to look for in children?

While they are not necessarily signs of radicalisation, some signs to look out for, purely because if not this then they may be indicative of other issues in need of help, include:

- Behavioural changes
- Suddenly being part of an entirely new friendship group
- Isolating themselves from friends and family
- Speech appearing somewhat scripted
- Being hesitant to or unable to discuss views and opinion
- An increase in disrespect towards others
- An increase in anger
- An increase in secretiveness, particularly as concerns online activity
- Accessing online extremist material
- Using of extreme or violent language
- Creating written or artwork that has violent or extremist imagery.

What makes for strong safeguarding in schools?

The key features of outstanding safeguarding practice in schools are:

- high-quality leadership and management, that makes safeguarding a priority across all aspects of a school's work
- stringent vetting procedures in place for staff and other adults
- rigorous safeguarding policies and procedures in place, which are written in plain English, compliant with statutory requirements and updated regularly; in particular, clear and coherent child protection policies
- child protection arrangements that are accessible to everyone, so that pupils and families, as well as adults in the school, know who they can talk to if they are worried
- excellent communication systems, with up-to-date information that can be accessed and shared by those who need it

- a high priority is given to training in safeguarding, generally going beyond basic requirements, extending expertise widely and building internal capacity
- robust arrangements for site security understood and applied by all staff and pupils
- a curriculum that is flexible, relevant and engages pupils' interest; that is used to promote safeguarding, not least through teaching pupils how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others' safety
- courteous and responsible behaviour by the pupils, enabling everyone to feel secure and well-protected
- well thought out and workable day-to-day arrangements to protect and promote pupils' health and safety
- rigorous monitoring of absence, with timely and appropriate follow-up, to ensure that pupils attend regularly
- risk assessment is taken seriously and used to good effect in promoting safety.

Safeguarding is everyone's responsibility. Make sure you know who the key staff are for your Prevent duty.

What are my responsibilities as a teacher or practitioner?

When looking at your own responsibilities it is important to look towards your safeguarding policies as understanding how the Prevent Duty is embedded as part of your school's wider safeguarding policies will help you to:

- Protect students from radicalising influences
- Build your students' resilience to extremist narratives
- Identify any vulnerabilities or worrying changes in behaviour
- Know what to do if you have concerns about a student

There are several things you can do to increase your students' resilience to extremist narratives, such as:

- Making sure your classroom is a safe space where students can discuss ideas and controversial issues freely and openly

- Providing skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments
- Promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs

Who can I talk to if I suspect someone is being radicalised?

If you are a member of staff in a school, you should also follow the school's normal safeguarding procedures and discuss with your Designated Safeguarding Lead.

Some Prevent priority areas will have a Prevent lead involved with local authority that can provide support. The Department of Education also has a dedicated helpline to enable staff and governors to raise concerns relating to extremism directly (020 7340 7264).

If you are neither and you have concerns about family members or friends, you can contact local police or dial 101 (the non-emergency number) and they can talk to you about your concerns and offer support and advice on what to do next.