

DE LA SALLE COLLEGE



PARTNERSHIP WITH PARENTS (EYFS) POLICY

“PARENTS ARE THE FIRST AND FOREMOST EDUCATORS OF THEIR CHILDREN.”

GRAVISSIMUM EDUCATIONIS

Compiled by: College Director	Last Reviewed: June 2026
Policy Holder: Jason Turner	Revision date: June 2027
Oversight Governor: Steve Meiklejohn	Verification date: Ascension 2027

Mission and Ethos

Rooted in our Lasallian tradition and Catholic values, we believe that every child is unique and created in the image of God. Inspired by St. John Baptist de La Salle, we are committed to working in partnership with parents, recognising them as the first and foremost educators of their children.

In our nurturing, inclusive environment, we promote faith, respect, service, and community, ensuring that all families feel welcomed, valued, and supported.

Policy Statement

We build effective, respectful partnerships with parents and carers to support their son's learning, development, and wellbeing.

We work collaboratively to ensure:

- A shared understanding of each boys' progress and needs
- Consistency between home and school
- High-quality early education and care

Aims

We aim to:

- Build strong, trusting relationships with all families
- Support your son's learning, development, and spiritual growth
- Promote shared responsibility for his education
- Foster a culture of mutual respect, care, and inclusion
- Ensure that your son receives the best possible start in life

Key Principles

Christ-Centred Relationships

We model the teachings of Christ through:

- Respect, compassion, and dignity
- Welcoming all families regardless of faith or background
- Building a caring and supportive community

Strong Communication

We ensure effective two-way communication by:

- Daily informal discussions at drop-off/pick-up
- Digital platforms (e.g., Evidence Me) for observations and updates
- Termly parent consultations

- Parent briefings, emails, and school website updates

Shared Understanding of Learning

We will:

- Share information about the EYFS curriculum and how children learn through play
- Provide regular updates on progress across the seven areas of learning
- Involve you in assessment and next steps.

Parents are encouraged to:

- Contribute to learning journals
- Share achievements from home
- Support learning through suggested activities.

Supporting Children's Spiritual and Personal Development

In line with our Catholic and Lasallian ethos, we:

- Share prayers, liturgies, and celebrations with families
- Encourage parents to support Gospel values at home
- Promote virtues such as kindness, respect, and service

Settling-In and Transitions

We:

- Offer a gradual, supportive settling-in process
- Gather detailed information about each child's needs, interests, and routines
- Maintain strong communication during transitions

Inclusion and Equality

We:

- Welcome all families, regardless of background or belief
- Adapt support for children with additional needs
- Work with external professionals when required

Safeguarding and Welfare

The safety and wellbeing of every child is paramount.

We:

- Share safeguarding policies with parents
- Work in partnership where concerns arise
- Follow statutory safeguarding procedures

Feedback and Continuous Improvement

We actively seek parent voice through:

- Surveys and questionnaires
- Informal and formal feedback opportunities
- Parent meetings

We use feedback to:

- Improve provision
- Strengthen partnerships
- Enhance outcomes for children

Roles and Responsibilities

Staff

- Build positive, respectful relationships with families
- Share accurate and timely information about children's development
- Support parental involvement in learning

Parents/Carers

- Share relevant information about your son
- Engage with communication and learning opportunities
- Support your son's development at home

Confidentiality and Data Protection

All information is handled in accordance with data protection regulations and our wider policy. Confidentiality is maintained unless concerns arise regarding a child's welfare.