

# Family Communication Policy

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Family participation is an important part of making the Service a true part of the community. We believe in creating an environment that is welcoming and inclusive and supports a sense of belonging for children, families, Educators, staff, students, volunteers and visitors.

## National Quality Standard (NQS)

Quality Area 6: Collaborative Partnerships		
6.1	<b>Supportive relationships with families</b>	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	<b>Engagement with the Service</b>	Families are supported from enrolment to be involved in their Service and contribute to Service decisions.
6.1.2	<b>Parent views are respected</b>	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	<b>Families are supported</b>	Current information is available to families about the Service and relevant community services and resources to support parenting and family wellbeing.
6.2	<b>Collaborative partnerships</b>	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	<b>Transitions</b>	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	<b>Access and participation</b>	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	<b>Community and engagement</b>	The Service builds relationships and engages with its community

## PURPOSE

We encourage family participation and open communication within our Service. Families are invited to attend parent/guardian information meetings, and assist with projects which work in collaboration with our open door policy.

We aim to ensure open communication is concurrent through the enrolment and orientation process, policy review, feedback forms, daily program, documentation, formal and informal meetings, emails and conversations.

## SCOPE

This policy applies to children, families, Educators, staff, students, volunteers and visitors of the Service.

## RELATED POLICIES

Service Philosophy

Educational Program Policy

Incident, Illness, Accident & Trauma Policy

Nutrition & Food Safety Policy

Enrolment Policy

Non-English Speaking Background Policy

Orientation of Families Policy

Service Values

Arrival and Departure Policy

Medical Conditions Policy

Interactions with Children, Families & Staff Policy

Grievance Policy (Families)

Open Door Policy

Privacy and Confidentiality Policy

## IMPLEMENTATION

We understand the primary influence that families have in their children's lives and that effective relationships between Educators and families are fundamental to achieve quality outcomes for children.

Community partnerships that focus on active communication, consultation and collaboration also contribute to children's learning and wellbeing. Positive relationships with families' turn into a partnership, as together we share a common goal and responsibility for reaching goals for children.

We will provide regular information about the Service and continuous prospects for families to contribute to our curriculum.

### Management will ensure:

- Families are aware of our open door policy, unless such entry would pose a risk to the safety of children or Educators or breach court orders regarding access to children.
- Educators provide information to families regarding the content and operation of the educational program in relation to their child and that a copy of the educational program is available for inspection at the Education and Care Service.
- Families have access to their child's developmental records outlining their strengths, needs and interests and developmental progress against the framework.
- A weekly menu, which accurately describes the food and beverages provided each day, is displayed in a place accessible to families.
- Families are notified of any incident, injury, trauma or illness that occurs for their child whilst at the Service.
- The early childhood environment has an administrative space that is adequate for the purpose of consulting with families and for conducting private conversations and meetings.
- Families are notified of any changes to Service policies and National Regulations.
- The Education and Care Services National Regulations is available for families to access.
- The enrolment and orientation process provides families with information about the philosophy, policies and practices of the Service.

### Nominated Supervisor will:

- Inform families about the processes for providing feedback and making complaints.
- Be available for families on arrival and pick up to pass on feedback and information about their child's participation in the curriculum.

- Encourage families to be involved in the curriculum, providing feedback, visiting the Service, bringing in items from the home environment and giving feedback on children’s emerging interests and needs.
- Endorse continuous open and direct two way communication with families, assisting them to feel associated with their children’s experiences, developing trust and collaboration.
- Families are provided with a range of communication methods which will include: emails, verbal communication, communal signage within the Service and on the Family Noticeboard, newsletters, Family Involvement Walls and Displays and notes sent home with children.
- A communication book is developed for families as required (for example: For Infant children, For Behaviour Guidance and/or Inclusion Support Plans).

**Families will:**

- Provide accurate information on enrolment and medical information forms.
- Notify Educators when any information changes.
- Be requested to contribute to the quality improvement progression within the Service.
- Be encouraged to attend children’s excursions to help meet required ratios and to support their children’s knowledge of and engagement in their community.
- Be invited to assist with working bees held at the Service.
- Be invited to family events to be held periodically to help families network and develop friendships within the local community.
- Families will be asked to review the centre policies, children’s goals and routines.

**Sources**

<ul style="list-style-type: none"> <li>• Australian Children’s Education &amp; Care Quality Authority (2014).</li> <li>• Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015.</li> <li>• ECA Code of Ethics.</li> <li>• Guide to the National Quality Standard.</li> <li>• Early Years Learning Framework for Australia: Belonging, Being and Becoming, 2009.</li> <li>• Raising Children Network – Involving parents in school and child care. <a href="http://raisingchildren.net.au/articles/involving_parents_in_school_and_childcare.html">http://raisingchildren.net.au/articles/involving_parents_in_school_and_childcare.html</a></li> <li>• Revised National Quality Standard.</li> </ul>
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**Review**

Policy Reviewed	Modifications	Next Review Date
April 2017	Minor changes made to policy.	April 2018
October 2017	Updated references to comply with the Revised National Quality Standard.	April 2018