

Communication with Families

POLICY STATEMENT:

Our service recognises that positive, reciprocal, and open relationships with families are integral to every aspect of service operation. Experiences of relationships and participation in communities contribute to children's *belonging, being and becoming*. Collaborative partnerships with families are extremely important to enable quality outcomes for children to be achieved.

PROCEDURES:

We are committed to establishing an atmosphere at the service, which is open, friendly, and allows for a united relationship between families and educators.

Educators will:

- ✓ Provide an atmosphere at the service which is supportive of the cultural, linguistic and social background of all families
- ✓ Listening to the needs and requirements of families and encouraging families to be involved at the service in any way possible including; program suggestion, policy review and development, suggestions for improving routines or activities, addressing compliments or complaints promptly.
- ✓ Communicate with families using an array of mediums including; email, phone, newsletter, verbal, sign-in-sheets, posters, signage, Day Book, noticeboards etc.
- ✓ Display the current educational program at the service that is visible to families.
- ✓ Display the current menu at the service that is visible to families.
- ✓ Providing a private space for families to discuss any confidential issues during the session.
- ✓ Provide current information to families about their local area, including community services, and parenting and family well being resources.
- ✓ Provide a system for families to update personal information so that the service has the most up to date information.
- ✓ Communicate with parents of children who have medical conditions and ask them to complete a Medical Risk Management Plan for the care that they will need at the service.
- ✓ Communicate with parents of children with additional needs, so that they are informed and ask them to inform you of any changes to medication or alert you to any issues at home that may have an impact on the child at the service.
- ✓ For families that require interpretive services, make sure that policies and other important information can be made available in their preferred language.
- ✓ Keep all information confidential and sign a confidentiality agreement.
- ✓ All children and families records will be freely available on request to families.
- ✓ Ensure the service policies and Quality Improvement Plan is freely available to families.
- ✓ Provide a feedback book for families to make comments, suggestions etc.
- ✓ Provide the name of the contact details for complaints as well as the details for the Regulatory authority.

Families will:

- ✓ Sign their child into the service and let an educator know that they have arrived.
- ✓ Read all communication from the service, including emails, posters, notices, noticeboards, and invoices etc.
- ✓ Participating in family activities at the service and supporting the service by offering donations of recycled materials, assisting with activities, special events etc.
- ✓ Communicating with educators about any information that may affect their child including family events such as moving house, arrival of family from overseas, a family bereavement or death of a pet etc.
- ✓ Communicating changes of routines to children so that they are prepared when they come to the service and something is different.

CONSIDERATIONS:

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
R 87,90,92, 97, 99,102,	Standards 1.3, 6.1, 6.2 Elements 1.3.3, 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3	<ul style="list-style-type: none"> • Confidentiality • Delivery and Collection of Children • Enrolment and Orientation • Inclusion • Interactions with Children and • Management of Complaints policies. 	<ul style="list-style-type: none"> • My Time, Our Place • Service Newsletters • Parent Handbook • Staff Handbook

ENDORSEMENT BY THE SERVICE:

Approval Date: April 2019

Date for Review: April 2022