



# Communication with Families

Approval: May 2021

Review: March 2023

## POLICY STATEMENT:

Bondi Before & After School, recognizes that the families are the child's first Educators. 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.

## NATIONAL QUALITY STANDARD (NQS)

### QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS




6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	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	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community and engagement	The service builds relationships and engages with its community.

### EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
111	Administrative space
157	Access for parents
160	Child enrolment records to be kept by approved provider and family day care educator

161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care Service must have policies and procedures
172	Notification of change to policies or procedures
181	Confidentiality of records kept by approved provider

## RELATED POLICIES & DOCUMENTATION

<b>Administration of medication</b> <b>Inclusion</b> <b>Management of Complaints</b> <b>Confidentiality</b> <b>Dealing with Medical Conditions &amp;</b> <b>Delivery &amp; Collection of Children</b> <b>Enrolment and Orientation</b> <b>Incident Injury Illness and Trauma</b> <b>Interactions with Children</b>	 Educators Handbook.Editable (2).pdf  2020 Family Handbook.pdf  Volunteers Handbook.pdf
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## PROCEDURES:

We are committed to establishing an atmosphere at the Centre, which is open, friendly, and allows for a united relationship between families and staff. We encourage this by:

### (a) The educators will:

- Providing an atmosphere at the Centre which is supportive of the cultural, linguistic and social background of all families.
- Listening to the needs and requirements of families, encouraging families to be involved at the Centre 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, Class Dojo, newsletter, verbal, posters, signage, notice boards etc.
- Display the current educational program at the Centre that is visible to families.
- Display the current menu at the Centre that is visualible 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 Centre 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 Centre.
- 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 behaviour at the Centre.

- For families that require interpretive services, make sure that policies and other important information is available in the preferred language.
- Keep all information confidential.
- All children and families records will be freely available on request to families.
- Ensure the Centres policy Manual, and Quality Improvement plan is freely available for families to look at and make comments if necessary.
- Provide a feedback system 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.

**(b) The families will:**

- Sign their child into the Centre and let an Educator know that they have arrived.
- Read all communication from the Centre, including emails, posters, notices, noticeboards, and invoices etc.
- Communicate any changes of details, email, phone etc to the BASC Admin Team.
- Treat all children , families and educators with respect.
- Approach Educators with any concerns or issues regarding a child at the service, and not address the child directly.
- Participating in family activities at the Centre and supporting the Centre by offering donations of recycled materials, assisting with activities, special events etc.
- Communicating with staff 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 with additional needs so that they are prepared when they come to the Centre and something is different.

**SOURCE**

- Australian Children’s Education & Care Quality Authority. (2014).
- Australian Government. Department of Education, Skills and Employment. *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. (2009).
- Early Childhood Australia Code of Ethics. (2016).
- [Education and Care Services National Regulations](#). (2011).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017)
- Guide to the National Quality Framework (2017). (Amended 2020).
- Raising Children Network Australia. (2006-2019). *Effective communication with parents: professionals* <https://raisingchildren.net.au/for-professionals/working-with-parents/communicating-with-parents/communication-with-parents>
- Revised National Quality Standard. (2018).
- Yorganop Indigenous Professional Support Unit *A Welcoming Yarn Engaging with Aboriginal and Torres Strait Islander Children and their Families in Education and Care Settings*. (2017). <https://chilaustralia.org.au/wp-content/uploads/2017/02/A-Welcoming-Yarn-2016-Final.pdf>
- Child Care Centre Desktop - sample policy (2020)

## REVIEW

POLICY REVIEWED	MODIFICATIONS	NEXT REVIEW DATE
March 2020	<ul style="list-style-type: none"><li>•  Communication with Family Policy...</li></ul>	March 2021
July 2021	<ul style="list-style-type: none"><li>• Reformatted to add Regulations and Quality Areas</li><li>• Additional sources added</li><li>• Additional Related Policy &amp; documents added</li><li>• Added Policy Reviewed table</li></ul>	March 2021