FAMILY COMMUNICATION POLICY

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, and educators.

Partnerships are based on the foundations of respecting each other's perspectives, expectations and values, and building on the strength of each other' knowledge and skills. Learning Outcomes are most likely to be achieved when educators work in partnership with children, families, other professionals and communities, including schools.

EYLF. V2.0, 2022. p.14

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

Anti-Bias and Inclusion Policy Child Safe Environment Policy Dealing with Complaints Policy Educational Program Policy Incident, Injury, Trauma and Illness Policy	Interactions with Children, Family and Staff Policy Managing an Aggressive Parent or Visitor Policy Open Door Policy Privacy and Confidentiality Policy

PURPOSE

We encourage family participation and open communication within our Service. Families are invited to attend parent information meetings and assist with projects in keeping with our Open Door Policy.
We aim to ensure open communication through the enrolment and orientation process, policy and statement of philosophy review, feedback forms, daily program, documentation, formal and informal meetings, emails, and conversations.

SCOPE

This policy applies to educators, families, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

We acknowledge the primary and critical influence families have in their children's lives and understand 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 help

to build collaborative partnerships, as together we share a common objective and responsibility for reaching quality outcomes and goals for children.

We will provide regular information about the Service and ongoing opportunities for families to contribute to our curriculum. All staff will communicate with families in a positive and supportive manner that encourages respectful and trusting relationships.

THE APPROVED PROVIDER/ MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE :

- educators, staff, students and volunteers have knowledge of and adhere to this policy
- all families are welcomed and respected at our Service
- information communicated with families is reliable and accurate, especially if it involves the health and safety of children, employees and visitors to the Service. (e.g.: Department of Health, Public Health Units)
- families are informed about the processes for providing feedback and making complaints- including any complaints about the handling of CCS [see: *Dealing with Complaints Policy*]
- families are provided with a copy of our *Family Communication Policy* and our *Open Door Policy*
- families are provided with a *Family Handbook* during the enrolment and orientation process
- the enrolment and orientation process provide families with information about the statement of philosophy, policies, and practices of the Service
- 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 viewing at the education and care service
- families have access to their child's developmental records outlining developmental progress against the approved learning framework, as well as their strengths, developmental needs, and interests
- a weekly menu, which accurately describes the food, and beverages provided each day, is displayed in a place accessible to parents
- families are notified of any incident, injury, trauma, or illness that affects their child whilst at the Service either immediately after the incident or when they collect their child, depending on the severity of the incident. Notification must be made within 24 hours of the occurrence
- the early childhood environment has an administrative space that is adequate for the purpose of consulting with parents and for conducting private conversations and meetings
- respect, confidentiality and sensitivity are key elements of effective communication with families
- processes are in place to communicate with families for whom literacy is an issue, or for whom English is not a first language

- fact sheets and brochures are printed in required languages and are readily available for families to access
- an interpreter service is available to ensure communication with parents and families not hindered due to language barriers
- families are notified of changes to Service policies at least 14 days before making changes to a policy or procedure that may have a significant impact on
    - the service's provision of education and care to any child enrolled in the service or
    - the family's ability to utilise the service
    - changes to the way fees are charged and collected
- families are notified of any changes to the Education and Care Services National Regulations
- the current Education and Care Services National Regulations are available for parents to access
- families are encouraged to complete surveys to contribute and share ideas about their child, provide suggestions about the program or give feedback

EDUCATORS WILL:

- develop collaborative partnerships with families that involve respectful communication about all aspects of a child's learning
- be available for families on arrival and pick up to communicate about their child's day through informal discussions
- share insights and perspectives about each child with families (EYLF V2.0)
- acknowledge the diversity of families and their aspirations for their children (EYLF V2.0)
- engage in shared decision-making to support children's learning development and wellbeing (EYLF V2.0)
- 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 developmental concerns
- create a welcoming and safe environment where children and families are respected regardless of background, ethnicity, languages spoken, religion, family makeup or gender (EYLF V2.0)
- encourage ongoing open and direct two-way communication with families to develop trust and a collaborative relationship
- encourage families to contribute to the continuous quality improvement progression within the Service through their involvement in the self-assessment and QIP review

- provide families with a range of communication methods which may include the use of online platforms, emails, verbal communication, newsletters, Individual Daily Report, sign-in sheets, Notice Board and notes sent home
- use a communication book/ app with families as required (for example, behaviour guidance and inclusion support plans).

FAMILIES WILL

- provide accurate information during the enrolment process about their child including related medical and health information
- notify educators when any information related to the education and care of their child changes (medical management plans, court orders-parental orders, authorised nominee)
- model appropriate behaviour and suitable conduct when interacting with children and staff
- communicate any concerns or grievances in accordance with the *Dealing with Complaints Policy*, acknowledging sensitive issues should not be discussed in front of children or other staff
- acknowledge inappropriate behaviour will not be tolerated towards children or staff
- participate in informal and formal interactions with educators to discuss their child's learning and develop learning goals
- be encouraged to contribute to the learning program and share their culture, language and beliefs with others in the Service
- be invited to contribute to the quality improvement process within the Service
- be encouraged to attend children's excursions to support their children's knowledge of and engagement in their community
- be invited to assist with working bees or fundraising initiatives held at the service
- be invited to events held periodically to help families network and develop friendships in the local community
- be invited to review the Service's policies and routines.
- treat all children at the Service equally and respectfully
- report any suspicious behaviour to the nominated supervisor or approved provider and encourage and actively support a safe and supportive Service environment
- respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background
- refrain from bullying, harassing or discriminating against any child or adult at the Service
- respect the decisions of educators and staff members and teach children (if adults) to do likewise

- tell an educator (if a child) or the approved provider or nominated supervisor if witness to any instances of bullying, harassment or discrimination at the service
- cooperate and follow classroom routines and procedures
- listen to educators' instructions and follow them
- speak to an educator, nominated supervisor or approved provider if worried, concerned, or have a grievance about something.

FAMILIES WILL NOT:

- use abusive, derogatory or offensive language
- drink alcohol or use illicit substances while on the Service's premises or come to the Service under their influence
- smoke or vape on the Service's premises including in the car park
- remove a child from the premises without advising a staff member.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Family Communication Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

SOURCE

Australian Children's Education & Care Quality Authority. (2018). Building Partnerships with Families
Australian Children's Education & Care Quality Authority. (2025). *Guide to the National Quality Framework*
Australian Government Department of Education. (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0.*
Early Childhood Australia Code of Ethics. (2016).
Education and Care Services National Law Act 2010. (Amended 2023).
Education and Care Services National Regulations. (Amended 2023).
Raising Children Network Australia. (2024). *Effective communication with parents for professionals*
Western Australian Legislation Education and Care Services National Regulations (WA) Act 2012
Yorganop Indigenous Professional Support Unit *A Welcoming Yarn Engaging with Aboriginal and Torres Strait Islander Children and their Families in Education and Care Settings*. (2024). https://childaustralia.org.au/wp-content/uploads/2024/03/A-Welcoming-Yarn-2016-Final.pdf

REVIEW

POLICY REVIEWED BY	Krystle Hills	Centre Manager	20/05/2025
POLICY REVIEWED	May 2025	NEXT REVIEW DATE	May 2026

MODIFICATIONS	• annual policy maintenance • additional information added to *Families will* section (as per Code of Conduct) • new section added: *Families will not* • sources checked and updated as required	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
APRIL 2024	• annual policy maintenance • additional content added to Families will section- re: appropriate behaviour interactions between families and staff • minor formatting • sources checked and updated as required	APRIL 2025