



## **Parental Partnership Policy including Parental Behaviour and Separated or Divorced Parent's Policy**

### **Policy Statement**

Abbots Langley Pre-School aim to work in partnership with parents based on establishing trusting and respectful relationships with two-way flow of communication to meet the child's needs and achieve the best possible outcomes for all.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the Pre-School.

Some parents are less well represented in early years' Pre-Schools; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

'Parental responsibility' is *all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.*

### **Pre-School Procedures**

- The EYFS has working in partnership with parents a key principle of effective practice. We provide information about the EYFS curriculum through our prospectus, newsletters, website, notice boards and parent meetings.
- Before a child starts, they will be allocated a key person. A meeting will be arranged either before or on your child's first day, to make sure all relevant forms have been completed and to talk through the 'All about Me form' to help

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start the bond between key person and family and to find out the child's interests and starting points of development.

- Joining packs are given to all families containing support information, EYFS information and information about how they can support their child through the settling in process.
- We operate a key-person approach to establish close relationships with the parent and child, talking openly with parents to meet the needs of the child and to pass on information about home, new interests or share concerns.
- We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- We are committed to ensuring all families feel welcome and included in the setting and we have adopted certain practices to help support families with EAL. We also support children within the Pre-School by using lots of visual aids, signing, props and puppets, labels and signs in home languages, multi-language books and tapes and finding out key words to help with communication to name but a few.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's learning journals regularly.
- We welcome the contributions of parents; in whatever form this may take.
- By working closely with parents, we can identify and support those children who have specific needs, or those who are disadvantaged. If a child is recognised as needing additional support in the Pre-School, parents are consulted throughout the process.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure

## **Parental Behaviour Policy**

Our Pre-School believes staff, parents/carers and Pre-School children are entitled to a safe and protective environment in which the Pre-School conducts itself.

Behaviour that will cause harassment, alarm or distress to users of the premises is contrary to the aims of the Pre-School.

### **We expect parents and carers to show respect and concern for others by: -**

- supporting the respectful ethos of our Pre-School by setting a good example in their own speech and behaviour towards all members of the Pre-School community;
- working together with staff for the benefit of children. This includes approaching the owner or Pre-School leader to resolve any issues of concern and to discuss and clarify specific events in order to bring about a positive solution;
- correcting own child's behaviour, especially in public where it could otherwise lead to conflict, aggressive or unsafe behaviour;
- respecting the Pre-School environment, including keeping the Pre-School tidy by not littering;
- respecting the safety of others, including not bringing dogs or other pets onto the Pre-School site.

### **In order to support a peaceful and safe Pre-School environment, we will not tolerate: -**

- disruptive behaviour which interferes with the operation of a Pre-School, an office area or any other part of the Pre-School grounds;
- attempts to gain entry to any part of the premises in disregard of procedure or without permission and appropriate supervision;
- using loud and/or offensive language or displaying temper;
- damaging or destroying Pre-School property;
- smoking and consumption of alcohol or other drugs or accessing the school site whilst intoxicated; and
- using a mobile phone or camera whilst on the Pre-School premises.

**The Pre-School will not tolerate threatening, abusive or insulting words and behaviour by people attending the Pre-School. Physical attacks and threatening behaviour, abusive or insulting language to staff, the Pre-School owner, parents and carer's, children and other users of the school premises will result in suspension or in some cases permanent exclusion. This also includes abusive and insulting language used on phones or any written communication.**

## **Separated/Divorced Parents**

Abbots Langley Pre-School recognises that while the parents of some children may be divorced or estranged, both have a right to be informed of and involved in their child's educational process. Abbots Langley Pre-School also recognises that parents who are estranged or divorced may disagree regarding the education of the child, and/or may attempt to limit one another's access to their child. Despite such estrangement, both parents are welcomed and encouraged to participate in the child's education.

Parents are presumed to have joint custody of the child, absent of a court order or written agreement between the parents denying or limiting custody for either parent. The parent with whom the child resides is presumed to be the custodial parent. If estranged or divorced parents both claim to be the custodial parent, asserting that the child is residing with both parents, enrolment records will be examined. The parent who enrolled the child will be presumed to be the custodial parent until a court order or written agreement between the parties, identifying the custodial parent, is provided to the Pre-School. A parent will only be prevented from participating in his/her child's education if a court order (e.g. divorce decree, custody order, or restraining order) specifically denies visitation rights.

### **Progress reports and children's records**

Both parents have the right to receive progress reports and review the child's records of their children. The Pre-School will send copies of the progress report to the non-custodial parent only if that parent submits a written request that it do so.

### **Participation in parent's evenings**

Both parents are welcome, and encouraged, to participate in parent's evenings, Individual Educational Program team meetings, and any other conference called by Pre-School personnel regarding the child's education. If the parents are separated or divorced, the custodial parent is expected to share scheduling information with the non-custodial parent. The Pre-School will provide scheduling information to the non-custodial parent only if it receives a written request to do so.

### **Educational decisions**

In the event the parents are unable to agree with one another on decisions regarding their child's educational program, including, but

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not limited to, placement and consent to evaluation and services, the custodial parent’s decision will be binding on both parents unless a court order requires otherwise. In the event the educational decision relates to services provided pursuant to the Individuals with Disabilities Education Act, the educational decisions, and the parents’ rights and responsibilities, will be pursuant to the statutory requirements

### **Visitation with the child during Pre-School hours**

Generally, both parents have the right to attend Pre-School programs/concerts/plays etc. open to parents. The parent’s right is not negated solely by the fact that he/she is the non-custodial parent. Such visitation will be limited only if the setting has received a copy of a court order specifically restricting the parent’s access to the child by:

- 1) denying the parent’s visitation rights; or
- 2) requiring supervision of the parent’s visitation with the child.

The Pre-School does not have the responsibility to supervise visitation between a parent and his/her child and, thus, will not allow parent access in the Pre-School setting. When visiting the Pre-School, all parents are required to comply with all Pre-School policies and not take any action which disrupts the educational process. All parents visiting the Pre-School must check-in with the Pre-School office before proceeding to the playroom. If a parent takes any action which the Pre-School considers to be inappropriate or disruptive to the educational process, he/she may be requested to leave and prohibited from returning.

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| This Policy was adopted at a meeting of Abbots Langley Pre-School held on | MARCH 2020                                      |
| Date to be reviewed   | MARCH 2022 OR SOONER IF CHANGES NEED TO BE MADE |
| Provider  | Pre-School Owner                                |