

Partnership with Parents Policy

Statement of intent:

Little Sunbeams Pre-school (Fareham) aims 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.

Aim:

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.

Method: In order to fulfil this aim:

- We are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- Through access to written information and through regular informal communication, we inform all parents about how the setting is run and its policies. We check to ensure parents understand the information which is given to them.
- We encourage and support parents to play an active part in the pre-school.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform all parents on a regular basis about their children's progress, both verbally and in written form.
- We work in partnership with our parents to support the learning and development of the child to ensure we meet the EYFS expectations.
- We provide a regular two-way flow of information with parents and carers, and between providers if a child is attending more than one setting.
- We inform parents about relevant childcare training.
- We provide information about opportunities for being involved in the pre-school in ways which are accessible to parents with basic skills needs, or those for whom English is an additional language.
- 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.
- We provide opportunities for parents to learn about the pre-school curriculum and about young children's learning, in the pre-school and at home.

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 and any other adult carer who has parental responsibility for a child within our setting.

'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.*

Absent Parents

Some parents are less well represented in early years' pre-schools; these can include fathers, parents who live apart from their children and still play an active part in their lives but can also include full time working parents who reside with their child but do not drop off or collect their child therefore do not visit the setting. At Little Sunbeams (Fareham) we work with absent parents to find a mutually suitable communication method to ensure all parents are included and feel they are welcomed and valued at our setting.

Divorced / Estranged Parents

We recognise that while the parents of some children may be divorced or estranged, both parents have a right to be informed of and involved in their child's educational process. We also recognise that parents who are divorced or estranged 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 resident parent. If estranged or divorced parents both claim to be the resident parent the parent who enrolled the child will be presumed to be the resident parent until a court order or written agreement between the parties, identifying the resident 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. In the case of parents having shared residence the parent who registered their child with us would be our first point of contact.

Progress reports and children's records

Both parents have the right to have access to their child's Tapestry online journal and receive progress reports.

Participation in meetings.

Both parents are welcome, and encouraged, to participate in Key Person meetings, Individual Educational Program team meetings, and any other conference called by us regarding the child's education. If the parents are separated or divorced, the resident parent is expected to share scheduling information with the non-resident parent. We will provide scheduling information to the non-resident parent only if we receive 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 not limited to, placement and consent to evaluation and services, the resident 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-resident 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. 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.

Parental Behaviour

We believe 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; Please refer to our Code of Conduct
- working together with staff for the benefit of children. This includes approaching your child's keyperson, manager, parent representative or committee chair 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 the Pre-school, 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
- using a mobile phone or camera whilst on the pre-school premises

We 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, Committee, parents and carer's, children and other users of the preschool 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.

NB: Our previous policies entitled Parental Involvement and Parent Partnership were combined on 30/07/2021 resulting in the implementation of this new Partnership with Parents policy.

Version	Changes made	Author	Date
1.0	Baseline version	Lyn	30 th July 2021