



## Separated Parents Policy

At Greasley Beauvale Primary and Nursery School, the Governors recognise the importance of ensuring equal opportunity for all children and adults. The Governors will continue to ensure that this is an essential element of all school policies and actions.

The right to develop, learn and work in an environment free from discrimination is implicit in our school's ethos and embodied in its Vision.

### **Our Vision:**

At Greasley Beauvale Primary School, our vision is for everyone to **reach their true potential, nurture their talents** and foster a personal **love of learning** through a **safe, engaging and challenging curriculum**. We **take notice of each other** and **strive to be healthy and happy in body and mind**. We **champion physical, emotional and mental wellbeing** to **promote the best outcomes for everyone** to **build a healthy future together**.

***At Greasley Beauvale Primary School, you are "Learning for Life" to "Paint Your Own Rainbow"***

The latest update of this policy was reviewed in Autumn 2025 following a full consultation with Governors and a working party of separated parents (throughout 2023/2024).

The Full Governing Body approved the latest version in Autumn 2025.

Nominated SLT member responsible for policy: Mrs Michelle Bates (Head Teacher)

Next Review Date: Autumn 2027

## **Policy Foreword**

(Origin of policy and consultation process)

As part of the Separated Parents Policy review 2023, the Head Teacher consulted with separated parents. At the time of consulting, 106 children in school had separated parents. Considering siblings, the school had 87 split/blended families in total.

The consultation process took place over two phases. During phase one, there were twenty separated parents that chose to complete the consultation. Following phase one of the consultation process, four parents wished to be consulted further on the Separated Parents Policy as part of the full policy review. In addition, one parent gave his views when his child moved schools during a separation, and these have been considered as part of the review.

The revised policy for 2023/2024 was based on the views of five separated parents, governors, staff, legislation and guidance from the Department of Education (DfE). This guidance (and further examples) can be viewed using the following link - [Understanding and dealing with issues relating to parental responsibility - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/understanding-and-dealing-with-issues-relating-to-parental-responsibility).

## **Statement of intent**

Greasley Beauvale Primary and Nursery School recognises that children from families whose parents are separated, or are undergoing separation, may go through traumatic and unsettling changes during their time at school and home. With this in mind, we will make every effort to work with parents to promote the welfare of children and put the children at the centre of any decisions we make. This policy has been created to minimise any impact to those involved and to clarify to all parties what is expected from separated parents, school and its staff.

### **1. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Data Protection Act 2018
- General Data Protection Regulation
- DfE 'Keeping children safe in education'
- Children Act 1989

### **2. Definitions**

Schools have a legal duty to work in partnership with families and to involve all those with parental responsibility in their child's education.

#### **Who is a Parent?**

Parents may be recognised differently under education law and family law. Section 576 of the Education Act 1996 defines a '**parent**' as:

- All biological parents, whether they are married or not;

- Any person who, although not a biological parent, has parental responsibility for a child or young person. This could be an adoptive parent, a step-parent, guardian or other relative;
- Any person who, although not a biological parent and has no parental responsibility, has care of a child or young person (a person with whom the child lives and who looks after the child).

Parents as defined above must be treated equally, unless there is a court order limiting an individual's exercise of parental responsibility. In the event that the school is not informed of the existence of such an order, neither parent will have rights superior to the other.

In cases where a person is not the biological parent of a child, does not have 'parental responsibility' for that child and that child no longer lives with them, it's unlikely that they will be recognised as a 'parent'.

Any disputes about whether a person is a child's 'parent' within the meaning of section 576 Education Act 1996, are for the courts to decide.

## **Parental Responsibility**

Family law defines **parental responsibility** as the rights, duties, powers, responsibilities and authority that a parent has in relation to a child.

A person with **parental responsibility** can make decisions about the child's upbringing and is entitled to information about their child. For example, they can give consent to the child's medical treatment and make decisions about the child's education. They also have the right to receive information about their child's health and education.

Individuals who have parental responsibility, or care for a child, have the same rights as biological parents. This includes the right to:

- Receive information (e.g., pupil reports, school events, etc.);
- Participate in activities (e.g., elections for parent governors);
- Give consent (e.g., for school trips);
- Be involved in meetings concerning the child (e.g., parents' evenings, SEND meetings, participate in an exclusion procedure, appeal against admission decisions);
- Be part of parental engagement events (e.g., class workshops)

## **Who has parental responsibility?**

A child's birth mother (the person who carried the child) has parental responsibility unless it is removed by an adoption order or a parental order following surrogacy.

Where a child's father and mother were married to each other at the time of the child's birth, they each have parental responsibility for the child. Where the parents were not married to each other at that time, the child's father can gain parental responsibility:

- by registering the child's birth jointly with the mother;

- by subsequently marrying the child's mother;
- through a 'parental responsibility agreement' between him and the child's mother which is registered with the court;
- by obtaining a court order for parental responsibility.

Where two female parents have a child through fertility treatment, the mother's female partner is treated in the same way as a father. She has parental responsibility if she is married to or in a civil partnership with the mother at the time of the treatment (or if the two women agree in writing that she will be the child's second parent). She can also acquire parental responsibility in the same way that a child's father can.

People who are not the child's biological mother, father or second female parent can also acquire parental responsibility.

Civil partners have parallel rights to married people in terms of parental responsibility. The same provisions for married people apply to them in terms of:

- acquiring parental responsibility - adoption, agreement with their civil partner or by an order from the court;
- holding parental responsibility.

### **Key effects of a father or second female parent acquiring parental responsibility**

When a father or second female parent acquires parental responsibility they:

- become a 'parent' for the purposes of adoption legislation and can therefore withhold consent to an adoption;
- can object to the child being accommodated in local authority accommodation under section 20 of the Children Act 1989 and remove the child from local authority accommodation (unless the child is over 16 and agrees to be provided with accommodation);
- will automatically be a party to care proceedings;
- can appoint a guardian;
- can give valid consent for his child's medical treatment (subject to the competency of the child to give their own consent or object to the treatment being proposed);
- has a right of access to his child's health records;
- can withdraw a child from sex education and religious education classes and make representations to schools concerning the child's education;
- must give consent if child's other parent seeks to remove the child from the jurisdiction;
- can sign a child's passport application and object to the granting of a passport;
- has sufficient rights in relation to a child to invoke the international child abduction rules;
- can consent to the marriage of a child aged 16 or 17.

### **Non-biological parents (including same sex male parents) can acquire parental responsibility through:**

- Adopting a child (including same sex male parents following surrogacy);

- Being appointed a guardian;
- Being named in an emergency protection order;
- Being granted a child arrangements order stating the child should live with them;
- The agreement of a child's mother (and other parent if that person also has parental responsibility);
- A court order.

An LA has parental responsibility if it is named in a child's **care order**. Civil partners have parallel rights to married couples.

Any disputes regarding whether a person is a pupil's parent, within the meaning of section 576 of the Education Act 1996, will be decided by the courts.

### **Involvement from other people within the child's life**

If a step-parent, guardian or other relative has care of a child or has obtained parental responsibility for a child through the means stated in the above bullet points (e.g. court order, adoption, child arrangement order) then they would be classed as a parent for education purposes and be permitted to participate in the education of the child. This could include attending parents' evenings, school events and other meetings about the child (e.g. exclusion procedure, special educational needs reviews or multi-agency meetings).

If a step-parent, guardian or other relative does not have care of the child, or has not obtained parental responsibility for the child e.g. by way of court order, then they will not have the right to attend a parents evening, school event or professionals meetings in place of the biological parent but would be able to accompany them.

The biological parents will be asked to clarify the legal basis upon which their partners, relatives or guardians are able, or unable, to attend school-based events for the child.

The school will support parents' wishes. However, they will not be drawn into private parental disputes and parents will be encouraged to agree matters between themselves. The school appreciates that sometimes parents are unable to resolve disputes and agree on arrangements. Therefore, failing this, they should get clarity and certainty through a court order, or arrangement, which will detail arrangements of this kind.

### **What is residence?**

Residence (previously known as custody) is a term used to describe where the child will live for the majority of their time. When a relationship breaks down and parents do not live together, the child will usually live with either parent within the relationship. The parent who has the child live with them most of the time is called the resident parent and the other parent is called the non-resident parent. When the child spends equal time with both parents, for example, one week with one parent, another week with the other, then the parents are said to have shared residence of the child.

## **What does being the resident parent mean?**

The resident parent usually makes the general day-to-day decisions concerning the upbringing of the child. These decisions will be decisions about how the household will function and the child's daily routine. If the other parent has Parental Responsibility, the major decisions concerning the upbringing of the child will normally be made together. Such decisions can include, but are not limited to, where the child should attend school, what religion the child should be brought up with, changing the child's name, for example. Where parents cannot agree on decisions to be made for the child, then these may again need to be made by the courts and be part of legal agreements.

In some circumstances, it may be agreed between the parents who may take the 'lead' on decisions for school. Parents should inform school if this decision has been reached and who may be the 'lead' parent. If this is the case, this should be a mutual agreement and would be checked by the school to ensure no bias is created.

## **Court orders and parental responsibility**

Court orders under section 8 of the Children Act 1989 (often-called section 8 orders) settle areas of dispute in relation to the exercise of parental responsibility or a child's care or upbringing and can limit how an individual exercises their parental responsibility.

There are different types of section 8 orders, which can be made to address particular issues.

### **Prohibited steps order**

A prohibited steps order imposes a specific restriction on the exercise of responsibility. This means that no step specified by the court, which a parent could take in meeting his/her parental responsibility, can be taken without the consent of the court.

***Example** One parent wants to take the child abroad for an extended period or prevent the child from attending a form of religious worship, against the wishes of the other parent.*

### **Specific issue order**

A specific issue order is an order giving directions for the purpose of determining a specific question that has arisen, or may arise, in connection with any aspect of parental responsibility.

***Example** An order allowing one parent to agree to a pupil changing school against the wishes of the other parent.*

### **Child arrangements order**

A child arrangements order sets out the arrangements relating to whom a child is to live with and when, and arrangements relating to whom a child spends time with or otherwise has contact with. It replaces the former residence and contact orders.

Schools should ask parents to ensure they provide schools with a copy of the most recent court order in place, to support the school's duties in respect of child safeguarding. In addition, the school will check with the parent sharing the document that permission from the courts has been sought to share.

Parents may first need to seek the permission of the court to share orders with third parties, including the child's school.

### **Care order**

If a care order is in place, the role that parents can play in their child's life and schooling may be limited by the local authority.

Schools should note that court orders limiting a parent's exercise of their parental responsibility does not necessarily prevent or restrict a school from carrying out their duties under education law.

### **Terminating parental responsibility**

While such cases are rare, in very limited circumstances, the court can also make an order under section 4(3) of the Children Act 1989 to terminate parental responsibility that has been acquired (except where parental responsibility was acquired through marriage of the father or second female parent to the child's mother).

## **3. Roles and responsibilities**

### **The Head Teacher and school office are responsible for:**

- Asking parents or guardians for the names, addresses and email addresses of all parents when they register a pupil;
- Ensuring that names and addresses of all parents, where known, are included in the admission register and also in pupil records, and are available to the pupil's teachers;
- Ensuring that names and addresses of all parents are forwarded to any school to which the pupil moves;
- Ensuring that details of court orders are noted in the pupil's record using CPOMs;
- Where the address, or email address, of a non-resident parent is unknown, telling the resident parent that the non-resident parent is entitled to be involved in their child's education and request that information is passed on to them;
- Ensuring the school register contains at least one telephone number to contact each resident parent in case of an emergency;
- Setting up all parents on WEDUC so that information about the school and any communication can be easily received (including reports and letters);
- Setting up all parents on Parentmail so that school dinners and payments can be made;
- Ensuring that where there is a designated 'lead' parent for decisions, that this has been **agreed** by both parents;
- Providing separated parents with the opportunity to complete Appendix 1 of this policy – 'Providing information on family contexts, circumstances, and arrangements.'

### **Parents are responsible for:**

- Providing their child's birth certificate upon admitting their child to the school;
- Informing the school when there is a change in family circumstances. The school recognises the sensitivity of such situations and we will maintain confidentiality requested by parents as far as possible. The school will also not make

judgements about individual circumstances, and both parents will be treated equally;

- Where there is a court mandated restraining order in place, providing the school with a copy, which will put measures in place to ensure the child is not released to named individuals;
- Where parents have joint custody and there are disputes or alterations regarding collection of the child/ren, the school are to be informed as soon as reasonably practicable of alternative arrangements in place;
- Attending parents evening appointments for their child. On the majority of occasions, the school expects parents to communicate with each other regarding appointments and receiving the key information about their child. However, some ended relationships (such as in the case of domestic abuse or parents in new relationships) dictate that the parents cannot effectively communicate without this opening up an opportunity for further dispute. In these circumstances, the parent should be open with the teacher and, wherever possible, school will accommodate separate appointments to provide both parents the equal opportunity to be involved in the discussions and ensure that the child is at the heart of the communication;
- Liaising and communicating directly with each other in matters such as the ordering of school photographs, tickets for performances, attending parental events and other instances. The school will not deal individually with these requests in view of the significantly increased workload that they represent. However, for the child's health and wellbeing, and to prevent conflict where there are special arrangements to consider, parents should contact the school office directly with their query, which will be considered on a case-by-case basis.
- Parents are responsible for informing the other parent of a holiday request as the school will not get in the centre of parental disputes over leave of absence of this nature;
- Keeping school informed about any changes to contact details. This includes names, telephone numbers, addresses and email addresses.
- Children's welfare and safety are paramount, where there are issues over access to children, either parent or agencies should contact the school immediately;
- Liaising with the other parent when contact details, names and/or schools are due to change;
- Agreeing with each other on the involvement of other people in a child's educational life and events in school (e.g., step-parent, guardian or other relative)
- Notifying school if there is an **agreed** 'lead' parent with whom school should contact and liaise with on most occasions about most things;
- Providing school with the appropriate information to support you and your child when separated by completing Appendix 1 of this policy – 'Providing information on family contexts, circumstances, and arrangements.'
- Seeking legal advice or court orders (or changes to a court order) where disagreements keep occurring around arrangements and permissions.

Children's welfare and safety are paramount, where there are issues over access to children, the parent with whom the child resides should contact the school immediately.

## **The Designated Safeguarding Lead, and Head Teacher, are responsible for:**

- Ensuring pupils are safe and happy at school;
- Making decisions regarding sharing information with parents about safeguarding concerns;
- Liaising with relevant professionals where the impact of parental disputes are a cause for concern and having an impact on the child within the family (e.g., but not limited to, social care, social workers, family support workers, Health Families Team, Early Help, CAFCASS);
- Assessing and supporting a child's wellbeing and mental health in cases where trauma, attachment or adverse childhood experiences (ACEs) may have occurred (e.g., but not limited to, parental relationship and separation has incurred, the child has witnessed domestic abuse, substance and alcohol misuse);
- Supporting children with the loss and grief from the breakup of a relationship and routine disruption;
- Referring a pupil to the relevant support services, where required;
- Liaising with the safeguarding Lead or Head Teacher following any school moves (in line with Keeping Children Safe in Education - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101454/Keeping\\_children\\_safe\\_in\\_education\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf) );
- Offering parents support through One-Plus-One Parenting Conflict Support, where parents are experiencing current relationship difficulties and this is having an impact on the child.
- Responding to requests for information following guidance and policy <https://www.greasleybeauvale.co.uk/gdpr/>

Disagreements between parents must be resolved between the parents and cannot be resolved by the school.

If the parents are unable to agree with one another on decisions regarding their child's educational programme, including, but not limited to placement and participation in extracurricular activities, the school will try to support where possible. The school will attempt to arrange a meeting with all parents to assist the parents in resolving the situation. However, they will not put themselves in the centre of parental conflict. Leaders, and staff, are also very aware that mediation is not helpful for some parents, especially where domestic abuse may have occurred historically or may be happening currently (this is also the advice shared by external services that work with children in school).

There is a mediation service offered by Notts Family Service if parents choose to use this service and type of support. These can be contacted by calling 01623 433500 or by emailing [earlyhelp@nottscgcsx.gov.uk](mailto:earlyhelp@nottscgcsx.gov.uk). School will support either parent (or both) to access services to support with mediation.

## **4. Progress reports, pupil records and informal updates during the school day**

Any parent has the right to receive progress reports, informal updates and review pupil records of their child.

If the parents are separated or divorced, progress reports will be sent to both parents electronically (unless a paper copy is requested). ***It is the parent's responsibility to make us aware of changes in circumstances.***

If the child is subject to a joint residence order, or there is shared residency, and the school's records formally capture that the child resides at two addresses, then progress reports will be sent to both addresses electronically (unless paper copies are requested).

If there is an issue in school that requires parents to be aware of that day, there will be a verbal discussion with the parent collecting from school or a phone call at the end of the school day if this is more appropriate (normally the resident parent collecting for that day). To ensure that the other parent receives the same information, they will receive a message via WEDUC detailing the incident or issue. Part of the message will ask the parent to call school if they require additional information or wish to discuss the issue or incident further. If another adult collects from school (e.g. childminder, nursery provider or other family member), they may be notified of an issue and ask where the child is residing that night. In this instance, there may be a phone call to the residing parent for that evening (if required) and a message to the other parent as detailed above.

Wherever possible, and as much as possible, electronic communication to **both** parents will allow school to eliminate and reduce any bias and ensure fairness and equity for all parents. As a school, we believe that parents require the same information about their child, irrespective of residency.

The school will maintain an open-door policy with both parents and the class teacher, or senior management team where required, will be available to discuss any issues.

## **5. Collecting a child from school**

Where a separated parent has parental responsibility and needs to take the child **during** the school day, the resident parent will be contacted to ensure that parents are in agreement, providing a non-contact order is not in place. The Head Teacher will use their discretion on the decision to allow a child to leave the premises with a non-resident parent **during** the school day, and the resident parent **will** be contacted to discuss the request and any care arrangements.

However, if the resident parent is not contactable, the other parent has parental responsibility and there is no court order in place, then school will have to allow the child to leave school as there would be no law to prevent this from happening.

Where a separated parent has parental responsibility, and comes to collect the child **at the end of the school day**, there would be some discretion from the staffing and leadership teams, based on their knowledge of the family situation, context, relationships and scenarios (i.e. amicable or not). Where there is any doubt regarding the situation, safeguarding or court orders, the resident parent will be contacted to ensure that parents are in agreement, providing a non-contact order is not in place. The Head Teacher will use their discretion on the decision to allow a child to leave the premises with a non-resident parent at the end of the school day, and the resident parent **may** be contacted to discuss the arrangement.

However, as stipulated above, if the resident parent is not contactable, the other parent has parental responsibility and there is no court order in place, then school will have to allow the child to leave school as there would be no law to prevent this from happening.

It is for both parents to agree the order of the emergency contacts held on the school's system/records. However, in the event of a medical emergency, both parents would be contacted. If there is a court order in place, it would then be the responsibility of the parent to decide whether this was followed. School will not decide on the order of emergency contacts and where this cannot be agreed by parents this should be decided by the courts and added to any legal order or arrangement.

In extreme circumstances, if there is a belief that a possible abduction of the child may occur or if the parent is disruptive, the police will be notified immediately.

## **6. Obtaining consent**

If parental consent is required for outings or activities, the school will seek consent from the resident parent, unless the decision is likely to have a long-term and significant impact on the child or the non-resident parent has requested to be asked for consent in all such cases.

In cases where the school considers it necessary to seek consent from both parents, it is possible that one gives consent and the other withholds it. In such cases, the school will assume that parental consent has not been given.

Where the school requires urgent consent because a child needs emergency medical treatment, the Children Act 1989 allows the school to act in place of a parent (in loco parentis) or to seek consent from a parent that does not have parental responsibility.

In the event that a child has a Special Educational Needs or Disability (SEND), or concerns around their Social and Emotional Mental Health and wellbeing (SEMH), then school will work in the best interests of the child. ***Where school initiate a referral process***, they will speak to both parents for their views and consent to progress. Both parents have the right to involvement in the process. However, for SEND and SEMH purposes, the school can progress with a referral with the consent and involvement of one parent if the other parent chooses not to consent or be involved.

***Where a parent wishes to initiate a referral process themselves***, the school will support this with the child in mind. Consent will not be sought from both parents to progress with the referral, as any parent has the right to make referrals for their own child. However, the other parent will be made aware of a referral. They will be asked if they wish to provide their views to support the child, and put them at the centre of the referral and any potential intervention. However, for SEND and SEMH purposes, the school can progress with a referral with the consent and involvement of one parent.

In the event that separated parents do not wish for their views to be shared with the other parent, then referral forms can be completed separately.

Where a referral is made to support a parent with their child (e.g., through an Early Help Assessment Form for Early Help or parenting support - EHAF), the other parent will not be notified as this could be in breach of the parents' data.

The school will not become involved in any disagreements between parents as they will put the child at the centre of any decisions made. However, the school may suggest that, where parents cannot agree, they seek independent legal advice about obtaining a court order or updating a court order that may currently be in place.

## **7. Name changes**

A change of surname is a private law matter and should be resolved between parents. Where one parent seeks to change the surname by which their child is known, school will ensure that they do not change the surname without written evidence that consent has been given by the other parent or by anyone else who has parental responsibility for the child. School may need to source this evidence independent of the parent seeking to make the change if this is not provided.

There may be circumstances where an informal name change has already been adopted in school and it would not be in the best interests of the child, who might be called by a new name, to refer back to a different name. In these circumstances, school will decide what action to take but the best interests of the child will always be paramount consideration when making a decision.

A separated parent who has parental responsibility, but no longer lives with the child, may refuse to consent to changing the child's surname. In such cases, the parent wishing to change the child's name would need to apply to the courts for permission to do so.

Where a child is subject to a special guardianship order, there may be particular considerations in cases where a school receives a request to use a different surname for a pupil.

Section 14C(3) of the Children Act 1989 (CA 1989) states that:

*While a special guardianship order is in force with respect to a child, no person may cause the child to be known by a new surname.....without either the written consent of every person who has parental responsibility for the child or the leave of the court. Schools must therefore decline requests from special guardians for a child to be known by a different surname unless the above criteria are met.*

## **8. School changes**

The school will act in the best interests of the child first and foremost.

Parents are responsible for resolving potential conflicts about the change of a school.

The school will expect that any potential or planned school changes are discussed between both parents and that both parties are in agreement. School will not be at the centre of the decision-making and information sharing of this nature.

The school will support parents' wishes, and do their utmost to ensure that all parents are in agreement with any school change. However, they will not be the party to inform the other parent of a school move or be drawn into private parental

dispute. This is particularly important given that some parents will have been, or may be at risk of being, a victim of domestic abuse.

Again, parents will be encouraged to agree matters between themselves. School appreciate that sometimes parents are unable to resolve disputes and agree on arrangements. Therefore, if this is the case, they should get clarity and certainty in a court order.

When there has been a school move and school are led to believe that one parent has not been informed and/or there has been conflict, a safeguarding lead will speak to the new school to inform them of the situation. The school will also ask that they make contact with both parents to discuss the situation and share any updated information.

## **9. Safeguarding**

The school will always have regard to the statutory guidance, 'Keeping children safe in education'.

While parental responsibility is not given to a foster parent or key worker in residential care, the school will engage and work with these individuals in the best interests of the child.

If the school believes a child is in immediate danger or at risk of harm, it will immediately make a referral to children's social care at the Multiagency Agency Safeguarding Hub (MASH) or the police, as appropriate.

Where referrals have been made, the school will consider the level of information to provide to parents on a **case-by-case basis**.

The Designated Safeguarding Lead is responsible for safeguarding, including decisions regarding sharing information with parents about safeguarding concerns.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

## **Working with Social Workers**

A child's social worker may collect them from school – in these instances, a prior agreement with the birth parents and/or foster carers depending on the individual circumstances will be in place.

Schools will not permit social workers to enter the school premises to collect children to attend care review meetings or go to contact meetings without the prior agreement of foster carers, parents or the children themselves.

## **10. Information sharing**

The school will balance the requests of parents with their statutory duties. Having parental responsibility does not allow a parent to obstruct the school from carrying out its duties under legislation.

Under the principles of the GDPR and the Data Protection Act 2018, children and young adults can assume control over their personal information and restrict access to it from the age of 13. However, Parents are permitted to request access to, or a copy of their child's educational record, even if the child does not wish them to access it – this applies up until the age of 18.

Information about how to request information can be found on the school's website using the following link: <https://www.greasleybeauvale.co.uk/gdpr/>

A parent is **not**, however, entitled to information that the school could not lawfully disclose to the child under the GDPR or Data Protection Act 2018 in relation to which the child would have no right of access.

If the school does not know the location of a non-resident parent, it will ensure the resident parent is aware that the other parent is entitled to be involved in their child's education. If a resident parent refuses to share information with the other parent, and also refuses to provide the non-resident parent's contact details to the school, the school can do no more.

If a non-resident parent contacts the school and requests access to information, the school will provide it to that parent directly, after taking reasonable steps to satisfy itself that the individual is, in fact, the child's parent.

The school will not seek the consent of the parent with whom the child resides with before recording the contact details of the non-resident parent or sending them their child's prescribed statutory educational information.

Electronic communication to **both** parents will allow the school to eliminate and reduce any issues and ensure fairness and equity for all parents. However, either parent can request for more information, or full records, when they choose.

Upon a request for information or records, the school will follow guidance and policies regarding this. Further policies are on the school's website, detailing how parents can request information and/or records and how school will manage such requests:

- <https://www.greasleybeauvale.co.uk/key-policies/>
- GDPR information can also be accessed using the following link <https://www.greasleybeauvale.co.uk/gdpr/>

Alternatively, you can contact the school office ([office@greasley.notts.sch.uk](mailto:office@greasley.notts.sch.uk)) for more information and guidance.

## **11. Parent Governance**

The school will not restrict parent governors' eligibility to nominate, vote or otherwise participate in governor elections to parents holding parental responsibility. Under the School Governance (Constitution) (England) Regulations 2012, 'parent' includes not just those with parental responsibility but biological parents and anyone who cares for a child.

## **12. Administration**

The school will ensure that all administration records held are accurate to the best of their knowledge. Such information will be necessary when decisions need to be made about who can give parental consent for a school visit, or be contacted if the child is ill, as well as what to do in more difficult situations.

The school will protect the private data of each parent from any other and avoid inadvertent disclosure. This is particularly important given that some parents will have been, or may be at risk of being, a victim of domestic violence.

### **13. Monitoring and review**

This policy is reviewed annually by the Head Teacher following the views of parental consultations.

The scheduled review date for this policy is September 2027.



# **Greasley Beauvale Primary School**

## **Separated Parents Policy – Appendix 1**



## Providing information on family contexts, circumstances, and arrangements

---

**Names of children in school:**

**Parent Name (completing the form):**

**Residence arrangements:**

**Child's level of contact with the other parent:**

**Is there a 'lead' parent in the relationship who makes the decision on school life and day-to-day decisions that is agreed by both parents? YES/NO**

**If yes, please provide details that we should be aware of:**

**Contact arrangements in the event of a medical emergency (agreed between both parents where possible):**

**Is the relationship between you and the other parent amicable and agreeable? YES/NO**

**If no, please provide any details that we should be aware of:**

**Are there any court orders or legal arrangements that school need to be aware of? YES/NO**

**If yes, please provide details that school should be aware of for contact arrangements:**

**Have you asked the court's permission to share the legal arrangements/court order in place? YES/NO/NOT APPLICABLE (If so, please provide school with an actual copy to store on the child's file)**

**Are there other people within your relationship/home that may be part of the child's life and/or care? (e.g. carer, step-parent, guardian, other relative, spouse) YES/NO**

**Who?**

**Context/dynamics?**

**Are they classed as a 'parent' because they have actual care of the child or have Parental Responsibility? YES/NO**

**Do you have anything else to add that we should be aware of (e.g., previous trauma, safeguarding issues, any complexities within the relationship, impact on the child etc)? YES/NO**

***If yes, please provide details that school should be aware of:***

***Have you read and understood the Separated Parents Policy so you are aware of school procedures? YES/NO***