



Home–School Communication Policy

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1. Introduction and Aims

At Hopebright School, we recognise that effective home–school communication is a core safeguarding and educational function. It is essential to ensuring that pupils with SEND receive consistent, coherent support across both home and school environments.

Communication is not treated as an administrative function alone, but as a structured system supporting:

- pupil progress and attainment
- emotional wellbeing and behaviour regulation
- safeguarding identification and response
- attendance and engagement
- partnership working with families and external agencies

Principles of Effective Communication

The school’s communication model is underpinned by the following principles:

- **Clarity:** Information must be unambiguous and actionable
- **Consistency:** Messages must align across staff and systems
- **Timeliness:** Communication must be proportionate to urgency
- **Professionalism:** All interactions must be respectful and appropriate
- **Safeguarding-first approach:** Concerns about pupils take priority over routine communication
- **Inclusion:** Systems must be accessible to all families

Aims of this Policy

This policy defines how Hopebright School will:

- standardise communication routes and expectations
- ensure families understand who to contact and when
- establish clear response times and escalation routes
- ensure safeguarding concerns are communicated appropriately
- promote equitable access to information for all families
- reduce duplication, delay and communication overload

The term “parents” includes parents, carers and legal guardians.

2. Roles and Responsibilities

School Responsibilities

The school is responsible for ensuring communication is:

- accurate, timely and relevant to pupil need
- securely managed in line with data protection requirements
- delivered via appropriate channels depending on urgency and content
- recorded where necessary for safeguarding or audit purposes
- accessible and adapted where required

Staff must ensure:

- professional tone at all times
- separation of informal messaging and formal record-keeping systems
- escalation of safeguarding concerns without delay
- avoidance of sensitive discussions via unsecured channels



Parent and Carer Responsibilities

Parents and carers are expected to:

- engage respectfully with all staff and communication systems
- monitor communication channels regularly
- respond to reasonable requests within expected timeframes
- notify the school of relevant changes (contact details, medical needs, family circumstances)
- use designated channels rather than informal routes (e.g. social media or personal messaging)

Unacceptable Communication

The school will not accept communication that is:

- abusive, threatening or aggressive
- discriminatory or harassing
- persistently unreasonable or excessive in volume
- intended to intimidate or disrupt staff capacity to perform duties

Such cases may be escalated under safeguarding or behaviour procedures and referred to senior leadership.

3. Methods of Communication with Parents and Carers

3.1 Email Communication

Email is the primary formal communication channel.

It is used for:

- structured school updates and newsletters
- academic reports and assessment summaries
- attendance and behaviour correspondence
- consent forms and administrative processes
- policy updates and statutory information

Emails may be:

- stored securely on school systems
- retained in line with safeguarding and GDPR requirements
- used as part of pupil records where relevant

3.2 Digital Messaging Systems

Digital messaging systems are used for short-form operational communication only.

Appropriate use includes:

- emergency closures or urgent operational changes
- timetable adjustments
- reminders for key events or deadlines

Not appropriate for:

- detailed discussions about pupil progress
- complaints or grievances
- safeguarding disclosures requiring formal recording

3.3 Telephone Communication

Telephone communication is used for:

- urgent safeguarding or welfare concerns
- immediate behavioural incidents
- attendance clarification
- time-sensitive updates requiring dialogue

Where necessary:

- calls may be logged on pupil records
- follow-up communication may be scheduled
- additional staff may be included for safeguarding oversight

3.4 Written Reports

Reports provide structured, evidence-based summaries of pupil progress.

Reports include:

- academic attainment and progress against curriculum expectations
- EHCP outcomes and targets (where applicable)
- attendance data and engagement patterns
- identified strengths and areas for development
- recommended next steps and support strategies

Reports are written to be accessible to families and external professionals.

3.5 Parent Meetings and Reviews

The school operates a structured cycle of engagement:

- termly parents' evenings
- annual EHCP reviews (multi-agency where appropriate)
- additional meetings where concerns arise
- transition planning meetings where relevant

Meetings may address:

- academic progress
- emotional regulation and wellbeing
- behaviour support strategies
- EHCP provision and outcomes
- attendance barriers
- transition planning

3.6 School Website

The school website acts as a central information hub, including:

- statutory policies
- safeguarding information
- curriculum documentation
- term dates and calendar events
- key contact information
- school announcements

Content is reviewed regularly for accuracy and compliance.

3.7 Communication Accessibility

The school ensures communication is accessible to all families by:

- providing simplified or alternative formats where needed
- offering assisted digital access support
- adapting communication methods for individual needs

Requests for accessibility adjustments will be handled on a case-by-case basis.

3.8 EAL (English as an Additional Language) Support

Where required, the school will provide:

- translated written materials
- interpreter support for meetings
- simplified communication formats

The school will make reasonable adjustments to ensure equitable access to information.

4. Communication Standards, Response Times and Escalation

4.1 Response Times

The school aims to respond within:

- **24 working hours** for routine communication
- **same day** for urgent safeguarding or welfare concerns (where received during working hours)

Working hours are defined as:

8:30am–2:30pm, term time only

Communication received outside these hours will be addressed the next working day.

4.2 Escalation Pathway

If a matter is not resolved at initial contact:

1. Class Teacher / Primary Staff Contact
2. Pastoral Lead / Subject Lead
3. Senior Leadership Team
4. Headteacher
5. Proprietor / Governing Body (where applicable)

4.3 Record Keeping

Relevant communication may be:

- logged on safeguarding systems
- recorded in pupil files
- used to inform multi-agency work
- retained in accordance with data protection law

5. Accessibility and Inclusion

The school is committed to equitable communication access for all families.

Adjustments may include:

- alternative formats (large print, simplified summaries)
- communication via telephone instead of written formats
- additional time allowances for responses where appropriate
- supported meetings with key staff or advocates

6. Confidentiality, Data Protection and Safeguarding

All communication must comply with:

- UK GDPR requirements
- safeguarding statutory guidance
- confidentiality principles

Key principles:

- pupil data is shared strictly on a need-to-know basis
- sensitive information is never discussed in insecure channels
- safeguarding concerns are escalated immediately through internal systems
- staff must avoid use of personal devices for sensitive communications unless authorised

Where there is a safeguarding risk, confidentiality may be overridden in line with statutory guidance.

7. Complaints and Resolution Pathways

Where communication issues cannot be resolved informally, parents and carers may follow the school's Complaints Policy.

The school encourages early resolution through:

- direct contact with appropriate staff
- structured meetings
- mediation via senior leadership where required

Repeated or unresolved issues will be managed through formal procedures.

8. Links with Other Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy



- Complaints Policy
- Attendance Policy
- Data Protection Policy (GDPR)
- Equality and Diversity Policy
- SEND Policy and EHCP procedures

9. Appendix 1: School Contact List

The school aims to ensure queries are directed efficiently to reduce delays.

Query Type	Contact
Learning, curriculum, homework	Class Teacher / Form Tutor
Pastoral wellbeing	Pastoral Lead
Behaviour concerns	Behaviour Lead
Attendance	School Office
EHCP / SEND queries	SENDCo
Trips and enrichment	Deputy Headteacher
Uniform / lost property	School Office
General administration	School Office
Complaints	School Office (via Complaints Policy)