

Home-school communication policy



Approved by:

Governors

Date: December 2023

Last reviewed on:

December 2023

Next review due by:

December 2025

1. Introduction and aims

We believe that clear, open communication between the school and parents/carers has a positive impact on pupils' learning because it:

Gives parents/carers the information they need to support their child's education

Helps the school improve, through feedback and consultation with parents/carers

Builds trust between home and school, which helps the school better support each child's educational and pastoral needs

The aim of this policy is to promote clear and open communication by:

Explaining how the school communicates with parents/carers

Setting clear standards and expectations for responding to communication from parents/carers

Helping parents/carers reach the member of school staff who is best placed to address their specific query or concern so they can get a response as quickly as possible

In the following sections, we will use 'parents' to refer to both parents and carers

2. Roles and responsibilities

2.1 Headteacher

The headteacher is responsible for:

Ensuring that communications with parents are effective, timely and appropriate

Monitoring the implementation of this policy

Regularly reviewing this policy

2.2 Staff

All staff are responsible for:

Responding to communication from parents in line with this policy and the school's ICT and internet acceptable use policy

Working with other members of staff to make sure parents get timely information (if they cannot address a query or send the information themselves)

Staff will **aim** to respond to communication during core school hours 8.30 – 3.30pm, or their working hours (if they work part-time). In line with promoting staff wellbeing and helping our staff find a suitable work-life balance, staff may work around other responsibilities and commitments and respond outside of these hours, but they are **not expected** to do so.

2.3 Parents

Parents are responsible for:

Ensuring that communication with the school is respectful at all times

Making every reasonable effort to address communications to the appropriate member of staff in the first instance

Respond to communications from the school (such as requests for meetings) in a timely manner

Checking all communications from the school

Any communication that is considered disrespectful, abusive or threatening will be treated in line with our parent code of conduct.

Parents should **not** expect staff to respond to their communication outside of core school hours 8.30 – 3.30pm, or their working hours (if they work part-time), school holidays and weekends.

2.4 Other Professionals

We acknowledge that communication from professionals working for other agencies will be governed by the policies of their employer and as such, this is beyond the jurisdiction of our school policy. We will respect the communications policies and practises of external organisations and professionals. If we have concerns about communications we are receiving, we will raise these in line with the policy of the organisation the communication originated from where this does not contradict our school policies.

Any communication that is considered disrespectful, abusive or threatening will be referred to the Headteacher.

3. How we communicate with parents and carers

The sections below explain how we keep parents up-to-date with their child's education and what is happening in school.

Parents should monitor all of the following regularly to make sure they do not miss important communications or announcements that may affect their child.

3.1 Class Dojo

Class Dojo connects the school and families through building virtual classroom communities.

It enables staff to:

- Share photos
- Share videos
- Share announcements and celebrations
- Brief messaging between school and home

Staff are not expected to, and are discouraged from, checking and responding to Dojo messages outside their working day. However, staff are encouraged to work flexibly and respond to Dojo messages in a way that suits them to balance their working hours. Staff do not expect families to read respond or action Dojo messages outside hours that suit them. Dojo messaging does not replace face to face meetings where some discussion is required. All staff should seek face to face communications, when Dojo is not the most effective form of communication. Staff and families are discouraged from entering into in-depth discussions about a child's progress or well-being via Class Dojo.

3.2 Text messages

We will only text parents in emergency situations about:

Short-notice changes to the school day

Emergency school closures (for instance, due to bad weather)

3.3 School calendar

Our Long Lee Primary School – www.Longleeprimary.org.uk and Ingrow Primary School <https://www.ingrow.bradford.sch.uk> includes a full school calendar for the academic year.

3.4 Phone calls

Inbound

All telephone calls will be answered by staff in the main office. It is our policy that office staff do not interrupt teaching for staff to answer a telephone call unless it is an emergency. Messages are taken and forwarded to the relevant person. If the call requires a response from a member of staff we aim to do this **within 24 hours school day working hours 8.30 – 3.30pm**

Outbound

Telephone calls will be made where immediate contact with a family member is required i.e. for injuries or accidents. A member of staff will call the first named emergency contact as listed. Where no contact is made, a call will then be made to the second named contact and so forth.

3.5 Letters

Letters are usually shared on your child's class dojo page.

We send the following letters home:

Data Collection

Club letters

Activity leaflets

3.7 Reports

Parents receive reports from the school about their child's learning, including:

- An end-of-year report covering their achievement in each part of the curriculum, how well they are progressing, and their attendance
- A report on end of KS1 (Year 2) Attainment and KS2 (Year 6) statutory Attainment Tests (SATs)
- if applicable - EHCP Annual Review

3.8 Meetings

We hold 2 parents' evenings per year, autumn and spring. During these meetings, parents can talk with teachers about their child's achievement and progress, the curriculum or schemes of work, their child's wellbeing, or any other area of concern.

The school may also contact parents to arrange meetings between parents' evenings if there are concerns about a child's achievement, progress, or wellbeing.

Parents of pupils with special educational needs (SEN), or who have other additional needs, may also be asked to attend further meetings to review provision and progress.

3.9 School website

Key information about the school is posted on our website www.Longleeprimary.org.uk / www.Ingrowprimary.org.uk including:

- School times and term dates
- Important events and announcements
- Curriculum information
- Important policies and procedures
- Important contact information
- Information about before and after-school provision

- Information about school uniform
- Information about school admissions

Parents should check the website before contacting the school.

4. How parents and carers can communicate with the school

Parents should use the list in appendix 1 to identify the most appropriate person to contact about a query or issue, including the school office number and email address.

All our staff are professional and very busy; many are teaching all day and/or fulfill more than one role in school. They are all working hard for the benefit of all our children. While issues will of course arise, and we don't always get it right, we are sure you will agree that positive respectful partnerships between school and home are always in the best interest of the children.

We will always take issues and concerns raised by parents and carers very seriously and do our utmost to work with you to resolve them as soon as possible.

4.1 Email

Parents should always email the schools at – Long Lee Primary School office@footprintsfed.com , and Ingrow Primary School admin@footprintsfed.com addressed to the appropriate member of staff, about non-urgent issues in the first instance.

We aim to acknowledge all emails within 2 working days, and to respond in full (or arrange a meeting or phone call if appropriate) within 8 working days.

If a query or concern is urgent, and parents need a response sooner than this, they should call the school.

4.2 Phone calls

If parents need to speak to a specific member of staff about a **non-urgent** matter, we aim to make sure parents have spoken to the appropriate member of staff within 8 days of your request.

If the issue is urgent, parents should call the Long Lee Primary School office – 01535 603986 and Ingrow Primary School office – 01535 603868

Urgent issues might include things like:

- Family emergencies
- Safeguarding or welfare issues

For more general enquiries, please call the school office.

4.3 Meetings

If parents would like to schedule a meeting with a member of staff, they should email the appropriate email address (see appendix 1), or call the school to book an appointment.

We try to schedule all meetings within 8 working days of the request.

While teachers are available at the beginning or end of the school day for messages or general information and not for a lengthy discussion, if parents need to speak to them urgently, we recommend they book appointments to discuss:

- Any concerns they have about their child's learning
- Updates related to pastoral support, their child's home environment, or their wellbeing

4.4 Class Dojo

ClassDojo connects teachers, children and families through communication features, such as a feed for photos and videos from the school day, and messaging that can be translated into more than 35 languages. It also enables teachers to note feedback on students' skills and creates a portfolio for students, so that families can be aware of school activities outside of meeting with teachers.

It is not a platform for excessively lengthy communication which is disproportionate in tone or language, or which is disparaging of members of staff, or which is unreasonable in expectations of response time.

5. Inclusion

It is important to us that everyone in our community can communicate easily with the school.

We currently make whole-school announcements and communications (such as email alerts and newsletters) available in English

- Parents who need help communicating with the school can request the following support:
- School announcements and communications can be translated on class dojo into additional languages
- Interpreters for meetings or phone calls can be arranged with notice in advance.

We can make additional arrangements if necessary. Please contact the school office to discuss these.

6. Internal Communications

We have a range of methods for communicating internally within our school staff team. These methods include:

- Notice boards
- Letters
- Meetings (some of which are noted, some of which are followed with email summary)
- Email

The choice of communication method will be determined by the circumstances, taking into consideration who needs to be included, level of urgency and importance and retention requirements. Meetings come in a variety of forms and could be 1:1 or could include as many people as possible (whole staff briefing). In general, the purpose of routine meetings would be:

- Teacher twilight – sharing best practice, moderation of assessment and ensuring consistency of practice, raising, curriculum development
- Staff meetings/Twilight – training and development, sharing of information that requires demonstration
- Class Meetings – reviewing practice in class, training in relation to specific teaching/support needs, ensuring consistency of practice within class
- Team meetings – groups of staff meeting together who have school roles with a specific purpose e.g. behavior support team, outreach team, DSL team, Home school support team. Staff may be in one or more of these teams as determined by their school role(s).

7. Monitoring and review

The headteacher monitors the implementation of this policy and will review the policy for 2 years. The policy will be approved by the governing board.

8. Links with other policies

The policy should be read alongside our policies on:

ICT and internet acceptable use
Parent code of conduct
Staff code of conduct
Complaints
Home-school agreement
Staff wellbeing

Appendix 1: school contact list

Who should I contact?

I HAVE A QUESTION ABOUT...	WHO YOU NEED TO TALK TO
My child's learning/class activities/lessons/homework	Your child's teacher
My child's wellbeing/pastoral support	Your child's teacher
Payments	Telephone school office 01535 603986 Long Lee Ingrow 01535 603868
School trips	Telephone school office 01535 603986 Ingrow 01535 603868
Uniform/lost and found	Telephone school office 01535 603986 Ingrow
Attendance and absence requests	If you need to report your child's absence, call: Long Lee school Office: 01535 603986 Ingrow School Office: 01535 603868 If you want to request approval for term-time absence, contact: Long Lee school office 01535 603986 Ingrow School Office: 01535 603868
Incidents and Bullying	Class teacher in the first instance
School events/the school calendar	Office staff in the first instance
Special educational needs (SEN)	Long Lee Primary School SENCO Mrs Ryall SENCO – senco-longlee@footprintsfed.com Ingrow Primary School Mrs Emsley SENCO – admin@footprintsfed.com
Before and after-school clubs	Office staff
Governing board	A Letter to the school's office addressed to:

I HAVE A QUESTION ABOUT...	WHO YOU NEED TO TALK TO
	Chair Of Governors
Catering/meals	FM Catering Services – www.schoolsmeals.bradford.gov.uk

Complaints

If you would like to file a formal complaint, please follow the procedure set out in our complaints policy.

Requests for information

Please refer to our Data Protection and GDPR Policy for copies of children’s records, freedom of information and Subject Access Requests. This will detail procedures and protocols, including timings.

Communication must be inappropriate and must NOT be aggressive, vexatious, persistent or disproportionate. If the school deems requests and demands as unacceptable we will seek advice from the local authority.