**MANSTON PRIMARY SCHOOL**



SCHOOL COMMUNICATION POLICY

Manston Primary School is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.

Policy reviewed by: Headteacher

Ratified by Governors – June 2025

Review Date: September 2027



# School Communication Policy

### **1. Introduction and Aims**

At Manston Primary, we believe strong, clear, and respectful communication between school and home underpins every child’s success. This policy aims to:

* Keep parents/carers well-informed about school matters and their child’s education
* Set out clear expectations for how we communicate and respond to communication
* Promote a safe and respectful environment for all interactions
* Ensure clarity around communication rights and responsibilities, including those backed by legal protections

This policy is aligned with our Home School Agreement and should be read in conjunction with key safeguarding and complaints procedures.

### **2. Legal Framework**

In line with national statutory guidance, this policy reflects:

* **Education Act 2011 & 1996**
* **Children Act 2004**
* **Equality Act 2010**
* **Defamation Act 2013**
* **Malicious Communications Act 1988**
* **Protection from Harassment Act 1997**
* **Data Protection Act 2018 (GDPR)**
* **Human Rights Act 1998**

Breaches of respectful communication, including threats, defamation, or harassment, may lead to legal action, police involvement, or withdrawal of school access in accordance with these frameworks.

### **3. Roles and Responsibilities**

**3.1 Headteacher**

* Ensure communications are effective, timely, and appropriate
* Uphold and implement this policy

**3.2 Staff**

* Acknowledge parental communication within 3 working days
* Set auto-replies when unavailable
* Respond during contracted hours only

**3.3 Parents/Carers**

* Communicate respectfully and constructively
* Avoid contacting staff outside working hours
* Use Arbor, newsletters, and school emails as main information sources
* Adhere to the Home School Agreement

### **4. How We Communicate with Parents**

* **Email**: For class information, reports, attendance, and general updates
* **Arbor App & Texts**: For notifications, emergency updates, and reminders
* **Weekly Newsletters via Sway**: Key events, learning highlights, and notices
* **Phone**: For urgent issues only; call-backs within 2 school days
* **Website**: Policies, calendar, contacts, and translated materials
* **Meetings**: 3 per year plus ad hoc by arrangement

### **5. Accessibility and Inclusion**

* Translations provided on request (subject to accuracy limitations)
* Interpreters available for key meetings, including SEND reviews
* Website and newsletters designed for accessibility and mobile compatibility

### **6. Managing Inappropriate Behaviour and Communication**

We define inappropriate behaviour as:

* Verbal abuse, threats, or defamatory statements
* Aggressive tone or intimidation (including social media)
* Excessive or repetitive contact causing disruption

**Consequences may include:**

* Written warnings or communication plans
* Refusal to respond to inappropriate messages
* Ban from site under Education Act 1996 Section 547
* Referral to police or legal services

**Support Persons:** Parents may bring a support person to meetings for emotional support only. They may not speak on behalf of the parent.

**Recording:** Staff do not consent to being recorded. Unauthorised recordings may result in meetings being terminated.

### **7. Excessive or Repetitive Contact**

Where contact becomes persistent, repetitive, or undermines staff capacity:

* The school may issue a formal *communications plan*
* Limits may be set (e.g., contact through a single staff member or via office only)
* Response timelines may be adjusted and expectations reset

### **8. Non-Negotiable Decisions**

Operational decisions that are not open to negotiation include:

* Staffing and class arrangements
* Curriculum design and behaviour sanctions
* School trips and event planning
* INSET timing, safeguarding measures, and QA processes

Parents may raise concerns but the school reserves the right to maintain decisions in line with DfE guidance, resource availability, and professional judgement.

### **9. Monitoring and Review**

* This policy is reviewed every 2 years or as needed
* Ratified by Governors
* Reviewed by the Headteacher

### **10. Linked Documents**

* Home School Agreement
* Complaints Policy
* Safeguarding and Child Protection Policy
* Staff & Pupil Acceptable Use Policies (AUP)
* SEND Information Report
* Safer Working Practice Guidance

### Appendix A: Key Contact Routes

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| **Query or Concern** | **Who to Contact** |
| Learning or Class Activities | Class Teacher |
| Pastoral/Welfare | Safeguarding and Welfare Officer (SGWO) or Class Teacher |
| Absence Reporting | Call the school office before 9:30am |
| Term-time Leave Requests | Email the school office |
| Safeguarding | Any DSL (displayed throughout school and website) |
| Payments / Trips / Uniform | School Office |
| Special Educational Needs | SENDCo via school office |
| Clubs or Wraparound Care | School Office |
| Complaints | Refer to the School Complaints Policy |

*Please check the school website for up-to-date information before contacting us*

### Appendix B: Home School Agreement (Parental expectations).

* Treat all pupils, staff, and members of the school community with kindness and respect
* Ensure my child attends school regularly and arrives on time in the correct uniform or PE kit
* Report absences to school, ideally using the Arbor App, and keep the school updated on health and contact details
* Communicate respectfully and calmly with school staff, modelling positive behaviour for my child
* Refer to the Home-School Communication Policy for how and when staff will respond (acknowledgement may take up to 3 school days)
* Use the Arbor App to:
* View attendance, Report absences, Update contact information, Access reports & Make payments
* Support home learning by encouraging completion of:
* Weekly homework tasks (booklets or paper sheets)
* Reading
* Times Tables Rock Stars (TTRS) and Numbots
* Weekly phonics activities (for younger pupils)
* Support the school’s restorative behaviour approach by discussing issues calmly with my child and helping them reflect on and resolve concerns
* Attend parent meetings and follow through on any agreed actions or support plans
* Regularly read the school’s newsletter, check the calendar and Arbor messages
* Refer to the School Communication Policy for further information on working together to support my child’s learning and wellbeing