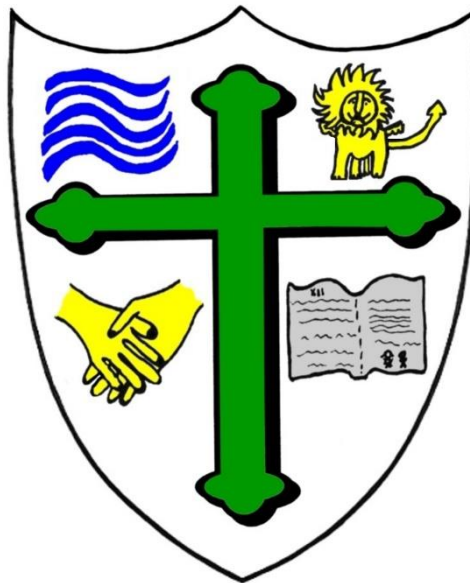


*Highcliffe St Mark Primary School and  
Fledglings Pre-School*



## Communication Policy

Reviewed (date)	September 2025
Reviewed by (name)	Claire Barker
Approved by Governors (if applicable)	15/10/2025
Review due (date)	October 2026

## ***Aims***

At Highcliffe St Mark Primary School, we believe that effective communication is the foundation of a strong and supportive school community. Guided by our Christian core values of respect, compassion, and courage, we aim to foster open, honest, and positive communication between the school, parents, and carers.

We are committed not only to keeping families well-informed but also to listening carefully to parents' views and concerns, so that together we can support every child's learning and wellbeing. We ask that our values are lived out mutually in all communication: showing respect for one another's perspectives, approaching conversations with compassion, and demonstrating courage by engaging constructively and openly. By working in this spirit, every member of our school community feels valued, heard, and supported.

## ***Introduction***

This policy outlines:

- The key methods of communication the school uses to keep parents and the wider community informed.
- Expectations and procedures for parent communication.
- How communication reflects our core values.

The policy is deliberately succinct to support quick and transparent sharing of information relating to home school communication.

## ***How We Keep Parents Informed***

Letters, Emails, and Texts

- Sent only when necessary to avoid information overload.
- Texts are used for urgent alerts or reminders, e.g., health and safety notices.
- Letters are uploaded to the school website, and the weekly Highcliffe Headlines newsletter summarizes communications.

Parent Consultations

- Offered in autumn and spring terms, with an optional summer term meeting after reports.
- Parents are encouraged to attend these sessions to discuss their child's progress and how they can support learning.

Written Reports

- Spring term: summary of reading, writing, and maths assessments with targets for the remainder of the year.
- Summer term: comprehensive report including attainment against National Curriculum expectations and new learning targets for the following year.

### Highcliffe Headlines (Newsletter)

- Sent weekly via email.
- Shares updates on events, extracurricular activities, and operational reminders.
- Parents are expected to read the newsletter regularly.

### School Calendar

- Updated regularly and sent with the weekly newsletter.

### Special Edition Headlines

- Focused on specific topics such as e-safety, mental health, or pupil recognition.
- Sent at least once per term.

### Curriculum Maps

- Sent half-termly, outlining the learning focus for each class.

### Celebration of Learning

- Includes assemblies, Christmas performances, sports days, “Have-a-go Hero” events, postcards, Star Awards, Headteacher Awards, and termly cups.
- Book Looks allow parents to view children’s work throughout the year. We try to time these to coincide as much as possible with events parents are already attending.

### Phone Calls Home

- Used to share important information, discuss progress or medical needs, and support children on the SEND register.
- Sometimes used to share the school’s perspective on an incident which has happened during the school day to aid partnership between home and school.

### Bumped Heads

- Parents are contacted in all cases of head injuries.
- Yellow slips provide additional information.

### Presentations and Workshops

- Offered throughout the year to support parents in specific areas.

- Where possible, materials are shared online for those unable to attend.

#### Home Learning

- See the separate Home Learning Policy.

#### SNUG (Special Needs User Group)

- Held approximately every half term for parents of children with SEND.
- Led by the Inclusion team, often with external professionals.

#### Social Media (Facebook & Instagram)

- Used to highlight positive aspects of school life.
- Negative comments or complaints are not addressed via social media.
- Staff will not communicate with parents through personal social media accounts.

#### Parent Reps

- We aim to have 1 class representative per class. Nominated by the parents. Class reps attend half termly meetings alongside SLT and can act as a single point of contact with school to address a common question or concern. This avoids unnecessary repetition of communication and secures consistency of messages between home and school.

#### Tapestry

- Used as our main communication tool for our Fledglings pre-school only. Parents will receive notifications about activities, intimate care and bumped heads via Tapestry.

### ***How Parents Can Support This Policy***

#### Contact Details

- Parents must ensure all contact details and emergency contacts are up-to-date in Arbor.

#### Requesting a Phone Call or Meeting

- Contact the office to schedule meetings or request a meeting via the class teaching team or member of SLT at drop off and pick up.
- Appointments are typically arranged within 5 school days if you need a more urgent appointment, please make sure you have explained this when requesting a time.

## Emails from Parents

- Use the office email for arrangements, information, or meeting requests.
- Emails should be sent before 2 pm for same-day arrangements; urgent matters should be communicated by phone.
- Expect a response within 3 school days.
- Staff are not required to check emails outside working hours.

## Data Protection and Freedom of Information

- Correspondence is stored digitally in the child's record per the Disposal of Records Schedule.
- Anonymous communication is only acted upon if related to serious child protection concerns.

## Requests for Information

- See the Data Protection and GDPR Policy for procedures regarding records, freedom of information, and subject access requests.

## Inappropriate Communication

- All communication should reflect our core values of respect, compassion, and courage.
- Aggressive, vexatious, or disproportionate communication will be addressed following school protocols.
- Staff may pause or end conversations where expectations are not met.

## Use of Social Media

- Concerns should be raised directly with the school, not via social media.
- Libellous or defamatory posts may result in legal action and reporting to the police.

## Complaints

- Handled through the school Complaints Policy, available on the website.
- Formal complaints are stored on the school's record keeping system.

## Accessibility

- Website includes translation facilities and dyslexia-friendly fonts.
- Hard copies of documents can be requested via the office.

<b>VERSION</b>	<b>DATE</b>	<b>REVIEWER</b>	<b>COMMENT</b>
1	Sept 22	KB	First publication
2	7.10.23	CB	Update to include changes to procedures and to include governor recommendations on use of social media.
3	9.10.24	CB	Added section about SNUG (Special Needs User Group) meetings; added page no.s
4	15.10.25	CB	Rewritten to simplify information and to include Fledglings Pre-school. Addition of parent reps information.