



Communications Policy

(To be read in conjunction with the Online Safety Policy)

Version 4 - July 2025

Review date: July 2028

Version Control		
V1	Summer 2015	
V2	June 2019	Reviewed and reformatted
	July 2019	Approved at FGB on 9 July 2019
V3	May 2022	Amended Section 3.2 – addition of parental involvement sessions and Section 10 – removal of reference to staff handbook by Stephanie Croucher and Natasha Parry
	July 2022	Ratified by Governors 21.07.22. All staff notified of new policy.
V4	May 2025	Reviewed by N. Parry and S. Croucher. Section 11 added covering 'Evidence Me.' Approved by Senior Leadership Team.
	July 2025	Noted as approved at Curriculum meeting on 07/07/2025.

Equality Statement for Park Hill Infant School

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism, homophobia and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of all genders, of children with special educational needs, of children who are more-able, / gifted and talented, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

1. Introduction

Schools have many lines of communication to maintain: with parents and carers, with other schools, with the community, with outside agencies, and within the school. Good communication between the school and the home is essential, and children achieve more when schools and parents/carers work closely together. Parents and carers can naturally support their children more effectively when they are consulted, informed about and understand school policy, and know what the school is trying to achieve.

2. Aims and objectives

- In our school, we aim to have clear and effective communications with all parents and carers and with the wider community. Effective communications enable us to share our aims and values, by keeping parents and carers well informed about school life. This reinforces the important role that parents and carers play in supporting the school
- We have various strategies for communicating with parents and carers. Some of our communications are in accordance with statutory requirements, while others simply reflect what we believe is important for our school
- We try to make our written communications as accessible and inclusive as possible. We aim to use 'reader-friendly' formats and fonts, and add pictures wherever appropriate. We seek to avoid

stereotyping or any form of racial discrimination. We wish to recognise and celebrate the contributions made to our school community by all cultural groups represented at Park Hill Infant School

3. Annual written report to parents and carers: children's achievements

- Every year, we provide a written report to each child's parents/ carers on their child's progress and attainment across the Curriculum. This report celebrates achievement and effort and identifies areas of strength and areas for future development
- As well as receiving the annual written report, parents/ carers meet their child's teacher each term for a virtual or face-to-face parent/ carer consultation. Parents of pupils with a Special Educational Needs Support Plan are invited to a face-to-face meeting with their child's teacher. Prior to the Parent Teacher Consultations, parents/ carers are able to see their child's work. The parent/ carer consultation is an opportunity for parents/ carers to celebrate their child's successes, and to support their child in areas where there is a particular need for improvement. We encourage parents and carers to contact the school if any issues arise regarding their child's progress or well-being
- When we believe that children have special educational needs, parents are always informed of this, have carefully explained to them what is meant by this term, and fully briefed on the action is being taken to support their child. If pupils are making less than the expected progress, we find it helpful to meet with parents and carers more regularly
- We welcome the presence of any other adult the parent wishes to invite to a school meeting to act as support or, where necessary, to interpret. We will also make any reasonable adjustments to our arrangements if this will enable a parent with a disability, or whose first language is not English, to participate fully in a meeting at our school, or to receive and understand a communication

4. School prospectus and website

Our school prospectus and website contain a range of specified information to give parents/ carers, and the wider public, a full picture of provision at our school. We update this for each school year. The school website is updated regularly and a new prospectus published annually.

5. Public access to documents

The school makes a range of documentation available to parents and carers. We keep a master set in the school office, and we make copies of documents available on request. The collected documents include minutes of governors' meetings, and all school policies. It also contains a range of National and Local Authority documentation.

6. Home-school communication

- At the beginning of each term, all teachers produce details of the work to be covered during the forthcoming half-term (Topic Webs, Key Instant Recall Facts etc.) We invite parents and carers to support their child's work through a range of suggested activities to be shared with the child at home. We also invite parents and carers into the school on a regular basis to participate in weekly parent/carer/ children sessions and curriculum workshops with their children
- We welcome and value all feedback from parents/ carers about our school's policies and practices. We conduct a bi-annual survey to canvas the views of parents/ carers about our school and report back on the outcomes
- The school encourages parents/ carers to share any particular issues about their child at the earliest opportunity. Parents/ carers can arrange a face to face meeting or telephone call with the class teacher by speaking with them directly, or by calling the school office

- Parents/ carers must call the school office before 09:30am, or send an email, to report their child's absence. If a child is absent from school, and we have had no indication of the reason, we contact a parent (by telephone, if possible) to find out the reason for the absence
- The school has an automated text system which allows an instant message to be sent to all parents/ carers. We actively encourage parents/ carers to supply us with a mobile phone number in order for the text messages to be sent. Email is also a communication channel which is encouraged for less urgent requests or information gathering/sharing

7. Communication with other schools and outside agencies

- Toward the end of their final term in Year Two, we pass on information about the children to their intended Junior schools. We try to give a view of the whole child, and we include attainment and progress information about the child, arrived at by teacher assessment. We provide a profile of their achievements, strengths, areas for development and their interests. There is also an electronic transfer file of summary information about the child, required by the DfE when a child changes school
- We recognise that children have diverse needs, and we are supported by various agencies and groups of professionals who may advise us on how best to meet individual needs, so that children may participate more fully. Support comes from medical services (such as speech and language therapy, occupational therapy and physiotherapy), from child development centres, from local doctors and specialists, and from school nurses. It also comes from various welfare-focused services, such as Educational Welfare and Social Services
- We recognise that children have a fundamental right to be protected from harm, that their protection is a shared responsibility, and that our school should provide a safe and secure environment. The children spend most of their time with us, and we are therefore in a unique position to identify and help children. When a member of staff has a safeguarding concern about a child, this will be recorded on the safeguarding monitoring/incident pink form and passed on to the Designated Safeguarding Lead (or Deputy Designated Safeguarding Leads in her absence.) Occasionally, information is brought to our attention which may mean that a child is/has been the victim of physical, sexual or emotional abuse and/or neglect. In line with the Department for Education's statutory guidance, 'Keeping Children Safe in Education', it is our duty to inform Social Services if we have significant doubts or concerns about a child in our care and Social Care may then investigate. The school has a legal responsibility to report all concerns in the first instance
- We hold information on pupils in our school, and from time to time we are required to pass some of this information to others for educational purposes. Details have been sent to parents/ carers about the types of data we hold, why we hold that data, and who we may pass it on to. This is a requirement under the Data Protection Act 1998. Parents/ carers have a right to view the information we hold, and we have contact details of the agencies to which our information is passed. Our Privacy Notice for Pupils and Families is published on the school website

8. Communication within our school

- So that all staff members are aware of the events and happenings within the school, there is a timetable in the staff room of the week's activities, and a whiteboard for the day's messages
- Written communications with members of staff are delivered through text, by email or in person. If the nature of the communication is confidential, only verbal or email communication will be used
- Supply teachers can obtain additional information from year group leaders. This includes important medical information, class lists and a timetable
- Staff members' personal details will not be shared with other members of staff or persons external to the school, without due authority

9. Electronic communication

- We use the internet, email, SMS system and we have a school website
- All members of school staff may communicate with others using their LGFL StaffMail email system. No personal email addresses should be used in connection with any work-related correspondence
- The internet may be used 'live' in lessons, for lesson content and for interactive teaching programs. Rules for the use of the internet are contained in the LGFL Acceptable Use Agreement signed by all staff, volunteers, governors and contractors annually as well as the E-Safety Policy. Safeguards in our school include constant adult supervision, sites being filtered by our service provider, controlled links, and the use of child-friendly search engines
- Our school website provides information about the school
- Members of staff and all classes will have their own school-provided email accounts
- Parents/ carers are required to sign permission slips for their child to use the internet when joining our school. A record of those who do not have permission is held by each class teacher, and by the school office

10. Use of photographs/ videos and names

- Parental permission must be obtained before using photographs/ videos of children or their work. Parental permission is sought via the admission form for new pupils and/ or via Google Forms. Parents/ carers will be informed of the policy of the press about name disclosure before giving permission for a photograph to be used. Lists of those children for whom permission has NOT been given will be held by each class teacher, and by the school office
- Photographs/ videos taken with a school camera/ iPad are used in and around the school for many purposes, including displays, records of practical work (e.g. art or technology projects), and records of important school events
- We may use photographs/ videos of children or their work when communicating with parents/carers and the wider community, in newsletters, in the school prospectus, on the school website, or in the governors' report to parents and carers. The local or national press may on occasion publish photographs of children participating in events at school
- Photographs will be checked to ensure that they are suitable, (for example, photographs of children in swimwear would be unsuitable)
- Photographs used will not be captioned with children's names

11. 'Evidence Me' 2simple Parent App

- 'Evidence Me' is a platform for pupil/ parent engagement that allows class teachers and the school to communicate effectively, encouraging a healthy – parent relationship.
- The school is funding the program for every pupil in Reception so that every family is able benefit from the resource.
- Parents/ carers are able to see posts relating to their child's work and photographs/ videos of their child in their learning environment.
- Parents/ carers are supplied with an opt out form at the start of their child's admission to Reception and if this is not returned to the school, they are sent a secure electronic invite to download 'Evidence Me' onto their smart phone.
- By downloading the app, parents agree

- Not to publish any of their child’s observations, photographs or videos on any social media site.
- Understand that their child’s image may be used in another child’s profile if they are engaged in the same activity.
- Keep the login details within their trusted family.

12. Monitoring and review

This policy will be regularly monitored, and will be reviewed every three years or sooner if required. The next scheduled review date for this policy is July 2028. At every review, this policy will be approved by the Senior Leadership Team.

Signed: _____

Print Name: _____

Date: _____