



Communication Policy

1. Email

1.1 We value email as an extremely useful tool within our communications system. When used well, it has many benefits, especially in a split site school.

1.2 We also recognise that **email has limitations**: it is often unable to reflect nuances in tone, it can be too easy to 'fire off' an exasperated email to multiple recipients and a large volume of emails can also be stressful for colleagues.

1.3 Sending Emails

1.3.1 Respect for each other and everyone's workload should be at the heart of all our communication. We will always try to think carefully before communicating. In addition, we will try our very best to do the following with regards to email:

1. Ensure that every email is sent only to appropriate recipients (training can be provided to assist with the creation of distribution lists); avoid 'Reply All' where possible
2. Where practical, avoid email for any initial communication that is likely to have emotional consequences for the sender or the recipient. In these cases, we will usually use face-to-face interaction
3. Ensure that the subject heading contains an accurate summary of the email's contents
4. A child's name must not be included in a subject heading in order to prevent unnecessary embarrassment if others inadvertently view the heading. Please use pupils' initials instead
5. Do everything possible to avoid displaying email inadvertently
6. Observe the norms of social communication such as greeting and signing off
7. Carefully consider the use of CC. We will not use this to increase pressure on an individual. CC will only be used to copy in interested parties or relevant stakeholders. Similarly, consider the use of TO: adding several names to the 'TO' recipient list may make it unclear as to whom is most expected to reply
8. Remember that emails may be forwarded to other recipients or be the subject of a 'Freedom of Information' request; consider this in how emails are drafted. Regard email as a professional tool
9. Avoid using email where a longer face-to-face conversation would be more appropriate
10. Be mindful of the volume of emails you send. This naturally adds to workload (including your own)



11. Do not assume that sending an email means you have completed a job on your 'to do list'; a follow up conversation might still need to take place

1.4 Reading emails

1.4.1 There is an expectation that teachers and admin staff usually check emails every morning when they begin work and once again after 3.30.

1.4.2 There is no expectation of reading emails in holiday time, but it is advisable to check emails prior to returning to work.

1.5 Responding to emails

1.5.1 If a response is needed, we will include a suggested response time in the email subject header or prominently in the text. Recipients that have been cc'd will not expect to have to reply unless explicitly prompted to do so in the text.

1.5.2 Emails may be sent at any time convenient to the sender **but no response will be expected outside normal working hours**. Senders may consider leaving an email in Drafts and sending it during working hours.

2. Parental Communication

2.1 We will usually respond to parental emails within 2 working days. Phone calls will usually be replied to within a working day and letters acknowledged within 3 working days. Parents will be made aware of these expectations through newsletters and on the website.

Communication from parents

Target response time

Phone Calls	Returned within 1 working day of parent's call
Email	Email reply within 2 working days of receipt
Written Letter	Acknowledge receipt of letter within 72 hours

Parents need to be aware that part time staff are not expected to reply to communications on days that they are not working. In effect, that means that parents may have longer waits for a reply. If this is a problem, parents are encouraged to contact a member of the Senior Leadership Team for a prompter response.

3. Confirmation of 'significant decisions'

3.1 In line with recommendation of the ['Learning Lessons Review into the murder of Ann Maguire'](#), all '**significant decisions**' around a child will be communicated and confirmed in writing to parents. This can be within



minutes or records of a meeting, by letter or by email. 'Significant' decisions are those that affect the education or pastoral provision for a child that are not typical for the large majority of pupils and are bespoke for the child.

4. Recording communications with parents

- 4.1 Communications with parents that document issues of concern and actions taken to address these, must be recorded on the school's pastoral record keeping system CPOMs. If unsure about the need to record these, staff should ask themselves whether recording the communication (and actions) might be useful for future reference on transition or if the issue recurs. Staff members should alert senior leaders and class colleagues if doing so is likely to usefully improve awareness of an issue.

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