



Policy Document F10-25

Communications

1. INTRODUCTION

1.1 St Teilo's Church in Wales High School wishes to work closely in partnership with parents and carers, and effective communication between home and school is key to achieving this. We recognise, however, that it can often be difficult communicating with school staff because they have a very full timetable; likewise, many parents and carers have very busy lives.

1.2 Clear, open and honest communication between parents and carers and the school has a positive impact on children's learning and progress because it:

- a. Provides important information needed to support education;
- b. Helps the school to constantly improve through feedback and consultation;
- c. Builds on the trust between the home and school; and
- d. Reinforces the partnership between key adults in a child's life.

2. AIMS

2.1 The aim of this policy is to set the standards and expectations for clear, open and honest communication between the home and school. The policy also applies to other stakeholders, such as professionals working with children.

3. DEFINITIONS

3.1 None.

4. THE LAW

4.1 Children's rights at St Teilo's are underpinned by the articles of the United Nations Convention on the Rights of the Child.

4.2 Section 29(1) of the Education Act 2002 requires governing bodies to establish procedures for dealing with complaints relating to the school.

5. RIGHTS OF THE CHILD

5.1 This policy has its basis in the following missional rights of the child:

- a. Right I - The right to accurate knowledge and information.
- b. Right III - The right to one's own thoughts and beliefs.
- c. Right IV - The right to independent advice about one's life and future.
- d. Right V - The right to extra support for the disabled or those with additional learning needs.
- e. Right VI - The right to be as healthy and happy as possible.
- f. Right IX - The right to be safe around adults and other young people.
- g. Right X - The right to be listened to and taken seriously.
- h. Right XI - The right to be treated fairly and not in a cruel way.
- i. Right XII - The right to keep some things private.

6. METHODS OF COMMUNICATION

Telephone calls

6.1 Telephone calls to the school are answered by reception staff who will take messages and relay them. If a call is urgent, please inform the receptionist who will take advice from a senior member of staff.

6.2 School staff will attempt to respond to your call within two working days, if not the same day. However, it may be the case that a response will take a little longer at very busy times.

6.3 It would be extremely rare for a lesson to be interrupted for staff to take calls.

6.4 All telephone calls to and from the school are temporarily recorded for monitoring and training purposes. They are deleted automatically after a fixed period of ten days.

6.5 School staff are asked to terminate telephone calls which they perceive to be aggressive or inappropriately challenging in tone. Such behaviour will not be tolerated and will be considered a breach of the Adult Behaviour Policy (Ref: F09).

Emails

6.6 Emails to the school are welcomed. Parents and carers are provided with the email address of their child's pastoral leader, in addition to the direct contact details of the head teacher. These are the only email addresses which should be used for electronic communication.

6.7 School staff will attempt to respond to your email within two working days, if not the same day. However, it may be the case that a response will take a little longer at very busy times.

6.8 There is no expectation that school staff respond to emails outside of their normal working hours.

6.9 Emails may be retained on a child's pastoral record in accordance with the usual data retention arrangements and timescales.

6.10 School staff are asked not to respond to emails which they perceive to be aggressive or inappropriately challenging in tone. Such behaviour will not be tolerated and will be considered a breach of the Adult Behaviour Policy (Ref: F09).

Other communication

6.11 Parents and carers may contact the school by letter or using the contact page on the school's website. The same standards and expectations as outlined above will apply.

6.12 School staff will attempt to respond to letters within two working weeks, if not before. However, it may be the case that a response will take a little longer at very busy times.

7. LANGUAGE AND BEHAVIOUR

7.1 It is expected that all communication is:

- a. Civil and courteous;
- b. Truthful;
- c. Positive and helpful;
- d. Based on fact; and
- e. Collaborative.

7.2 The school expects staff to communicate with the highest standards of professionalism at all times. Parents and carers are expected to communicate with the highest standards of politeness at all times.

7.3 The school considers that communication is most effective when:

- a. Each party is able to share their views;
- b. Each party has an open mind and listens to the other;
- c. Each party thinks before speaking or typing; and
- d. The focus remains resolving the problem, not criticising people.

7.4 Any language or behaviour that falls short of these expectations will not be tolerated and will be considered a breach of the Adult Behaviour Policy (Ref: F09).

8. ARTIFICIAL INTELLIGENCE

8.1 The process for making a complaint to the school is set out in the Complaints Policy (Ref: F02). When it is engaged with constructively, the complaints process supports the school and parents and carers to deal with concerns effectively and promptly.

8.2 The school recognises that, when used appropriately, Artificial Intelligence has the promise of empowering parents and carers to advocate more effectively for their children. However, a burdensome use of Artificial Intelligence can prevent school staff from providing the quality of education deserved by children.

8.3 Parents and carers might consider that Artificial Intelligence supports them in framing their concerns with formal, professional language (relying on references to policy and law to challenge the school, for example). However, while the intention may be to set out a complaint with clarity and focus, it is likely that guidance, processes and regulations are misquoted, misinterpreted or misattributed.

8.4 Communication written in unnecessarily formal or legalistic language can escalate tensions and encourage a defensive rather than collaborative response. Inappropriately detailed, complex and lengthy communication takes school staff longer to read, investigate and respond to, diverting attention away from teaching and learning and negatively affecting the smooth-running of the school.

8.5 The adverse features of communication generated by Artificial Intelligence may include:

- a. Overly formal or detached tone, lacking a human touch;
- b. Generic praise or criticism, without specific detail or personal experience;
- c. Repetitive phrasing;
- d. Factually inaccurate or confused information;
- e. Formulaic structure and language;
- f. Lack of nuance or context;
- g. Uncharacteristic or inaccurate referencing of laws, policies or guidance; and
- h. Lists of actions and timescales.

8.6 School staff are asked not to respond to communication which appears to be generated by Artificial Intelligence and includes any of the adverse features above. Instead, parents and carers will be invited to book a telephone conversation with a member of staff to relay their concerns verbally, in a relational and collaborative manner.

8.7 The school will ensure that any use of Artificial Intelligence in its own communication does not include the adverse features above.

8.8 The repeated use of inappropriate communication generated by Artificial Intelligence will not be tolerated and will be considered a breach of the Adult Behaviour Policy (Ref: F09).

STATUS: LIVE (FOR 2025-2026 TRIAL PERIOD)
LAST REVIEWED: AUTUMN 2025