



Home-School Communication Policy

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Appendix 1: Who should I contact?

Governor Responsibility:	Learning and Community Committee
Staff Responsibility:	Annie Ashraf
Review Period:	Annual
Status:	Non-statutory
Reviewed:	Summer 2026
Next Review Date:	Summer 2027

1. Introduction

Tetherdown Primary School is committed to fostering positive relationships across our community and recognises that good communication underpins these relationships. Having effective communication will mean we all:

- Understand the vision and values of the school and can embody this in our communication
- Are informed about the children's academic progress and attainment
- Are empowered to support our children's educational and pastoral needs
- Support the wellbeing of children, staff, and parents/carers
- Can easily repair and restore relationships when needed
- Improve children's confidence and engagement through positive relationships between staff and parents/carers

1.1 AIMS

1.2 At Tetherdown, we aim to:

- ensure that parents/carers and staff have the information they need to fulfil their roles and enable each pupil to thrive.
- ensure that all stakeholders know the methods of communication that are to be used in different circumstances.
- ensure that communication within and between the school and parents/carers is respectful and that school staff communicate professionally.
- ensure that staff wellbeing is protected by sustaining positive relationships with parents/carers and reducing unnecessary workload caused by ineffective communication.
- ensure that our school values are lived out through our home-school communication.

2. Tetherdown's Principles for Good Communication

- We are a team, united in our commitment that children come first.
- We need to ensure that communications between all members of the school community are kind, open, honest, respectful, ethical, and professional.
- Trust that we are doing their best and have good intentions.
- Understand that asking for help is a sign of strength and an opportunity for personal growth and learning.
- Communicate plainly and succinctly, in a spirit of collaboration, kindness and positivity.
- Communicate to find solutions
- Listen carefully and build on each other's ideas.
- Consult on ways forward and look for consensus rather than describing problems.
- Speak to the person, not about the person.
- Make people feel comfortable, welcome, and be mindful of tone

3. Responsibilities:

3.1 Headteacher responsibilities:

- setting an example of good communication internally and externally.
- ensuring that communication systems are in place and working effectively.
- providing support and training for staff to equip them to implement this policy effectively.
- regularly consulting with stakeholders to evaluate the effectiveness of communication systems and practice.
- reviewing this policy and making changes to systems and practice as needed.
- endeavouring to respond to all communication within five working days.

3.2 Office Staff responsibilities:

- using the agreed systems of communication as set out in this policy.
- responding to parental communication during core school hours (8.40am-5.00pm), or within their working hours (if part-time).
- endeavouring to respond to all communication within five working days.
- making reasonable adjustments to the usual methods of communication to meet the needs of individual families/carers, as set out in the inclusion section of this policy.

3.3 Teaching and Support staff responsibilities:

- using the agreed systems of communication as set out in this policy.
- endeavouring to respond to all communication within five working days.
- liaising with other members of staff to ensure that parents/carers get the information they need (if the person who received the communication cannot address a query or send the information themselves).
- responding to parental communication during core school hours (8.40am-5.00pm), or within their working hours (if part-time).

NB Teaching staff may choose to communicate/respond outside of core school hours, to manage their own working hours and wellbeing. However, they should never be asked or expected to do so.

3.4 Parent responsibilities:

- ensuring that they can receive and check communications through the methods set out in this policy and contacting the school if they are unable to do this.
- ensuring that communication with the school is always respectful (in line with our Social Media Parents Code of Conduct Policy/Online Safety policy).
- Parents and carers should communicate with the school in a respectful, clear, and concise manner. Communications should focus on the key issue, provide accurate information, and, where possible, be limited to 500 words. Parents remain responsible for the content, accuracy, and tone of all communications, including those prepared with the assistance of AI tools.
- making every reasonable effort to address communications to the appropriate member of staff. (page 9)
- responding to communications from the school within five working days unless stated reasonable deadlines, wherever possible.

- not expecting staff to respond to their communication outside of core school hours (8.50-5.00), during school holidays and respecting that staff are given five working days to respond.
- Usernames and passwords should not be shared (see Online Safety Policy).
- keeping up to date with the school newsletter and other whole school communications
- Actively using the school website to access information, especially under the Parents tab (as a valuable source of communication), prior to contacting the school
- Parents/carers have a responsibility to ensure the school has the details of three different up-to-date contacts, including phone numbers and email addresses.
- Parents/carers need to decide who is 1st, 2nd and 3rd contact, in case of emergencies, where contact 1 would be rung first.
- Parents/Carers to request a meeting with teachers when there is a more serious/complex issue, rather than an email.

Nurturing a positive communicative relationship with families can help to establish a relationship of trust and confidence for both the school and the parents/carers. It can also help the pupil's attendance, attainment, and wellbeing. From the school's point of view, communication with parents/carers should be streamlined, appropriate and focused on both positives and supporting solutions to the challenges of the pupil's educational experiences. Here are many of the ways that we will communicate with the parents/carers and the wider community:

4. Types of Communication at Tetherdown

Type of Communication	Details	Frequency	Intended recipient or audience
School website	Range of information to give a full picture of the provision at our school. It is updated regularly with the latest news.	Ongoing	Visitors, staff members, parents/carers and pupils
Instagram	Give a taster of the broad and rich experience of school life as well as to celebrate achievements.	Several posts every month	Visitors, staff members, parents/carers and pupils
School Calendar	A calendar of school events will be communicated via the school newsletter and on the website.	Ongoing updates	Visitors, staff members, parents/carers and pupils
School Newsletter	It contains general details of school events and activities.	Every month	Parents/carers
Parent/Carer Survey	We welcome and value all feedback about our school's policies and practices. We conduct an annual survey to canvass the views of parents/carers about our school and report back on the outcomes.	Annually	Parents/Carers

Notice boards	Notice boards in the playground will be kept up to date with the latest information from Friends of Tetherdown	As needed	Parents/carers
General Letters/Emails	Information about day-to-day events and activities occurring at Tetherdown.	As needed	Parents/carers
Home/School agreement	This outlines the school's responsibilities towards the pupils, the responsibilities of parents/carers, and what the school expects of the pupils.	Annually	Parents/carers (See appendix A)
Curriculum Letters	Summarising the main areas of learning and activities for that half term from each year group. We invite parents/carers to support their child's work through a range of suggested activities to be shared with their child at home.	At the beginning of each half term for each year group. Uploaded to the website twice termly here - Tetherdown School - Our Classes & Children	Parents/carers
Reading Record	Both parents/carers and teachers can write in, to inform each other of their child's reading progress.	Weekly	Parents of pupils in EYFS, KS1 and some in KS2.
Home Learning on Teams	Teachers post home-learning, events and resources needed for the children's learning each week. If there is an issue for logging in please speak to class teacher.	Weekly during term time	Each pupil has their own personal login to TEAMS.
Trip Meetings	Day trips: parent/carer volunteers will be briefed about the trip. Residential trips: meeting for all parents. Through ParentPay.	Day trips: Once every half term Residential: year 4 and year 6	Day trips: Parent/carers going on the trip Residential: All parents/carers
Meet and Greets	A meeting with parents/carers to meet your child's new teaching team and find out the aims and expectations for the new year.	Y2-6: September Rec and Y1: July	Parents/Carers

		Uploaded to website also.	
Curriculum Workshops	Regular curriculum workshops take place for parents/carers. Maths and English workshops take place during the school day and provide an opportunity for parents/carers to work with their children at school as well as to explain approaches to teaching and learning.	Regularly	Parents/carers
Written Report	An annual report with details of the child's attainment and progress in all areas of the curriculum and their attitude to learning.	End of summer term, annually	Parents/carers
Parent Consultations	A short meeting with your child's teacher to discuss your child's achievements and progress	Autumn and Spring terms	Parents/carers
GDPR Form	A GDPR declaration needs to be signed and a parent/carer may change their preferences at any time. See Data Protection GDPR Policy.	When a family joins the school.	Parents/carers
Face to face meetings	Meetings are held to discuss points of concern pertaining to a child's academic progress, welfare or well-being.	When needed.	At the request of the school or parent/carer.
Teacher meeting new joiners	All parents/carers new to the school (in-year joiners) will meet with the Teacher before their child begins school.	When a new family start.	Families joining the school after the start of reception
Letter from the Chair of Governors	Report on governor and committee activity	Termly	Parents/carers

5. Inclusion:

The school is committed to establishing effective communication with all parents/carers. We aim to make our written communication as accessible and inclusive as possible. We seek to avoid bias, stereotyping or any form of discrimination. We recognise and celebrate the contributions made to our society by all cultural groups and other groups represented in our school and community. The school will endeavour to make reasonable adjustments to its means of communication to ensure that parents/carers can access information and updates. For example:

- parents/carers may request translation/interpretation services if required and when possible we will accommodate this.
- Families where the parents/carers are split can have communication sent out to both parents/carers separately.

Here are some additional routes of communication if your child has or may have a special educational need or disability.

Type of Communication	Details		Intended recipient or audience
SEND Open Door	Meetings with the SENDCO to support and advise parents/carers	15 minute meetings – available on the parent consultation day in Autumn and Spring and then Summer term a date is chosen.	Open to all parents of children who are on roll at Tetherdown School.
Learning Plan Reviews	Meetings with teacher, SNAs and SENDC.	Children with EHCPs – termly meetings. Children with ‘SEND support’ have two review meetings per year	Children with EHCPs or with SEND support.
Home-school communication book	In KS1, the supporting adults will write comments about the child’s learning, wellbeing and behaviour. In KS2, the adults supporting the child will type an email home	KS1 – daily notes in the book KS2 – weekly email	Parents/carers of children with an EHCP
Weekly Catch-ups	Special Needs Asistants will make themselves available at an agreed day to have a 2-5 mins chat with parent.	1 x week at drop- off or pick-up time	Children with EHCP only
Pupil’s Voice	This can be either collected as children’s intervention feedback or as a pupil's voice questionnaire	1 x year	Children with EHCPs or with SEND support.

Parents/carers Coffee Mornings	1 hour meeting with an expert e.g. EP service, School Nurse	2 x year	All parents invited
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6. Communication with Pupils

We highly value the feedback, ideas and concerns that our pupils share with us. Our staff are always open to listen and work collaboratively with our children at Tetherdown. In addition to the 'in class' communication that occurs daily, we have a variety of more formal methods to communicate to and hear from our children:

- **Assemblies:** we share key information, reminders and explanations in our daily school assemblies
- **School Council:** School Council consists of elected class representatives from Year 1 – Year 6. They meet once every half term and more regularly when they need to.
- **Pupil Survey:** We conduct an annual survey to canvass the views of pupils about their experience of school life and report back on the outcomes.
- **Pupil Leadership:** Play makers, Peer mediators and Eco-warriors are some of the pupil leadership groups that meet regularly to make a difference to the school. They are trained to conduct their role and provide feedback to the classes through assemblies etc.
- **Teams:** We use Home Learning through Teams to send out reminders and information from the class teacher.

7. Communication with Governors

School governors are here to support the school in a strategic role. As a result, any matters brought to them about school management will be directed back to the school staff. The names of the governors are on the school website and their photos displayed on the staff board, just by the office. Any correspondence to governors should go to the business manager and will then be forwarded to the Chair of Governors. Where possible, governors will attend school functions providing an opportunity for informal conversation with other parent/carers.

8. Communication with Friends of Tetherdown (Parent Staff Association)

FoT is a thriving PSA. Its primary purpose is to organise social events and to fundraise. There is further information on the school website and their contact details are:

TetherdownPSAchair@gmail.com

9. Class Champions

Class Champions are parents/carers from each class who champion the provision within their class for our wonderful children. There is a more detailed document 'Class Champion Reference Guide' outlining class champions guidelines including being appointed, what the role entails and how communication is most effective. [Tetherdown School - Key Letters & Presentations](#)

10. Communication with External Agencies

We recognise that children have diverse needs and we are supported by various agencies and groups of professionals who keep us informed on better ways to meet these needs so that children may participate more fully. Information will only be shared once parental agreement has been sought. Close contacts are maintained with various support agencies including the Educational Psychologist, Haringey Learning Support Services, the Library Service and the School Nurse. Often we work within their timelines and frameworks which can be up to 12 weeks.

11. Safeguarding

We also work closely with welfare-focused services, such as Educational Welfare, Social Services and Child Protection Units. 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. Communication between professionals is always confidential. In the event of a safeguarding situation, the school will notify the parents/carers but does not require their authorisation to share information with social services. In certain exceptional cases, Tetherdown may share written information with social services (MASH) without consulting the parents/carers beforehand.

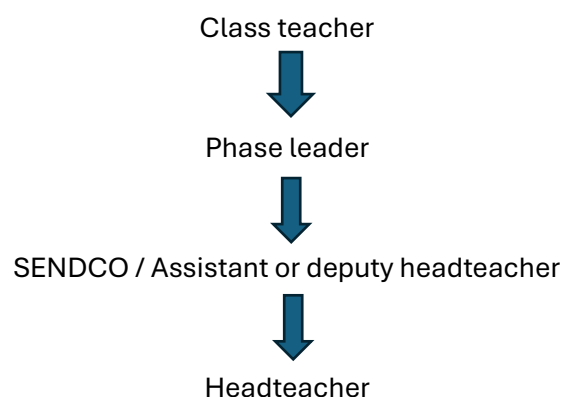
12. In an emergency:

In the case of a sudden or unexpected incident affecting the school, such as a fire or severe weather, parents/carers will be texted and information will be put on the website and Instagram.

13.Complaints from Parents :

The school is dedicated to addressing emails, concerns, and complaints in a fair and impartial manner. At the same time, we are committed to the wellbeing of our staff and do not expect them to endure behaviour deemed unreasonable. When making a complaint, please refer to the Complaints Policy and Procedures. We reserve the right to act, including legal measures, if necessary, to safeguard our staff from behaviour that is deemed to be abusive, offensive, vexatious, or threatening.

We hope to address and resolve complaints smoothly and swiftly. The best way to ensure that your complaint gets to right person is by following this process: Please see complaints policy



The exception to this would be where you have a behaviour concern that would be deemed as serious or intolerable in our behaviour policy or a safeguarding concern in which case you would contact either the deputy headteacher or the headteacher directly and immediately.

14. Inappropriate communication/behaviour

To ensure that we consistently build positive, safe relationships for all members of our community, we ask that you adhere closely to this policy. In situations where this policy has been breached by a parent/carer, the following actions may be put into place in relation to the complaints policy and procedure:

- A verbal or written warning to the parent/carer about their behaviour / language
- Any future meetings/discussions will be conducted with more than one member of the school staff present so as not to compromise a lone member of staff.
- Emails or text messages may be blocked or redirected to or from a particular parent/carer.

In more severe cases the school will put stricter restrictions in place whereby:

- Access into school will only be when pre-arranged and agreed in advance by both parties.
- The school will put in place a single point of contact within school through whom all communications from the parent/carer should be directed.
- The school does have the right to refuse access from the school site to anyone deemed to be a threat to the safeguarding of any members of the school community, including students and staff. (DfE Guidance 2012, "Advice on School Security: Access to and barring of individuals from school premises"). In this case a formal letter will be issued giving full details of when the ban begins and might end. The decision to refuse access would be agreed and reviewed by a representative of the Governing Body.

15. Links with other policies or documents:

- Complaints Policy and Procedures
- Staff Handbook
- Home School Agreement
- Attendance & Punctuality Policy
- Online Safety Policy
- Parent Code of Conduct using social media (including WhatsApp)

Terms:

In this policy we refer to stakeholders as anyone who is part of the school community and invested in the welfare and success of our school. This could include pupils, parents, carers, governors and staff.

Appendix 1: Who should I contact?

We have a wide variety of information on our school website and much of the information you need is posted there. However there will be times when you have a more specific request and below, we have signposted you to some of the people who may be able to help:

I HAVE A QUESTION ABOUT...	WHO YOU NEED TO TALK TO
General queries or if you don't have the email address you need:	admin@tetherdownschool.org or 02088833412 When emailing, put the subject and the name of the relevant member of staff, your child's full name and class in the subject line and the admin team will forward your request on to the relevant member of staff.
My child's learning/class activities/lessons/homework	Your child's teacher
My child's wellbeing/pastoral support	Your child's teacher
Payments	School office: Lara Davies finance@tetherdownschool.org School office: Cathy Lewis (clubs and trips) Admin@tetherdownschool.org
School trips (including payments)	School office: Cathy Lewis admin@tetherdownschool.org
Attendance and absence requests	If you need to report your child's absence, call: 0208 883 34123 option 1 If you want to request approval for term-time absence, contact: Tetherdown School - School Forms & Supplier Links
Admissions	School Office: Lisa Robson Admin@tetherdownschool.org
Medical	School Office: Lisa Robson Admin@tetherdownschool.org
Bullying and behaviour	Your child's class teacher and then phase leader
School events/the school calendar	School office

I HAVE A QUESTION ABOUT...	WHO YOU NEED TO TALK TO
	admin@tetherdownschool.org
Special educational needs (SEN)	Class teacher Inclusion Manager: Teresa McMeakin tmcmeakin@tetherdownschool.org
Wraparound care	School office Breakfast Club – Dianne Geen-Moore breakfastclub@tetherdownschool.org Afterschool Club – Helen Goy afterschoolclub@tetherdownschool.org
Extra-curricular clubs (run and delivered by Tetherdown School eg choir and lego)	School office: Cathy Lewis admin@tetherdownschool.org
Sport Extra-curricular clubs (run and delivered by Tetherdown School eg Tag Rugby)	Coach Da Silva Sdasilva@tetherdownschool.org
Extra-curricular clubs provided by external providers	Please email directly the club provider. See website
Website	School office: Cathy Lewis admin@tetherdownschool.org
Hiring the school premises	School office: Cathy Lewis admin@tetherdownschool.org
Volunteering at Tetherdown	School office: Cathy Lewis admin@tetherdownschool.org
Friends of Tetherdown (Parent Staff Association)	Chair@friendsoftetherdown.com
Catering/meals	Business Manager: Michelle Moss businessmanager@tetherdownschool.org