



Policy: Communications

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Date of Full Governing Board Approval:

18th March 2026

Table of changes

When policy documents are updated, changes can be made to punctuation, grammar and readability.

If changes are made which affect the aims, purpose and outcomes of the policy, they are detailed below:

Date	Page	Changes
2026	3	Safeguarding contact added
	6-7	Removed: 'Types of Unacceptable Behaviour and Actions that may be taken by the school as a result of unacceptable behaviour and communication' replaced



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		with 'Managing Parental contact in a fair and positive way' and then appendix 1 on page 7. This is to bring the policy in line with new county guidance around communications.
2026	Throughout (definition on page 2)	Service user to include: parents or carers of users of our services, suppliers, contractors, Local Authority staff or customers of facilities we provide (for example those who may hire our premises).

Introduction

We believe it is important to create a safe, respectful and inclusive environment for children, staff and parents in our school. We encourage clear, open communication links with parents as we believe it has a positive impact on children's learning. It provides parents with the information they need to support their child's education and helps to build a partnership between home and school. Such communication can be entirely positive and practical for example to celebrate an achievement, seek information, ask a question, clear up a misunderstanding or to draw attention to a matter. Sometimes there is a need to resolve an issue or misunderstanding.

Terms

We use the term 'parents' in this policy to refer to:

- Anyone with parental responsibility for a child (including carers)

The term 'member of staff' as referred to in this policy includes:

- Anyone employed by the school
- Anyone training in a professional capacity at the school
- Governors (when acting in this capacity)

The term 'visitors' as referred to in this policy includes:

- Volunteers at the school
- Anyone employed through an external agency, who are acting in a professional capacity on the school site

The term 'stakeholders' applies to all persons described above.

The term 'service users' as referred to this policy includes:

- parents or carers of users of our services
- suppliers
- contractors
- Local Authority staff



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- Customers of facilities we provide (for example those who may hire our premises).

Aims

This communication policy aims to set out the methods of communication available to parents for contacting the school and our expectations from parents when visiting our school or communicating with staff at our school.

Stakeholder Communication with the School

Summary of Key Points for Parents

- Use Arbor or email the office for most queries
- Staff aim to respond within 3 working days
- Urgent issues should be phoned through the office
- Social media should not be used to raise concerns
- Respectful communication is expected at all times

If you have any concerns about a child's safety or wellbeing, please contact our Designated Safeguarding Lead (DSL), Lyn Hobbs or Lucy Faulkner immediately on the school telephone number or via adminoffice@losjunior.co.uk .

If a child is in immediate danger, call **999**.

You can also contact **Children's Services** on 03005551384

Email and Arbor

Parents are welcome to email the school, adminoffice@losjunior.co.uk about non-urgent issues in the first instance.

Emails will be most helpful if they are concise, explaining concerns in a clear way. Lengthy and overly detailed accounts can make it more difficult to understand what is being explained and to respond in a timely or clear way.

The school will aim to respond within 3 working days. If a response is unable to be provided within this timeline, which can be to ensure a full and considered response, then a revised timeline will be provided and communicated. We ask that parents await a response from the school and that further emails are not sent pending that response, unless the new deadline has passed.

The Arbor App can be used to report an absence or to update your contact records.



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Phone calls

If a query or concern is time sensitive and urgent, the parent should call the school office who will liaise as necessary at the earliest opportunity. In most circumstances, teaching and leadership staff are unlikely to be available to receive calls due to teaching and other commitments.

If the query or concern is not time sensitive and urgent then parents should email or call the school office, and the relevant member of staff will aim to contact them within 3 working days. If this is not possible (due to teaching or other commitments), someone will respond to schedule a phone call at a convenient time.

For general enquiries, please call or email the school office.

Meetings

Face-to-face conversations are generally the best way of communicating with the school at drop off or pick up for quick, short messages. The school also uses the 'Class Dojo' App for these quick messages.

When a member of staff is not able to speak to you immediately face-to-face due to school commitments, or a longer conversation is deemed necessary or appropriate, then a request for an appointment can be made to discuss the matter either in person or by telephone (The school will aim to arrange that meeting within 5 working days).

Outside of teaching hours, all staff have additional duties which they perform either before school, during break/lunch or after school so availability of staff outside of teaching hours should not be assumed.

Should a meeting be requested, the decision of which staff member(s) who attend will rest with the Headteacher.

Social Media

Parents should have read the IT Acceptable Use Policy. The school will not respond to concerns raised via social media.

Where the social media site is run by the school, comments will be removed if they do not meet the criteria of the social media site.

Should the school be made aware of any physical threats or abusive behaviour towards stakeholders on social media then the school will consider reporting this to the Police and seeking the removal of this content from the site.



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School Communication with You

Class Dojo

Your class teacher may send you a quick message either in response to a message you have sent, or to provide some information. Class Dojo is also used to celebrate work within year groups and within the school. It is a wonderful way to share those daily learning experiences with parents.

Class Dojo is used to celebrate learning as well. These 'posts' are for parents only and must not be published on any other social media sites unless permission is given by the school.

Class Dojo should not be used for complaints, safeguarding concerns or confidential matters.'

Arbor

Arbor is used as our main communications Hub. We will send attendance reminders, letters and whole school messages using Arbor which can be viewed and managed in the App but are also sent to the email address provided by parents. Most communication is sent to the primary contact.

The school tries to keep correspondence to a minimum so as not to overwhelm parents with information but must balance this with providing information that parents and carers require. The school can check if parents have received communications to the designated email address to avoid messages being missed and to alert parents should their email address cease to work with the system.

Email

Staff do not generally contact parents via email but will instead organise a meeting with parents in person or talk over the telephone at a convenient time.

All emails to and from staff should go through the adminoffice@losjunior.co.uk email address so that the office team can make sure it reaches the right person.

Staff may use their professional emails only to liaise with each other, with visitors to the school, and with governors.

Telephone Calls

We may contact parents during the school day to sort out an issue or discuss something about your child.

We will contact parents by telephone during the school day should your child become unwell. In the case of an emergency, the second contact will be called. And so on until the situation is resolved.

We may also contact you to discuss a concern or issue raised. If it is not a convenient time, a quick discussion with you or a voice message will be left so an alternative can be arranged.



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Staff may contact stakeholders via the school telephone only and not use their private telephone numbers for any school business.

Communication during school hours/ working days

Staff will **aim** to respond to communication during core school hours (8.30am-4.00pm), on their working days (if they work part-time).

Parents should **not** expect staff to respond to their communication outside of core school hours or during school holidays.

Staff may choose to work around other responsibilities and commitments and respond outside of these hours, but they are **not expected** to do so.

Expectations

We expect all members of the school community to work together in the best interests of the children it serves. We enjoy this partnership and are proud of our school community. We always welcome feedback.

We acknowledge that sometimes there can be situations that can be emotional and challenging for parents and staff to work through. Nonetheless, we expect all our community to show mutual respect. We have clear expectations and guidelines on behaviour for all members of our community. This includes staff (through the staff code of conduct) and children (through our behaviour for learning policy). We also expect parents to engage constructively with school staff and to work together with them in the best interests of our children.

We will only communicate with parents in respect of their own child at the school. Requests to raise a concern on behalf of another parent will be declined, as will be requests for information about another child. Should any correspondence be received from legal advisers then this will be shared with the school's legal advisers.

If parents are considering making a formal complaint, our complaints policy can be found on the school website. However, stage 1 of our policy suggests that other forms of communication can often help in resolving issues and we encourage parents to use this route. However, this is not compulsory and does not prevent the use of the complaints policy either straight away or after other forms of communication have been tried.

Managing Parent Contact in a Fair and Positive Way

The Governing Body is committed to providing a high-quality service to the school community. We recognise that there are times when our service may not meet the high standard, we set ourselves, and as a result parents become inconvenienced. We are committed to dealing with all concerns fairly, fully, and in a timely manner. In return we expect people to be polite and considerate to our staff and allow them to carry out their roles without fear of unreasonable behaviour. Usually dealing with concerns is a straightforward process, but in a small number of cases parents and/or service



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users pursue their issues in a way that can get in the way of investigating the circumstances, fixing any problems, providing the service or unfairly take staff away from their other duties.

Using published guidance from the Department for Education, we outline in appendix 1 what we consider to be unreasonable parental actions, the options available to the school, and the possible consequences to the individual. It explains how we may restrict or change access to a service or further communication when we consider a parent or service user's actions to be unacceptable. This is to ensure that we can protect our staff and the services we provide to the school community.

We will only invoke the steps contained in appendix 1 after careful consideration, and in exceptional circumstances. People may have justified concerns but may be pursuing them in an inappropriate way, or they may be intent on pursuing concerns which appear to have no substance, or which have already been investigated and determined.

Linked Policies

- IT Acceptable Use
- Complaints
- Dealing with excessive complaints
- Behaviour for Learning
- Staff Code of Conduct



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Appendix 1 – Unreasonable parent and service user actions

The Governing Body expects that:

- All parents and service users have a right to be treated fairly. If access to a service or further communication is to be restricted, there must be a very good reason
- All issues are considered on their merits
- Even if a parent or service user's actions seem unreasonable, they may still have a valid issue. Someone may have a legitimate complaint but express it unreasonably
- Anger could be an understandable and, to some degree, an acceptable emotion among frustrated parents or service users, as long as it is not expressed through aggression, violence or the use of offensive or discriminatory language
- When someone acts unreasonably, it is the substance of the issue (what is alleged to have gone wrong, and its impact) that should dictate the school's actions, including the level of resources dedicated to it, not the demands or actions of the individual
- Staff safety and well-being are paramount when dealing with unreasonable parent or service user conduct.
- The decision to change or restrict a parent or service user's access to a service or further communication as a result of their actions will only be made at a Headteacher/Governor level and in accordance with clearly defined policies and procedures.
- Any decision to restrict access should be proportionate in relation to the impact the unreasonable actions have on staff and/or the school's ability to deliver an efficient service. Any restriction should still allow fair access to mandatory services.

Definitions

Complaint: an expression of dissatisfaction, however made, about school policies and practices including the standard of service, actions or lack of action by the school, its own staff, or those acting on its behalf, affecting an individual or group of individuals.

Service user and/or Parent: a service user is anyone the school works with, provides a service or response to, or provides support to. Parents are the largest group of service users for the school but the broader service user group includes residents who may use any community provision, businesses, visitors, interested members of the public or someone acting on behalf of a parent and/or service user e.g. a Councillor, MP or relative.

Harassment: behaviour intended to cause a person alarm or distress. The behaviour must occur on more than one occasion, but it does not have to be the same kind of behaviour on each occasion.

Sexual Harassment: is when someone carries out unwanted sexual behaviour towards another person that makes them feel upset, scared, offended or humiliated.

Unacceptable Actions by Parents and/or Service users

People may act in ways which are out of character when they are in trouble or distressed. There may have been upsetting circumstances in the lead up to an issue coming to us. We do not view behaviour as unacceptable just because a parent or service user is forceful or determined.



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On occasion, behaviour is difficult for an individual member of staff to deal with because it doesn't conform to the standards they expect or the values they hold. An action is not necessarily unacceptable because a member of staff finds it personally difficult.

The school endeavours to prevent unacceptable actions from occurring by ensuring that individuals feel that they have been listened to, understood, treated fairly and communicated with appropriately.

Parents and/or service users may behave unacceptably in various ways, for example, but not limited to, in person, by telephone, email, text or social media.

Unacceptable actions are grouped under the four headings with details below:

- A: aggressive or abusive behaviour: anger which escalates into aggression, threatening behaviour, written or verbal abuse, or unsubstantiated allegations
- B: unreasonable demands: a demand is unreasonable when complying with it would impact substantially on our work or the day to day provision to pupils and support to other parents or service users
- C: unreasonable levels of contact: when the amount of time spent dealing with a complaint impacts on our ability to deal with it or with other parent/service user complaints; this is not the same as persistence which can be a positive advantage when pursuing a complaint
- D: unreasonable use of the complaints process: when the effect of the repeated complaints is to harass, or to prevent us from pursuing a legitimate aim or from implementing a legitimate decision.

We understand that some complainants may be angry about the issues they raise to the school. If that anger escalates into aggression towards school staff, we consider that an unacceptable action and operate a zero-tolerance approach to incidents of harassment, discrimination, bullying and abuse.

Any violence or abuse towards staff and/or governors will not be accepted and may be reported to the Police.

We use the Health and Safety Executive's definition of work-related violence as "any incident in which a person is abused, threatened or assaulted in circumstances related to their work". This includes behaviours which are exhibited outside of the workplace, for example. waiting outside buildings for staff or abuse on social media platforms.

Violence or abuse is not restricted to acts of aggression that may result in physical harm. It also includes behaviour or language, verbal or in writing, that may cause staff to feel afraid, threatened or abused. This includes threats, personal verbal abuse, derogatory remarks and rudeness, along with inflammatory statements and unsubstantiated allegations. Aggression is non-physical behaviour that could be offensive or is considered threatening; it implies a risk of violence.



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Unreasonable demands

A demand becomes unacceptable when it starts to or would if complied with, impact substantially on the operation of the school. For example, if the demand takes up an excessive amount of staff time and leads to other parents or service users being disadvantaged.

Examples of actions grouped under this heading include:

- repeatedly demanding responses within an unreasonable timescale
- insisting on seeing or speaking to a particular member of staff when that is not possible, or in the view of the school is not required
- repeatedly changing the substance of an issue, complaint or raising unrelated concerns.

Unreasonable levels of contact

The volume and duration of contact made to us by an individual can cause problems. This can occur over a short period, such as a number of calls in one day, or it may occur over a longer period of time. This could include the parent or service user making long telephone calls to us or inundating us with copies of information which have been sent to us already or which are irrelevant to the issues they have raised.

We consider that contact has become unacceptable when the amount of time spent dealing with it impacts on our ability to deal with that parent or service user or impacts on service provision more broadly. Contact time may involve time spent talking to a parent or service user on the phone; responding to, reviewing and filing emails; or written correspondence.

Behaviour that is persistent and unwanted attention that makes a person feel pestered and harassed is also covered under this area. Such behaviour may fall under the definition of stalking or harassment. It includes behaviour that happens two or more times, directed at or towards an individual by another person, which causes the individual to feel alarmed or distressed or to fear violence might be used against them. The school has Stalking & Harassment Guidance for Managers.

Unreasonable use of the complaints process

Parents and service users have the right to express concerns informally through engagement with senior leaders or formally through the school complaints policy. They also have the right to complain more than once to the school, if subsequent incidents occur or if their complaint is about a different matter.

This contact becomes unreasonable when the effect of the repeated complaints is to harass, or to prevent us from pursuing a legitimate aim or from implementing a legitimate decision.

We consider access to a complaints system to be a critical element of our arrangements, and it will only be in exceptional circumstances that we would consider such repeated use as unacceptable. We reserve the right to review complaints and where determined that they are a repeat of an earlier



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complaint, that complaint may be marked as a serial complaint and not progress through the complaints process.

Managing Unacceptable Actions by Parents and/or Service users

The threat or use of physical violence, written or verbal abuse or harassment (including stalking) towards our staff is likely to result in a termination of all direct contact with the individual. Incidents may be reported to the Police. This will always be the case if physical violence is used or threatened, or stalking behaviour is exhibited.

We will not tolerate any correspondence that is abusive to staff. We will tell the individual that we consider their language offensive, unnecessary and unhelpful and ask them to stop using such language. We will state that we will not respond to their correspondence if the action or behaviour continues and may require that correspondence is resubmitted in an acceptable format.

Our staff will end phone calls if they consider the caller aggressive, abusive or offensive. Our staff have the right to make this decision, to tell the caller that their behaviour is unacceptable and to end the call if the behaviour persists.

We also view the use of social media networks, for example, but not limited to, Facebook, X (formerly Twitter) and YouTube to be covered by this Policy.

In extreme situations, we may seek a prohibitory or preventive injunction against the individual, report incidents to the Police and seek prosecution.

Immediate Actions in response to Aggressive or abusive behaviour

In the event of violence or abuse we will take a "Zero Tolerance" approach.

If a member of our staff feels afraid, threatened or abused they are entitled to:

- tell the parent and/or service user that their behaviour is unacceptable
- end a telephone call if the behaviour persists
- ask the parent and/or service user to leave the school buildings or property
- adjourn or end a visit or meeting
- call the Police.

Any immediate steps will be followed by either an informal warning about future conduct or consideration of further action under this Policy as well as supporting the Police in their investigation where this is reported.

In the event of aggression towards staff, managers and staff should report issues through the Headteacher who should enter the matter as violent incident on our Health and Safety system.



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Where abuse is in the form of social media posts, we will consider:

- Flagging and reporting any abusive comments to the platform operator to remove posts or other markers
- Blocking the individual from the site if operated by the school
- Reporting the matter to the Police
- Taking legal advice on further options.

Restricting Parent or Service user Contact

There are very few parents or service users whose actions we consider unacceptable. We aim to manage these actions based on their nature and extent. If our ability to do our work and provide a service to others is affected adversely, we may need to restrict that parent or service user's contact with us in order to manage the unacceptable action.

This will only be taken after careful consideration of the situation by Headteacher. Wherever possible, we will give the individual the opportunity to change their behaviour or action before a decision is taken.

Adequate records will be retained by the school of the details of the case and the action that has been taken where this Policy has been invoked.

Issuing a Parent or Service user Contact Restriction (PCCR)

First Stage – Warning

The school will compile documented evidence that captures why the parent or service user's behaviour is causing concern and meets the criteria of unacceptable actions as outlined in this Policy, captures any decision.

Any decision to restrict contact will take into consideration the frequency and nature of the behaviour and actions, and any impact on the staff member's feelings/welfare.

Parents and service users will be advised that their behaviour is giving cause for concern, to provide them with the opportunity to modify their behaviour in advance of any sanction being applied. A written warning informing parents and service users of our policy for dealing with problem behaviours will be sent and will:

- identify the unacceptable behaviour
- explain why it is inappropriate
- explain the steps we have taken
- advise the parent or service user that, if they do this again, restrictions will be put in place

The Headteacher will notify the Chair of Governors where they have written to the parent or service user.



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Second Stage – Imposition of PCCR

If the behaviour continues, the Headteacher will make a decision as to the action to take. A letter will then be sent to the parent or service user outlining this decision. All letters will include:

- Why we have taken the decision we have
- What specific action we are taking
- The duration of that action (this could be 3, 6 or 12 months or linked to the end of Autumn, Spring or Summer terms)
- The date the PCCR will be reviewed and the end of that duration
- The circumstances that the PCCR could be reviewed in advance of that date (e.g. new relevant information or continued unacceptable actions)
- Arrangements for emergency and other necessary contact while the PCCR is in place.
- That if any unacceptable actions continue, a further restriction may be put in place.

A log of the decision made and records of all contacts with the parent or service user will be kept. This information will be treated as confidential and only shared with those who may be affected by the decision in order them to carry out their role at work.

Key information to be recorded includes:

- Details of the scope of any restriction
- The extent of the restriction, for example for parents/carers, what engagement with the school will continue to take place where their child remains a pupil at the school
- Details of any decision not to put a further complaint about the same matter from the parent or service user through the complaint procedure but confirming that the complaint and decision will be logged by the school
- The timescale of any restriction (this could be 3, 6 or 12 months or linked to the end of Autumn, Spring or Summer terms depending on the circumstances of the case).

Any further contact from the parent or service user, for example on a new issue, will be treated on its merits on a case-by-case basis.

If the matter relates to a parent whose child/ren still attend the school, then ongoing contact will be taken into account whilst protecting the staff members concerned and arrangements put in place to mitigate risks to the parent.

Forms that a PCCR may take

We may:

- Restrict contact in person, by telephone, letter, email or by any combination of these.
- Negotiate a Behaviour Contract with the individual that clearly outlines the expected behaviour and consequences if that standard is not met



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- Specify one form of contact, for example a named staff member that the parent or service user may only contact or shared mailbox. No other staff member would have direct contact with the parent or service user in this circumstance.
- Impose restrictions within the school's email system that mean that all emails from the parent or service user are automatically forwarded to one place.
- Advise a parent or service user that they are not permitted on school premises or impose conditions on their entry.

None of the above actions preclude the school reporting behaviour to the Police.

Where a parent or service user repeatedly phones, visits, raises the same issues, or sends large numbers of documents where their relevance isn't clear, we may decide to:

- limit contact to telephone calls from the individual at set times on set days
- restrict contact to a nominated member of staff who will deal with future calls or correspondence from the individual
- see the individual by appointment only
- restrict contact from the individual to writing only
- retain the documents without providing a response or in extreme cases, return any documents to the individual
- restrict contact to a joint mailbox
- take any other action that we consider appropriate.

In all cases, the school will keep a record of the unreasonable contact.

Where we consider continued correspondence on a wide range of issues to be excessive, we will take legal advice and may tell the parent or service user that only a certain number of issues will be considered in a given period and ask them to limit or focus their requests accordingly.

We reserve the right to refuse to consider a complaint or future complaints from an individual on the same subject matter. Each complaint will be considered on its merits, ensuring that any repeated complaints are not responded to. We will take into account the impact on the individual and also where there would be a broader public interest in considering the complaint further, in accordance with the principles and processes outlined in this Policy.

We will always tell the individual what action we are taking and why.

Limits of PCCR in relation to individual's Statutory Rights

Although a PCCR may have been imposed on a parent or service user, they may still retain rights to contact the school on other issues. In cases where the school is required by law to provide support or respond to an individual subject to a PCCR, the normal school processes should be followed.



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Limits of PCCR in relation to urgent or emergency situations.

Although a PCCR may have been imposed on a parent or service user, they may still need to make urgent contact with the school in emergency situations. In such cases, normal school processes should be followed.

Continuation of unacceptable behaviour after a PCCR has been issued

Where a PCCR has been imposed and unacceptable behaviour continues, the Headteacher, with the support of the Chair of Governors, may escalate the case to the County Council and request their intervention. In such cases, the County Council will write direct to the parent or service user regarding their behaviour.

Roles and responsibilities

When a school employee makes an immediate decision in response to aggressive or abusive behaviour, the parent or service user is advised at the time of the incident.

When a decision has been made to restrict contact in accordance with this policy, we will always tell the individual in writing. We will explain why the decision has been made to restrict future contact, the restricted contact arrangements and, if relevant, the length of time that these restrictions will be in place. This ensures that the individual has a record of the decision. The decision in writing can be supplemented by another form of communication if written communication is not the most appropriate medium for the individual.

Where it is decided to restrict a parent or service user's contact, an entry noting this will be made in the relevant file and appropriate computer records. We record all incidents of unacceptable actions by parents and/or service users. Again, the decision in writing can be supplemented by another form of communication if written communication is not the most appropriate medium for the individual.

A bi-annual review of the application of this Policy will be undertaken to ensure consistency and share approaches.

Equalities, Diversity and Reasonable Adjustments

When implementing this Policy, the school will do so in compliance with its duties under the Equality Act 2010, making adjustments it deems to be reasonable ('Reasonable Adjustments') for parents and/or service users as appropriate.

Representation and multi-agency approach

In cases where action under this policy has not led to a change in behaviour, the school will seek legal advice on considering whether there are any other individuals who may be able to represent the parent or service user in the handling of any issues or complaints they are bringing to the school, to assist with de-escalating any unreasonable behaviour on the part of a parent or service user. For



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example, this could be a family member, friend or support worker. Consideration could also be given, if appropriate, to a multi-agency approach if the individual concerned is receiving support from social services.