

# Parent Communication and Use of AI Tools Policy

Last Updated: May 2026

## 1. Purpose and Scope

**1.1 Overview:** This policy sets out Innsworth Preschool's approach to parent communication where artificial intelligence tools, large language models, translation tools, grammar tools, legal templates, online advice, or similar digital support are used to help prepare messages sent to the setting.

**1.2 Aim:** Our aim is to support clear, respectful, and reasonable communication between parents and the setting, while making clear that the preschool is not required to enter into repeated, circular, excessive, legalistic, threatening, or AI-generated correspondence that does not raise new factual information or support a practical resolution.

**1.3 Scope:** This policy applies to all parents, carers, family members, representatives, and other adults communicating with Innsworth Preschool by email, message, letter, complaint, application form, online form, telephone, meeting, or any other method of communication.

**1.4 Linked Policies:** This policy should be read alongside the setting's Parent Partnership and Conduct Policy, Complaints Policy, Safeguarding and Child Protection Policy, Data Protection and Confidentiality Policy, Admissions Policy, and Suspension and Termination of Place Policy.

## 2. Legal and Statutory Framework

**2.1 Compliance:** This policy is underpinned by and supports compliance with:

- The Statutory Framework for the Early Years Foundation Stage (EYFS).
- The Children Acts 1989 and 2004.
- Working Together to Safeguard Children.
- The Equality Act 2010.
- UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.
- The Health and Safety at Work etc. Act 1974.
- Relevant complaints, safeguarding, data protection, and early years regulatory requirements.

## 3. Core Principles

**3.1 Partnership:** Innsworth Preschool values open and constructive communication with parents. Good communication supports children's safety, wellbeing, learning, development, and successful attendance.

**3.2 Respectful Communication:** Communication between parents and the setting must remain respectful, proportionate, factual, and focused on the child.

**3.3 Reasonable Support:** We understand that parents may use AI tools, translation tools, grammar tools, accessibility tools, or other digital support to help them write clearly, translate information, check spelling, or organise their thoughts.

**3.4 Parent Responsibility:** Parents remain fully responsible for the content, accuracy, tone, and effect of any message they send to the preschool. This applies even where the message has been written, edited, translated, expanded, or suggested by AI or another tool.

**3.5 Accountability for Correspondence:** The use of AI tools, translation tools, legal templates, online advice, or third-party wording does not remove the parent's responsibility for the accuracy, tone, claims, allegations, threats, or consequences of the message.

**3.6 Child-Focused Communication:** Communication with the setting must remain focused on the child, the facts, the concern being raised, and the practical outcome being requested.

**3.7 Operational Boundaries:** The setting will take genuine concerns seriously. However, staff time must remain focused on safeguarding, caring for, educating, and supervising children. The setting is not required to spend excessive time responding to repeated, circular, or AI-generated points that do not move a matter forward.

**3.8 No AI-Led Disputes:** The setting will not engage in AI-led disputes. We will engage with genuine concerns raised by parents, but we will not allow AI-generated correspondence to create repeated, circular, threatening, or disproportionate exchanges that disrupt the safe and effective running of the preschool.

## **4. Acceptable Use of AI and Translation Tools**

**4.1 Acceptable Use:** Parents may use AI or digital tools to support communication, including:

- Translating a message into English.
- Checking spelling, grammar, or sentence structure.
- Helping organise a parent's own thoughts.
- Helping write a clear question or concern.
- Making communication easier where a parent has language, literacy, disability, confidence, or accessibility needs.

**4.2 Final Responsibility:** Where parents use AI or other tools, the final message must still reflect the parent's own view, real concern, and actual circumstances.

**4.3 Accuracy:** Parents must check that any AI-supported message is accurate before sending it. AI-generated wording may include assumptions, errors, exaggerated claims, irrelevant points, or wording that does not reflect what actually happened.

**4.4 Translation and Accessibility:** This policy is not intended to prevent parents from using translation tools, accessibility tools, or support with written English. The setting will distinguish between reasonable use of these tools and unreasonable use of AI-generated correspondence to prolong disputes or create unnecessary workload.

## **5. Unreasonable or Excessive Communication**

**5.1 Unreasonable Communication:** The setting may consider communication unreasonable where messages:

- Are very long, repetitive, or disproportionate to the issue being raised.
- Repeatedly reword the same point without adding new information.
- Appear to be designed to challenge every response given by the setting.
- Use legalistic, accusatory, or confrontational wording without a clear factual basis.
- Misrepresent what has been said, agreed, observed, recorded, or decided.
- Create an ongoing argument rather than seeking a practical resolution.
- Require staff to spend excessive time responding to points that appear AI-generated, AI-expanded, copied, or templated.
- Distract staff from safeguarding, caring for, educating, and supervising children.
- Undermine staff wellbeing, operational stability, or the working relationship between the family and the setting.

**5.2 Repeated Points:** Where a point has already been answered, the setting is not required to continue responding to the same point simply because it has been rephrased, expanded, or presented again in different wording.

**5.3 No New Information:** Where a message does not raise new factual information, the setting may refer the parent back to the previous response rather than providing a further detailed reply.

**5.4 Excessive Correspondence:** Where the volume, length, tone, or frequency of correspondence becomes unreasonable, the setting may place reasonable boundaries around further communication.

## **6. Managing AI-Supported or Repetitive Correspondence**

**6.1 Setting Response:** Where communication becomes excessive, repetitive, unclear, legalistic, threatening, or unproductive, the setting may:

- Ask the parent to summarise their concern in clear and simple terms.
- Ask the parent to state what outcome they are seeking.
- Respond only to new, relevant, and factual points.
- Decline to respond to points that have already been answered.
- Move the matter to a face-to-face meeting, telephone call, or structured discussion.
- Require one clear written summary before any further response is given.
- Direct the parent to the Complaints Policy where appropriate.
- Set reasonable boundaries around future communication.

**6.2 Clear Summary Required:** The setting may ask the parent to provide a short written summary of:

- The specific concern being raised.
- The date or incident the concern relates to.
- The child impact, if any.
- The outcome the parent is seeking.

- Any new information that has not already been considered.

**6.3 Moving Away from Written Correspondence:** Where written communication is no longer helping to resolve the matter, the setting may decide that further discussion must take place in person, by telephone, or through a structured meeting. This is to prevent repeated written exchanges from becoming circular, disproportionate, or disruptive to the running of the setting.

**6.4 Requirement to Discuss Concerns Directly:** Where written communication becomes legalistic, threatening, repetitive, AI-expanded, or unproductive, the setting may require the parent to discuss the matter directly with the Manager or leadership team. The setting may decline to provide further written responses until this discussion has taken place.

**6.5 Closing a Matter:** The setting may state that a matter is closed where a full response has already been provided, no new relevant information has been raised, and further correspondence would not be productive.

**6.6 Record Keeping:** Where communication is excessive, repetitive, threatening, or concerning, the setting may keep a clear record of messages received, responses sent, decisions made, meetings held, and any communication boundaries put in place.

## **7. Legal Claims, Threats, and Policy-Based Challenges**

**7.1 Parent Responsibility:** Parents are personally responsible for all correspondence sent to the setting in their name. This includes messages written, edited, translated, expanded, or suggested by artificial intelligence tools, large language models, legal templates, online forums, third parties, or any other source.

**7.2 Legal or Formal Claims:** Where a message makes legal claims, formal allegations, policy-based accusations, threats of action, or detailed references to legislation, statutory guidance, regulatory requirements, or setting policies, the setting will treat those points as the parent's own position.

**7.3 Accuracy of Claims:** Parents must ensure that any legal, policy, safeguarding, equality, data protection, complaints, or regulatory claim they send is accurate, relevant, and based on the actual facts of the situation. The setting is not required to accept inaccurate, speculative, AI-generated, copied, or templated claims as legally correct.

**7.4 Direct Explanation:** Where correspondence contains extensive legal claims, policy references, allegations, or threats, the setting may require the parent to attend an in-person meeting or telephone discussion before any further written response is provided. The purpose of this discussion will be to allow the parent to explain their concerns directly, clarify the facts, identify the outcome they are seeking, and confirm which points they are personally raising.

**7.5 Legal Advice:** Where correspondence includes legal threats, repeated legal claims, allegations of unlawful conduct, threats to report the setting, or other serious formal accusations, the setting may pause informal correspondence while it seeks advice from its insurer, legal adviser, Local Authority, Early Years team, safeguarding partners, or other relevant professional body.

**7.6 No Argument with AI Tools:** The setting will not enter into ongoing argument with AI tools, AI-generated wording, copied legal templates, or repeated policy-based challenges that do not raise new factual information. The setting will respond to the parent's genuine concern, not to repeated AI-generated expansion of the same issue.

**7.7 Repeated or Disruptive Claims:** Where legal claims, policy references, or formal allegations are repeatedly raised in an excessive, inaccurate, aggressive, threatening, or disruptive way, the setting may manage the matter under this policy, the Complaints Policy, the Parent Partnership and Conduct Policy, or the Suspension and Termination of Place Policy.

## **8. Complaints, Safeguarding, and Serious Concerns**

**8.1 Genuine Concerns:** Parents are encouraged to raise genuine concerns clearly and promptly. Raising a concern in good faith will not affect a child's place.

**8.2 Complaints:** Where a parent wishes to make a complaint, the matter should be raised through the setting's Complaints Policy. AI-generated correspondence must not be used to avoid, bypass, or prolong the proper complaints process.

**8.3 Safeguarding:** Where a concern relates to safeguarding, child welfare, or staff conduct, the setting will respond in line with its Safeguarding and Child Protection Policy and statutory responsibilities.

**8.4 Serious Matters:** Serious concerns should be raised directly, clearly, and with relevant facts. The setting may request a meeting where written correspondence is not the most appropriate way to resolve the issue.

**8.5 Reports to External Bodies:** Parents have the right to contact external bodies where appropriate. However, threats to report the setting must not be used repeatedly or aggressively as a way of prolonging disputes, intimidating staff, or avoiding direct discussion with the setting.

**8.7 Proportionate Handling:** In these circumstances, the setting may ask the parent to restate the concern in clear, simple, and factual terms. The parent may also be asked to confirm:

- What happened.
- When it happened.
- Who was involved.
- How it affected the child.
- What outcome the parent is seeking.
- What new information has not already been considered.

**8.8 Avoiding Unnecessary Escalation:** The setting is not required to treat AI-expanded wording, legal references, policy quotations, or formal demands as evidence that a minor concern has become a serious complaint, safeguarding matter, or legal issue. The setting will assess the actual facts and child impact before deciding the appropriate response.

**8.9 Impact on Trust and Partnership:** Where a parent repeatedly escalates minor or routine matters into disproportionate, threatening, legalistic, or disruptive correspondence, the setting may consider that this is damaging the trust and working relationship between the family and the setting.

**8.10 Review of Parent Partnership:** If this pattern continues despite reasonable attempts to resolve concerns, set communication boundaries, or meet with the parent, the setting may review whether the parent partnership remains workable.

## **9. Telephone Calls, Meetings, and Recording**

**9.1 Direct Discussions:** Where written correspondence becomes legalistic, threatening, repetitive, AI-expanded, or unproductive, the setting may require the parent to discuss the matter directly with the Manager or leadership team. This may take place by telephone, online meeting, or in person.

**9.2 Recording:** Telephone calls, online meetings, and in-person meetings may be recorded where the setting considers this necessary for safeguarding, complaint handling, dispute resolution, accurate record keeping, staff protection, legal advice, or the safe and effective running of the setting.

**9.3 Notification:** Parents will be informed where a recording is being made. Where possible, this will be explained at the start of the call or meeting.

**9.4 Purpose:** Recordings will only be used for legitimate setting purposes, such as confirming what was said, maintaining an accurate record, reviewing concerns, obtaining advice, managing complaints, or protecting children, families, and staff.

**9.5 Refusal:** If a parent does not wish to be recorded, the setting may consider whether the discussion can continue without recording. Where the setting considers recording necessary, the setting may offer an alternative method of communication, such as a written summary, a structured meeting note, or correspondence through the complaints process.

**9.6 Storage and Access:** Recordings will be stored securely. Access will be limited to staff, leaders, professional advisers, or relevant authorities who need to review the recording for a legitimate reason.

**9.7 Retention:** Recordings will only be kept for as long as necessary, in line with the setting's data protection, safeguarding, complaints, and record retention requirements.

## **10. Accessibility, Translation, and Inclusion**

**10.1 Inclusion:** The setting recognises that some parents may need support to communicate effectively. This may include translation, accessibility tools, support with written English, or reasonable adjustments linked to disability or other communication needs.

**10.2 Support Needs:** Parents who need support with communication should let the setting know so that reasonable and practical support can be considered.

**10.3 Fair Use:** The setting will not treat reasonable use of translation or accessibility support as unreasonable communication. However, the setting may act where AI tools, templates, or external wording are used to create excessive, threatening, misleading, or disruptive correspondence.

## **11. Staff Workload and Operational Impact**

**11.1 Staff Time:** Staff time must be focused on children's safety, care, learning, development, and the smooth running of the setting.

**11.2 Operational Impact:** Excessive written exchanges can take staff away from their core responsibilities and may affect the setting's ability to operate efficiently.

**11.3 Staff Wellbeing:** The setting has a duty to protect staff wellbeing. Repeated, aggressive, threatening, excessive, or unreasonable communication may be managed under the Parent Partnership and Conduct Policy.

**11.4 Proportionate Response:** The setting reserves the right to manage communication in a way that is fair, reasonable, proportionate, and protective of children, staff, families, and operational stability.

## **12. Breakdown in Parent Partnership**

**12.1 Constructive Relationship:** A child's successful placement depends on a constructive working relationship between the setting and the family.

**12.2 Breakdown in Partnership:** Where communication becomes persistently adversarial, threatening, excessive, disruptive, or unreasonable, and this prevents a constructive working relationship between the family and the setting, the preschool may consider that the parent partnership has broken down.

**12.3 Review of Place:** If the parent partnership has broken down and this affects the setting's ability to work safely, reasonably, and constructively with the family, the setting may review whether the child's place remains suitable.

**12.4 Decision Making:** Any decision to review, restrict, suspend, or terminate a place will be made in line with the setting's relevant policies, documented evidence, operational needs, safeguarding duties, and the need to protect children, staff, and the safe running of the setting.

**12.5 Alternative Resolution:** Before reaching a final decision, the setting may consider whether the matter can be resolved through a meeting, written agreement, communication boundaries, a behaviour expectation letter, or use of the complaints process.

## **13. Decision-Making and Record Keeping**

**13.1 Decision Standards:** Decisions relating to communication boundaries, direct meetings, recorded calls, complaints handling, legal advice, parent conduct, or review of place are:

- Based on documented evidence.
- Recorded clearly with rationale.
- Proportionate to the concern or behaviour.
- Linked to the safe and effective running of the setting.
- Considered in light of safeguarding, equality, data protection, and complaints duties.

**13.2 Communication Records:** The setting may keep copies of relevant emails, messages, letters, meeting notes, call notes, recordings, complaint records, and decision records.

**13.3 Purpose:** This ensures transparency, consistency, accurate record keeping, and protection for children, families, staff, and the setting.

#### **14. Monitoring and Review**

**14.1 Monitoring:** The effectiveness of this policy will be monitored by the Manager and leadership team.

**14.2 Review:** This policy will be reviewed annually, or earlier where there are changes in legislation, statutory guidance, operational practice, communication patterns, parent conduct concerns, or the needs of the setting.