

This resource is part of the SAND Behaviour & Wellbeing Framework and should be used within a structured, reflective approach to behaviour, wellbeing, and support.

The Parent–School Bridge

A structured communication framework for aligning home and school support using the BUILD pathway

Parents are not the problem. They are part of the solution.

This framework structures conversations between school and home around understanding, shared planning, and partnership.

1. Why Communication Matters

The Parent–School Bridge supports alignment between home and education, ensuring that behaviour is understood consistently across environments.

Rather than working in isolation, this framework strengthens communication, reduces misunderstanding, and builds shared understanding.

Too often, the first contact a parent has about behaviour is a phone call reporting a problem. Parents feel blamed. Schools feel unsupported. The individual receives inconsistent messages.

Understanding comes before response. When communication starts with understanding, alignment follows naturally.

Tone and Approach

Communication within SAND begins with understanding, not judgement.

The aim is not to assign blame, but to build a shared understanding of behaviour and how best to support it.

2. Communication Record

Individual's Name / Initials:		Date:	
Parent / Carer:		School Contact:	
Communication Type:	<i>meeting / call / email / written</i>	Initiated by:	

3. Structured Communication Approach (BUILD-aligned)

Use the BUILD pathway to structure your communication:

B – Behaviour Baseline

Where are we starting? Share what has been observed – factually, without blame.

What has been happening? (School's observation)

What has been happening? (Parent's perspective)

U – Understand the Why

What might be underneath this? Explore together.

What do we think might be driving this behaviour?

I – Identify Strengths

What is going well? What does the individual do well?

What are this individual's strengths?

L – Layer Support

What will we try? What will school do? What will home do?

School will...	Home will...

D – Develop and Review

When will we check back? What does progress look like?

Review date:

What will we look for to know if things are improving?

4. Tone Check

Before sending or having this conversation, check:

- Does this communication start with understanding, not blame?
- Have I included the parent's perspective, not just the school's?
- Have I named strengths, not just concerns?
- Is the plan shared – with actions for both school and home?
- Would I feel respected if I received this communication?

If you would not feel respected receiving this communication, rewrite it. The Tone Check is not optional – it is the most important part of the document.

Behaviour is communication. When we look and listen, we begin to understand the voice behind it.