

# Parent Communication Templates

## About this Resource

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This resource provides templates for parent/carers communications related to:

- 1) The work of the Resilience Ambassador Network (short comms)
- 2) The work of the Resilience Ambassador Network (more detailed comms)
- 3) School response to local/national incident

You can use this copy to directly communicate with parents/carers, or you can adapt it based on your setting and style.

This resource provides templates for parent/carers communications related to:

- 4) The work of the Resilience Ambassador Network (short comms)
- 5) The work of the Resilience Ambassador Network (more detailed comms)
- 6) School response to local/national incident

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## Short Version

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The short template is useful when the school wants to quickly inform parents/carers about the existence and core function of the Staff Ambassador Programme (Resilience Ambassador Network). It should be used before any major discussion work begins, acting as a general heads-up. Its brevity and directness make it suitable for a swift initial notification (the where), focusing only on the initiative's role in supporting staff to facilitate complex discussions (the why), linking it clearly to safeguarding and citizenship commitments.

***“Dear Parents/Carers,***

*We are writing to share information about our new Staff Ambassador Programme. This initiative supports teachers to help students explore complex or sensitive issues with confidence, balance, and respect. Ambassadors are trained to facilitate thoughtful discussions, address mis and disinformation, and promote critical thinking.*

*This work sits within our safeguarding and citizenship commitments. If you have any questions, please get in touch with the school.*

*Kind regards,*

***[School / College / SLT Name]***

## Long Version

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The long template is used when the school needs to provide parents and carers with a comprehensive understanding of how the Resilience Ambassador Network's work is approached. It should be used when greater detail is needed, such as ahead of planned curriculum work, or when proactively addressing the school's pedagogical approach to sensitive topics, offering reassurance, outlining objectives, and providing contact points beyond a simple initial notification.

*“Dear Parents/Carers,*

*At [School Name], we are committed to helping young people develop the skills they need to navigate a complex online and social world safely and confidently.*

*As part of this, staff may support discussions in lessons or pastoral settings around sensitive or controversial topics that young people are already encountering online or through peers. These can include issues such as misinformation, harmful online content, identity-based hate, or polarising viewpoints.*

*We want parents and carers to be aware of this work and to understand its purpose, approach, and safeguards.*

### ***What is the purpose of these discussions?***

*The aim is **not** to promote political views or tell students what to think.*

*Instead, the focus is on helping young people to:*

- *Think critically about information they encounter online*
- *Recognise unreliable or manipulative content*
- *Discuss difficult topics respectfully and safely*

- *Know when and how to seek help if something concerns them*
- *Build confidence in expressing uncertainty or disagreement appropriately*

*This approach supports safeguarding, wellbeing, and resilience rather than debate or persuasion.*

### ***How staff approach sensitive topics safely***

*Staff involved in these discussions are guided by clear principles, including:*

- *Age-appropriate and proportionate content*
- *Neutral, non-partisan facilitation*
- *No pressure to share personal beliefs or experiences*
- *Clear boundaries around respectful discussion*
- *Trauma-informed practice, recognising that some topics may be sensitive*

*Where appropriate, discussions are framed around skills and scenarios, rather than real world political positions.*

### ***How parents and carers can support this at home***

*You can help by:*

- *Asking open, non-judgemental questions about what your child is seeing online*
- *Encouraging curiosity rather than argument*
- *Helping them slow down when content feels emotionally charged*
- *Letting them know they can come to you with concern*

### ***What to do if you have concerns***

*If you have any questions or concerns about content discussed in school, or about your child's wellbeing, please contact:*

- Your child's **form tutor or pastoral lead**, or
- The school's **Designated Safeguarding Lead (DSL)**

*We value open communication with families and are always happy to discuss how we approach sensitive issues.*

*Kind regards,  
[School / College / SLT Name] “*

## Incident Response

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This template is designed to respond to concerns already circulating within the community. When adapting the content, please use simple, unemotive language focused on support and safety. The goal is to acknowledge existing community feeling without unintentionally raising new fears or elaborating on the details of the incident.

### **Subject: Supporting Our School/College Community**

*“Dear Parents and Carers,*

*We are writing in relation to [brief description of incident or issue, e.g. online content circulating among students / a local incident that may have caused concern / discussions taking place in the community].*

*We recognise that members of our [school / college] community may be feeling [concerned / unsettled / confused / upset] and that young people may have questions about what they are seeing or hearing.*

*In school, we are approaching this by providing age-appropriate, balanced support through pastoral time and classroom discussion where appropriate. Our focus is on helping students think critically, treat one another with respect, and know where to seek help if they feel worried or affected.*

*If you have any questions or concerns, please contact the [school / college]. We welcome your support in helping young people navigate this thoughtfully and safely.*

*Kind regards,  
[School / SLT Name]”*