Communication Policy
KIBBLESWORTH ACADEMY

March 2025

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Committee Approval		
Board Approval	6th March 2025	
Chair of Trustees Signature		
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1. Aims

The overarching aim of our communication policy is to create effective and open communication, both internally within school and externally with parents, carers and stakeholders. Effective and open communication promotes an awareness of others' interests and needs. Being aware of the necessary skills and tools that encourage open communication is therefore very important.

Good communication builds trust in working relationships. Just as communication skills are important, listening skills are also needed for effective communication. It is very important that we take the time to understand our audience, practise face-to-face communication and listen to feedback and suggestions. Parents consider good communication as vital to increase trust with the school. Parents who receive more consistent information about their child's school performance are likely to have a higher degree of commitment to helping their children improve.

By setting aside time to meet and keep people informed, for example open evenings, staff meetings, parents' evenings and other events, we can establish and maintain open channels of communication with our school community.

At Kibblesworth Academy we encourage parents to contact the school and give them the opportunity to get involved. We do this through ensuring a welcoming reception, helpful office staff and being proactive with phone calls to parents and keeping them informed.

2. Internal communication

Methods of internal communication at Kibblesworth Academy:

The best form of communication is face-to-face. Although this may appear to be time consuming it is time well spent and worth investing in. Face to-face communication helps to ensure messages are not misunderstood and it provides the other party with a chance to respond, ask questions and give feedback. Face-to-face communication also helps to build stronger working relationships because the time devoted shows a commitment by ~~within~~ the school to fostering good relationships between colleagues.

Telephone messages. When giving the details of a telephone message, the message book **must** be used at all times to ensure a copy is retained by the office. Message slips should be given to appropriate staff as soon as possible, but wherever possible, teaching and learning should not be disturbed unless the message is vital. Vital messages include communicating changes to the pick-up arrangements of a pupil for that day, such as a telephone instruction to remain at after school club. In these cases, the person who has taken the telephone message should stay in the classroom to witness the

message being given to the child. Messages should not be relayed verbally without a slip, or in a corridor, to avoid a breakdown in communication and message being forgotten or missed.

Email should be used in conjunction with face to face communication. All Kibblesworth Academy staff and governors should have access to an @kibblesworthacademy.org.uk email address to use for this purpose. Email should be used thoughtfully and with due regard for the work life balance of all staff. Where an email is sent outside school working hours, there should be no reasonable expectation of a reply until the next working day. Unless an email is expected by the recipient, or the matter is of an urgent, time sensitive nature, all out of hours emails should be sent on a timed release, being set to arrive no earlier than 8.00am on a school day morning, and no later than 6.00pm.

Office 365 calendar will be used to record the events which are occurring in school on a day to day basis. All meetings, room bookings and appointments will be found in this location, as well as visits and visitors. This should be checked daily for changes.

Weekly briefings are used to keep all staff informed of developments within school, providing all staff a forum to communicate their views. Briefings will generally take place at 8.30am in the school hall.

Catch up / mentor meetings can be used as part of the termly / half termly curriculum review process, and allows staff the time and space to discuss any concerns or issues they may be having. This time is also used to discuss any opportunities or developments the staff member may wish to be involved in, so support can be put in place were appropriate.

Assemblies are used to communicate with pupils across the academy. Assemblies occur up to three times per week, and involve visitors, celebrations of achievement, and important SMSC guidance.

3. External Communication
External methods of communication at Kibblesworth Academy:

The best form of communication is face-to-face. Although this may appear to be time consuming it is time well spent and worth investing in. Face to-face communication helps to ensure messages are not misunderstood and it provides the other party with a chance to respond, ask questions and give feedback. Face-to-face communication also helps to build stronger working relationships because the time devoted shows a commitment by the school to its pupils and the school community.

Telephone communication is a valuable way of keeping parents informed. Returning a call promptly is **essential** to building trust and relationships. When communicating by telephone, ensure that you give clear and simple messages and use appropriate language that your audience will find easy to relate to and engage with. When dealing with a contentious issue, or a problem

that is related to an ongoing behavioural or child protection issue, all calls **must** be logged on CPOMS under actions and information.

Email is used to communicate with parents and carers who may need updates or find it difficult to visit school in person. Emails should be treat in the same way as any other written communication, remaining factual and professional. Teachers may communicate directly with parents to give updates on an individual pupil's behaviour or achievements. Any communications directed at more than one child, such as a class letter or notice, should be communicated with / through the school office prior to sending to ensure all relevant staff members are aware of the content.

Guidance on email communication:
• Keep emails brief and include a clear subject line
• Double check everything you write
• Check who you are sending the email to before doing so to avoid GDPR breaches.
• Make sure the email says clearly what its purpose is
• Only use email to communicate factual information
• Ensure the communication is as positive as possible and do not convey bad news by email
• Ensure that all emails are as professional and formal as possible.

Class Dojo is used to communicate achievements with parents and to broadcast class activities. **<u>Notices about events or changes to dates should only be relayed to parents through / in conjunction with the school office</u>**. This will allow all other methods of communication, such as the school website, to be updated.

School Website is used to communicate key information to parents and stakeholders. The website should contain up to date information and all statutory documents. Posts should be updated as often as possible to keep the site current.

Twitter is used as a way to publicise the work of the school beyond the parents and families who engage with dojo. There will be a minimum of one tweet per class, per week, staggered to ensure that there is at least one tweet per day.

e-schools is used as our primary way of communicating with parents. This platform will be used to send short broadcast messages and also letters through the letter home function. All communications beyond celebration of success and personal messages about individual children should be sent out to parents through the school office. This ensures that all key staff are aware of communications. In certain circumstances paper copies may be used in conjunction with electronic communications where messages are of high importance or consent slips are required.

Writing to parents:
We try to make written communication as accessible and inclusive as possible in the following ways:
• We use an easy to read font, no smaller than 12 point.

• Seek to avoid bias and stereotyping and any form of racial discrimination.
• We make email and electronic versions of all communications available through our dojo app as this is the preferred method of communication indicated by the majority of parents.
• As with all written communication, letters should always remain factual and professional.
• Wherever possible, letters should be sent out to parents giving at least **one weeks** notice of an event. This should **always** be the case where a permission slip is required to be returned.
• **To maintain quality control and consistency of written communication, all letters should be forwarded to the HT and school office prior to distribution, where they will be copied and distributed to the relevant children by members of the admin team, as well as being placed on the school website and email lists.**
• As most letters are administrative tasks, if teachers would prefer the school office to write letters, they should email the details of the letter over to the SBM with at least **one weeks notice** before the time of distribution. (This would usually mean **two weeks** before an event or trip.)
• When distributing letters to a class, a note should be taken of all children who did not receive the letter, and copies given to them at the earliest opportunity.

Communication <u>from</u> parents:
Communication <u>from</u> parents will be encouraged to be either face to face, by telephone, or by our whole school email account (admin@kibblesworthacademy.org.uk) This mailbox will be viewed daily by a member of the admin team who will forward the messages to the correct members of staff. Where the email regards a concern about a pupil, a complaint, or an action which needs to be completed, the HT or DHT will be copied into the email for information purposes only.
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4. Other methods of communication with parents
At set times of the year, the academy will also communicate with parents through:
• **Annual written report** of achievement and progress.
• **Consultation evenings** - two per year.
• **Parent drop ins -** One per half term to discuss any issues.
• **Newsletter -** featuring key dates and events for the forthcoming term - at least three per year.
• **Homework book** - where feedback is given to homework weekly.
• **SEND reviews** arranged with the SENDCO and class teacher
• **Pupil Premium Reviews** arranged with the class teacher.
• **Assertive Mentoring report** on an agreed format, commenting on academic achievement, behaviour, uniform, attendance, timekeeping and attitudes to learning.
• **Target sheets** for core subjects, distributed by the class teacher twice per half term.
• **Reading records** across all key stages and classes, signed off, where possible, at least weekly by a teacher or teaching assistant.
• **Welcome pack** given to all new parents.

• **Postcards** to initiate positive contacts with parents about children's work -
All staff **must** make at least three positive contacts per pupil, per term,
which should be logged.
• **Awards Assemblies** are used to reward children and create positive contact
with parents. Every child should be invited to an awards assembly
across the academic year.

5. Responding to parents - Timeframes.

Parents are made aware of the following expectations for communications
with members of staff.

Phone calls Returned within 24 hours of parent's call
Email returned within 24 hours of opening
Written letter Acknowledge receipt of letter within 72 hours

**Please note – these timings apply to the working week. If an email is received
on a Friday evening for example, staff are instructed not to respond until the
start of the next working week.**

6. Monitoring and review

This policy will be regularly monitored, and will be reviewed Spring Term
2027, or earlier if required.

February 2025