

Weston All Saints CE Primary School

Communication Protocol

Introduction: The purpose of this document is to set out expectations for how school and home can successfully communicate, to ensure the best partnership of support for each child's learning. On-going research continues to demonstrate the vitally important role parents/carers play in the education of their child.

Why partnership and good communication is important to us all:

At WASPS, we believe:

- that every child is entitled to the best learning opportunity and we are committed to working in partnership with parents/carers to deliver this
- that the child is the most important consideration in any conversation
- that a three-way process of communication between the child, home and school is essential for all children to thrive and flourish
- that all communication should be open, accessible, timely, respectful and appropriate
- that communication is about more than information exchange: it is about the development of positive relationships
- that communication involves active listening
- when parents/carers understand what a school is aiming to achieve and work with the school to achieve this, they are able to help their own children more.

Methods of Communication

We continually seek to refine how we liaise with parents/carers in order to meet our aim of providing you with all the information needed to be active partners in your child's learning journey. We recognise that everyone has their own preferred method and availability and aim to accommodate this wherever possible, but hope that what we have set out in this document will put you in contact with the person best placed to help you as soon as possible.

We are committed to being a 'listening' school and always welcome parents/carers who want to meet with our staff. However, we do recommend that an appointment is made if you have a particular issue you wish to discuss as this will ensure the member of staff you wish to see is focussed on you.

Appointments can be made in a number of ways:

- sending a note in with your child,
- telephoning /emailing the office to leave a message or
- messaging the member of staff directly via Class Dojo (staff will check Class Dojo during working hours).

Generally speaking, we would always recommend that you discuss concerns with your child's class teacher in the first instance, as this will be the person who will know you and your child best. If this doesn't provide you with the information you need or you feel the issue hasn't been resolved, then we would ask you to contact the appropriate member of staff as shown in our **Communications Flowchart** (see appendix 1).

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Our Communication Process.

Staff Availability: Staff will endeavour to meet with parents as soon their timetable allows. Please bear in mind that teaching commitments have to be met and that there are other circumstances that lead to staff not being available at school. All teaching staff have Preparation, Planning and Assessment (PPA) time as part of their working week, there are also times that they may be absent for training or liaison with other schools or agencies to ensure we are continually delivering Best Practice to our children.

Members of the Senior Leadership team are also required to attend meetings with External Agencies, such as the Local Authority, often away from school and they also have meeting commitments with other local schools, again to ensure we are delivering the best learning to your children. Should the member of staff you need to speak with be away from the school, arrangements will have been made for someone to deputise or for the meeting to be fitted in at the earliest opportunity, in discussion with yourself.

How we will communicate:

Throughout the course of the school year, we will provide information relating to your child's learning, achievement and activities as well as offering you opportunities to come into school for formal and informal meetings.

Important information that requires a response or an action will be shared by email via the MCAS app.

Information relating to individual classes and informal communication about things that are happening at school (that do not require a response or action) are shared via Class Dojo. Parents can choose their level of engagement with these notifications; they exist to provide information on the learning and events that take place in school.

Where it is necessary to have discussions about individual children, teachers will meet with parents either in person, by telephone or through the Class Dojo messaging platform.

We publish a school newsletter on a fortnightly basis. This newsletter will provide updates on activities and events taking place in school as well as providing a list of important upcoming dates.

The school website also contains a calendar. This is linked to our internal school calendar so is it constantly updating information about upcoming events.

Other Communication considerations:

To ensure that we can communicate effectively with you, it is vital that the school office are aware of the most up-to-date information in terms of phone numbers and email addresses. This includes all adults who have parental responsibility for a pupil. Please contact the school office to update your details. These can also be updated using the MCAS app.

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We are clear about the immeasurable value of support parents/carers give to their children. Staff are expected to engage positively with all members of our community and work to foster the positive relationships that will help children to learn, thrive and flourish so that they can achieve their potential.

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We want parents/carers to feel they are active partners in their child's learning at school. The School is committed to the concept of partnership in supporting your child. To this end, we have set out here the commitment we make to sharing information with you and how we can be contacted for any matter that you wish to talk through with us. As you would expect, if you feel any of our staff have not met the commitments set out in this policy, we ask that you bring this to the attention of the senior leaders immediately. The Trust's Complaints Process and Policy is available on our website.

We greatly value the professionalism of all our staff and expect them to be treated with respect appropriate to their position within the school community by all. We would like to take this opportunity to re-affirm our belief that communication is a two-way process that involves active listening by all parties.

We will not tolerate violence, aggressive, threatening behaviour and/or abuse (verbal, physical or emotional) against any member of the school community, including staff, and we reserve the right to remove right of access to the school from any member of the community who does not behave in an appropriate manner. Any such incidents would be dealt with formally, through the correct official channels. All members of the school community have a right to expect that the school is a safe place in which to work and learn.

Appendix 1 – Communication Flowchart (Who to contact and when)

Tier 1	Tier 1 should always be used as the first point of contact between families and school. This should always be either via the Class Teacher or the School Office, as outlined below.		
	Class Teacher – in person before 8.50am and after 3.20pm or via Class Dojo where we aim to respond with 24 hours		School Office – between 8.30am and 4.00pm.
	The following queries are to be raised with your child’s class teacher in the first instance: > Learning concerns > Home learning queries/homework > Behaviour issues/concerns > Home/pastoral/friendship concerns		The following queries can be dealt with directly through the office (either by phone, email or in person): > Reporting an absence – by 8.50am > Requesting a leave of absence – where the criteria for exceptional circumstances are met > School events/general information > Club queries/issues > Medication – NB. only prescribed medication with the correct prescription label attached can be administered in school.
Tier 2	Phase Leaders: If further support is required following communication with the Class Teacher, our Senior Leaders are available to advise on matters within their specific areas of responsibility, as detailed below. Either a teacher, a parent or a combination of the two can request a conversation/meeting with a Senior Leader most closely related to the nature of the query or concern. Again, these requests can be made through the School Office or via the teacher with whom the original concern was raised.		
	Little WASPS: Amanda Trim	Middle WASPS: Rachel Snook & Rose Lindars-Hammond	Upper WASPS: Matt Brinkworth

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Tier 3	Bespoke Queries: If further or bespoke support is required above Tier 2 for a specific issue, the following people should be approached. Again, this can be organised in collaboration with the Senior Leader and/or an appointment made directly through the School Office.		
	Deputy Headteacher: Chris Treble		SENCo: Ellie Stone
	> Escalated teaching and learning concerns and/or initial complaints re: teaching and learning > Escalated behaviour concerns and/or initial complaints re: pupils' behaviour > Initial welfare and/or safeguarding concerns	> On-going SEND correspondence for pupils on the SEND register > Escalated SEND concerns and/or initial complaints re: SEND	> On-going, bespoke pastoral support in school for individual children and families > Early Help Assessment Process
Tier 4	The Headteacher: Having followed the flow chart through Tiers 1 to 3, if a matter needs further attention, it can be brought to the attention of Matthew Norcott, the Headteacher. Again, this can be organised in collaboration with the above-mentioned members of staff or directly through the School Office. NB: Anything that would normally be raised with Mr Norcott can be raised with Mr Treble in his absence.		
Tier 5	The Local Governing Body: Whilst we would hope that we are able to resolve any matters through the escalation of Tiers 1 to 4, if the unfortunate situation arises where you are still not satisfied that your concerns have been successfully resolved, our Chair of Governors, is available to offer further support.		
	To contact our Chair of Governors, you will need to access the appropriate form which is attached to our school's complaints policy. This is available to download from our school website. Alternatively, a printed copy can be obtained from the School Office.		

Appendix 2 - Programme of Regular Meetings and Correspondence

Teacher and Parent Consultation Meetings:

These are important meetings where class teachers meet 1:1 with parents/carers to discuss their child's progress, behaviour and attitudes so that we can work together to help unlock your child's potential.

- home visits in September for Reception Parents/Carers
- early September meeting for YR-Y6 - this is an information sharing opportunity to discuss how your child has settled into their class and identify any concerns or ways parents/carers/school can support a child.
- meeting in Term 3 for all year groups - this is an opportunity for parents/carers/class teachers to discuss a child's progress, identify strengths and next steps in helping them to move forward as a learner.
- during Term 6 you will be invited to make an appointment at a mutually convenient time with your child's class teacher to discuss any transition concerns and/or ways to help your child maximise the learning progress and opportunities right until the end of the academic year. Not all parents/carers feel it necessary to make an appointment but if you have anything you wish to discuss with your child's teacher this is an ideal opportunity.

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Annual Report to Parents:

Reports will be sent out in Term 6 to provide both the school and parents/carers with the opportunity to discuss and put in place further support for a child if it is needed or an opportunity to maximise the learning and progress right to the end of the year.

Statutory Test Reports:

Throughout their time at school, children are required to take a number of statutory tests which are set by the government. The results of these tests will be sent out to parents. •

- Y1 Phonics Screening - End of Term 6
- KS1 SATs - End of Term 6
- KS2 SATs - End of Term 6

Curriculum Workshops, Information and Transition Meetings:

Throughout the year meetings are held to provide information about the various different methods used in school to teach your child and how you can support them with their learning. Dates and times for all workshops will be published in advance in a planner for the year ahead, which will be added to should the need arise. We really would encourage you to attend as many of these meetings as possible, as the shared understanding between home and school of these teaching methods really does help your child to learn.

Appendix 3 – Detailed Protocols for Home-School Communication

Protocols for Email Communication:

This is an excellent form of communication between home and school but we would ask that the following be borne in mind:

- Staff are not required to respond to any emails outside of their usual working hours.
- Please be aware that staff may need to forward your e-mails to someone else e.g. the Headteacher or a member of the Senior Leadership Team if they are unsure of how to assist you, or to obtain further information on your query.
- All of our staff will always try to help you as quickly as possible, but may need to speak to someone else first or ask another member of staff for advice before they get back to you with a response. This is so you and your child can be supported in the best way possible.
- If an urgent response is required then Dojo message/email may not be the quickest form of communication as there are occasions when message/emails cannot be accessed or responded to daily. In these circumstances, a telephone call to the school office would enable them to more quickly put you in touch with the most appropriate person, who may be able to help.

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Protocols for Informal Discussion with Class Teacher:

Before and After School Teachers will be available on the playground before the start of the school day or after school to receive and dismiss the children safely. We hope you agree that this helps you to feel you can approach the staff and continue the 'family' feel of our school.

- Please however remember that staff are responsible for the safety of all children in their class at these times and will, therefore, not be able to have long conversations with individual parents.
- If you wish to discuss something urgently with the Class Teacher, please arrange a time to meet or speak on the telephone. The office staff will be able to assist with this if necessary.
- Alternatively, if the matter is not urgent, please e-mail or write to the Class Teacher (either directly via Class Dojo or through a FAO email to the School Office) to make an appointment with them.

Protocols for Meetings with Parents in addition to our Parents' Consultation/Information:

Meetings are sometimes necessary in order for Home and School to share information about an individual child's needs.

- These will be arranged in advance at a mutually convenient time.
- Meetings will be held in an appropriate and/or open area in the school.
- Staff may ask for a colleague to join the meeting in order to be able to give you the best advice possible.
- Electronic recording of meetings e.g. on mobile phones is not acceptable. A member of staff can take notes at meetings if necessary.
- Teachers and Senior Leaders will always try to help you as quickly as possible, but please be aware that they may need to ask another member of staff for information/advice before they get back to you with a response. This is to ensure that you and your child are supported in the best possible way.
- All meeting attendees are expected to speak courteously, listen to each other and have the opportunity to respond to questions and/or statements.
- If any meeting attendee becomes concerned about their safety during any meeting, it will be stopped immediately, reasons for the meeting being stopped will be given verbally and, where necessary, the party behaving inappropriately will be escorted from the school premises.
- Agreed actions will be confirmed verbally at the end of the meeting.
- Follow up communication will be issued in a timescale agreed at the meeting.