



BREWOOD CE MIDDLE ACADEMY

POLICY STATEMENT

COMMUNICATIONS

We value and cherish every member of our community and celebrate their uniqueness. Our values led curriculum promotes a love of life and learning inspiring every individual to be a respectful, resilient, and faithful global citizen.

*"Let all that you do be done in love."
1 Corinthians 16:14*

Respect, Faith, Resilience

1 Introduction

In our Academy we pride ourselves on maintaining good communication between all stakeholders. We encourage mutual respect between all staff, pupils and visitors who are asked to listen to the views of others, express their views in a courteous, polite manner and work together for the benefit of the Academy and its community.

- 1.1 Effective communication is important to our Academy. We communicate with a diverse range of people both inside and outside of the Academy and across a wide range of ages and abilities. Good communication between the Academy and the home is essential, and children achieve more when Academies and parents/carers know what the Academy is trying to achieve and work with the Academy to achieve this.

2 Aims and objectives

- 2.1 In our Academy, we aim to have clear and effective communication with all pupils, colleagues, governors, parents/carers and the wider community. Effective communications enable us to share our aims and values, through keeping every stakeholder well informed about Academy life.
- 2.2 We try to make our written communications as accessible and inclusive as possible. We use an easy-to-read font, coloured or enlarged text and add pictures or colour photographs wherever appropriate.
- 2.3 We seek to avoid bias, stereotyping or any form of racial discrimination recognising and celebrating the contributions made to our society by all the cultural groups represented in our Academy. (See Equality Act).
- 2.4 We also aim to communicate respectfully whether verbally or in written form and avoid language which may be misconstrued - particularly when given in written form.

3 Communicating within the Academy

Good staff relationships are essential at Brewood and we pride ourselves on the way we welcome each other on a daily basis, by a polite or friendly greeting. Experienced staff are always willing to help and support new staff in terms of sharing pupil information, Academy routines, subject experience and best practice etc.

- 3.1 (i) So that we all know what is going on, there is a weekly bulletin produced following a Thursday morning SLT diary meeting at 8:00am which is then forwarded to all staff on Friday afternoons. SLT usually meet most mornings in order to discuss the daily arrangements and staff should see them first thing if a problem arises. Most mornings the meeting is based in the Internet Café or Executive Principal's Office. SLT meet weekly to discuss current priorities and any issues raised. There is a briefing meeting held at 8:30am each Friday morning and a weekly staff meeting, minutes of which are published. At the Friday staff briefing, staff read the agreed aspect from the 'Keeping Children safe in Education' aspects and there are further references made to any Health & Safety matters. There are other formal meetings during the week ie. Key Stage meetings and staff are asked to attend these as necessary ie. Wednesday 3.40pm and to show respect to the person leading the meeting and by conducting themselves in a professional manner at all times.

See Staff Conduct and Behaviour Policy 2.1 which states:

"Staff are expected to demonstrate the highest possible standards of personal and professional conduct and behaviour and consistently act with honesty and integrity. Staff should treat each other, pupils, parents and the wider community with dignity and respect at all times."

- 3.1 (ii) SLT and Subject Leaders produce additional detailed information regarding subject / task specific procedures and timescales.
- 3.2 Walkie-Talkies are used to support communication in and around the Academy site in an emergency (PE staff take to the courts / Sports Field) or when appropriate by Duty Staff. The master walkie-talkie (in the Academy office) is switched on from 8:30am - 4:30pm Monday - Thursday and until 4:00pm on a Friday. The Head of School and the Assistant Principals will have a walkie-talkie with them at all times. When on duty all Duty staff wear high visibility jackets at all times and have a walkie-talkie. *Walkie-Talkies are located in Room 9, the Executive Principal's office, the Assistant Principals' offices, the Inclusion Lead's office, Mr Martin's office, The Admin Lead's office and the main Academy office.*
- 3.3 A Staffroom whiteboard contains information about the forthcoming day and staff are encouraged to read it and add relevant information to be shared with others. Staff should look at this daily as information printed on the weekly bulletin may change dependent on circumstances. There may also be unavoidable changes to organisation during the day.
- 3.4 All our procedures are detailed in the Staff Handbook which is found on the shared area.
- 3.5 Written communications are delivered through pigeonholes, e-mail or may be hand delivered by one of the administrative team. In-coming non-urgent messages for staff are forwarded via voicemail.
- 3.6 Staff should discuss any specific issues promptly with their line manager or relevant staff member so that these can be resolved quickly and issues do not build up. Staff should avoid sending long emails to SLT or other members of staff outlining concerns. A short email outlining a concise issue should be sent with a request to meet a member of SLT to discuss these in person at a mutually agreeable time.
- 3.7 Visiting teachers or Cover Supervisors are given a welcome pack on arrival which contains essential information about what is expected of them and other useful information including the needs of the pupils that they might be teaching.

- 3.8 Staff members' personal details will not be shared with other members of staff. The exception to this is an optional database of staff contact numbers for emergency reasons eg. Academy closure, visits off-site, residential visits, foreign visits or other essential communication.
- 3.9 There are opportunities for the pupil council to meet with SLT; pupil voice from these meetings are discussed by SLT and other stakeholders of the school.
- 3.10 A reflective self-review activity or SWOT (Strengths / weaknesses / opportunities / threats) analysis is conducted on the first INSET day which proceeds the start of the new academic year. This gives staff a chance to contribute their views on the Academy. Responses are collated to produce an overview which feeds into the SDP priorities for the year and the basis for SLT agendas. Surveys are completed by staff at key points during the year and the results of these are discussed at staff meetings to improve our working practice.
- 3.11 If Teaching or TA staff are unwell and cannot attend the Academy should contact Head of School, Mrs Guy (Inclusion Lead) (TAs), ring the main Academy number and select Option 2 (Reporting a staff absence as early as possible but no later than 7:30am on the day of absence). Members of the Admin Team should contact SC. Colleagues are asked to leave a message + contact number so that a well-being call can be made if necessary. Colleagues are asked to phone in for each day of illness unless a GP note is in place. It will enable the Head of School or another member of SLT to sort cover for the appropriate groups or classes. It will be helpful if the absent teacher can phone the office no later than 3pm that day to inform us of the likely attendance next day.

On returning to the Academy the member of staff should meet with the Executive Principal / member of SLT at 9:00am for a short return to work / re-entry meeting for an appropriate discussion, the SLT member will ascertain if further support is needed. In some cases, another time may be mutually agreed during the first day of return. The Self-Certification form (AB200) should also be completed at that meeting.

Appropriate sick notes issued by GPs should be given to the Executive Principal with the paperwork for your return to work meeting to ensure the Academy's absence systems are kept up to date and to pass on to the County Council for processing.

3.12 Professional Development and Training of Staff

The Academy prides itself in developing the skills and experiences of staff. Requests for training should be made to the Assistant Principal. Once training is completed an Evaluation Form should be completed within three working days of the completion of the training day and returned to the Executive Principal. A summary of these forms is presented termly to LAC with an analysis of the impact of this training on staff development, and pupil outcomes.

4 **Communicating the Academy's values to pupils**

This is done through:

- 4.1 modelling respectful and supportive relationships between all adults in the Academy community;
- 4.2 treating all children with respect and warmth;
- 4.3 using positive language to emphasise and praise desired behaviour rather than focus on negative behaviour;

- 4.4 teaching an emotional vocabulary so that children develop the language skills to help them recognise and understand their own and others' feelings;
- 4.5 teaching social skills of sharing, turn-taking, listening, giving and receiving compliments, giving and receiving criticism;
- 4.6 using social problem-solving structures such as circle time to give a framework for resolving difficulties constructively;
- 4.7 using playtimes, clubs and educational visits as opportunities to extend social skills and develop independence and responsibility.
- 4.8 giving pupils leadership opportunities ie. Prefects, form captains, monitors, receptionists, reading champions, librarians, House Captains, Personal Assistants etc or at special events, in Church, Old Boys' Dinners, Concerts, Open Days / Evenings etc.
- 4.9 It is essential that all staff follow the Academy's Feedback Policy so that pupils know what they are doing well, and how they can improve further and what they need to do next. Time should be given for pupils to respond to teacher's verbal or written comments. Staff should check these improvements have been completed accurately by pupils. Agreed codes should be followed by staff as this will ensure consistency for staff and pupils. It will also help to make marking more efficient for staff ie. Use of the codes may reduce the need for some written comments.

5 Home-Academy communication

- 5.1 We send a weekly newsletter to parents and carers. It contains general details of Academy events and activities, a weekly safeguarding and health & safety notice and information from the Chair of the LAC. Parents and carers expect the newsletter, and appreciate the regularity of the contact. We send other letters of a general nature when necessary. All letters are posted on our website to keep all stakeholders informed.
- 5.2 At the beginning of each academic year a curriculum summary which provides details of the work to be covered during the forthcoming year is posted on the Academy website. They also receive an annual calendar with key dates for the forthcoming year. We invite parents and carers to support their child's work through a range of suggested activities to be shared with the child at home and there are other meetings and workshops on a range of educational issues.
- 5.3 Children in all classes have a Student Planner / Personal Organiser. This enables parents and carers to record a wide range of information that they wish to share regularly with the teacher. Pupils use this to record homework assignments, and as a regular channel for communication with parents and carers. See 7.1. The organiser also contains a tear out informative Absence Note for parents to complete.
- 5.4 The Academy encourages parents and carers to share any issues about their child at the earliest opportunity. Teachers see parents/carers immediately, if at all possible. Where this is not possible, the parent makes an appointment.
- 5.5 We arrange curriculum meetings for parents and carers. These are evening meetings to explain areas of our curriculum and opportunities we have at Brewood. We hold a meeting for new parents/carers each June, and a meeting for Year 6 parents/carers annually, concerning the national tests. The residential visits for each year group are preceded with information meetings with parents and carers regarding the planning and content of the visit, and a post-visit review.
- 5.6 If a child is absent from Academy, and we have had no indication of the reason, we contact a parent (by telephone, if possible) to find out the reason for the absence.

6. Home-Academy agreement

- 6.1 Our home-Academy agreement has been in place since September 1999. It is a requirement of the Academy Standards and Framework Act 1998. It explains the Academy's aims and values, the Academy's responsibilities towards the children, the responsibilities of parents and carers, and the Academy's expectations of the children. We ask parents and carers to sign this agreement when their child starts at our Academy, and to renew it each year.
- 6.2 The agreement covers the standard of education in our Academy, the ethos of the Academy, and our expectations regarding attendance, behaviour, and homework. Staff review this annually before it is included in the Student Planner / Personal Organiser.

7 Contacting and meeting with Parents or other stakeholders

It is vital that we remember that all visitors to Academy are made very welcome on entering the building, at reception and around the building. Visitors will be asked to give their name and reason for their visit when arriving at our car park barrier or at the entry buzzer to the main reception. They will then be asked to sign-in and wear a 'visitor's badge', before entering Academy and sign out and hand in their badge before leaving the building. See Appendix 1

Visitors are asked to follow and respect our agreed procedures whilst in the building and in being equally courteous and polite at all times with all stakeholders.

When parents or others telephone our Academy a sympathetic manner and a willingness to listen will often make an anxious caller feel more at ease.

- 7.1 It is mainly the form teacher's responsibility to contact parents when the need arises. Subject teachers should tell the form teacher if any problems occur in order for a pupil profile to be built. Any contact with parents should be made only after consulting with the form teacher. Comments made to parents should be based on evidence. Heads of Key Stage should be kept updated of contact with parents and may contact parents themselves or initiate meetings with parents when specific concerns arise.
- 7.2 Minutes of any meetings with parents should be kept and put in the respective child's file in the main office. If required, copies of notes will also be placed on CPOMS. It is essential that any letters or emails from parents, copies of letters to parents and notes from parents are dated and kept in the pupil's record file.
- 7.3 Lunchtime Supervisors will contact parents in the event of a pupil sustaining an injury at lunchtime. If after all attempts to contact a parent or pupil nominated contact have proved unsuccessful, a voice mail message will be left and the office team informed of the details (Photocopy of the relevant page in the Accident Book) for when the parents return the call. If there is not a facility to leave a voice mail message then this must be conveyed to the office team. If appropriate the Office Team may be requested to send a text message.

When communicating with parents it is important that we:

- (i) ensure that the member of staff who has dealt with the incident has first contact with parents as they have the best knowledge of what has happened. If necessary, this may require a member of staff to have their lesson covered in order for this to be actioned.

- (ii) consider having a discussion with a parent on the telephone first or at a meeting, which usually resolves most issues;
- (iii) try to avoid sending long letters or emails in reply to a parent. Be careful of tone / words used in any letter or email. If an email is sent please send it via the Academy office so that it is received from the Academy email address;
- (iv) are polite, calm and respectful at all times and that parents will also be the same;
- (v) do not weaken our professional position by responding with what the parents may feel they want to hear rather than with what we know to be right;
- (vi) do not pass comments on matters which do not relate to us but instead refer the parent to the appropriate colleague;
- (vii) do not unwittingly complicate an issue by attempting to resolve it on an informal basis, e.g. by talking with a parent in a local shop;
- (viii) do not leave classes unsupervised to talk to parents;
- (ix) are sure of the information we give out regarding pupils' events and procedures. It is better to return the call later when clearer information is available, if we are unsure.

The positive approach must be:

- (i) to ask the main office to arrange a more convenient time to discuss matters with a parent if the parent arrives whilst we are teaching;
- (ii) to contact parents the same day if this is possible to say that an issue will be investigated promptly the next day;
- (iii) to refer matters when in doubt to a senior member of staff or a member of the Senior Leadership Team;
- (iv) to clarify in our own mind what Academy policy is in a given area before entering into discussions with a parent;
- (v) to arrange a meeting for a quiet venue ie. SLT office, Executive Principal's room, or Assistant Principals' offices, work room etc. **NOT** an open area where interruptions may take place or comments may be overheard. Choose a location as near to the front of Academy as possible and make sure a colleague / colleagues can be contacted if support is needed. Try to make parents as welcome as possible and give them an opportunity to raise concerns or ask questions. If necessary, arrange a follow-up meeting in order to make sure any action is making an impact.
- (vi) consider having a colleague or SLT member present and ensure meetings are minuted and any follow up communication with parents is carried out. Don't have too many staff in the meeting - unless essential - as this can be inappropriate and overpowering for parents.

7.4 Celebration Praise is usually held fortnightly on Fridays and provides an excellent form of communication in sharing pupils' successes with parents and a range of stakeholders. Worship also offer an opportunity for staff notices to be shared with all Academy stakeholders so that everyone is aware of forthcoming events and successes and helps to contribute to a shared Academy ethos (this should be completed at the end once worship has been completed)

7.5 Each year Open Mornings and Open Evenings take place to provide information for prospective and existing parents and family members.

8 Annual written report to parents and carers: children's achievements

8.1 Every year, we provide an interim report (Spring term) and a written report (Summer term) to each child's parents/carers outlining progress in the various National Curriculum subjects. This final report identifies areas of strength and areas for future development.

In our Academy, we ask the children to comment on their own progress, and we ask parents and carers to make a similar comment. We also outline progress in relation to how pupils are performing against ARE (Age Related Expectations). Children in Year 6 will be sent details of their performance in the national tests/assessments, and details of national comparisons when this is available and may be sent out separately to the annual report. Other End of Term test levels or Teacher Assessment levels are also included.

- 8.2 As well as receiving the interim and annual written report, families have the opportunity to meet their child's teachers in the Autumn term to share any pastoral, social or other concerns. At the start of any individual discussions at Pastoral Consultation evening, families will be reminded that the purpose of the event is to discuss predominantly pastoral issues. If families begin to discuss other aspects, the class teacher should suggest a follow-up meeting at a mutually convenient time. If a teacher feels that they need additional support, they should halt the meeting and ask a member of SLT to join the meeting. In the Spring term families can follow up the receipt of the interim report with a visit on a Consultation Evening to meet with their child's teachers and to look at pupil work books. This gives them the opportunity to celebrate their child's successes, and to support their child in areas where there is a particular need for improvement. We encourage parents and carers to contact the Academy if any issues arise regarding their child's progress or well-being. In the Summer term families can request a meeting with staff to discuss any major concerns which they have following the distribution of the Academy report.
- 8.3 When children have special educational needs, or if they are making less than the expected progress, we may request a meeting with families and carers or outside agency.
- 8.4 We welcome the presence of any other adult the families wishes to invite to an Academy meeting to act as interpreter or support. We will also make any reasonable adjustments to our arrangements if this will enable a parent with a disability to participate fully in a meeting at our Academy, or to receive and understand a communication.
- 9 Academy prospectus and marketing opportunities**
 - 9.1 The Academy prospectus contains a range of specified information to give families and carers a full picture of provision at our Academy. This is updated periodically.
 - 9.2 The Academy seeks every opportunity to publicise its work and regularly markets itself in local newspapers ie. Scene Magazine, Express and Star. Community notice boards are used to publicise Academy news and community events organised by the Academy.
- 10 Public access to documents**
 - 10.1 The Academy makes a range of documentation available to parents and carers. We keep a master set in the Academy office or Executive Principal's P.A.'s Office, and we make a copy of this available on request. It contains minutes of LAC meetings, and all Academy policies, including those that the governing body are required to draw up in relation to the following matters: charging and remissions, sex education, health and safety, curriculum, performance management, admissions, and action planning following an inspection. It also contains a range of national and LA documentation.
- 11 Communication with other schools, Academies and outside agencies**
 - 11.1 Toward the end of their final term in Year 8, we pass on information about the children to their intended High Academies. We try to give a view of the whole child, and we include their expected national test results, their strengths and development areas, their interests

and responsibilities (e.g. library monitor, football captain, Academy council representative, Academy newspaper editor, etc.). There is also an electronic transfer of further information about the child, organised by the government. We may also send on several items of work.

- 11.2 We recognise that children have diverse needs, and we are supported by various agencies and groups of professionals who keep us informed on better ways to meet these needs, so that children may participate more fully. Support comes from medical services (such as speech and language therapy, occupational therapy and physiotherapy), from child development centres, from local doctors and specialists, and from Academy nurses. It also comes from various welfare-focused services, such as Educational Welfare, Social Services and Behaviour Intervention units.
- 11.3 We recognise that children have a fundamental right to be protected from harm, that their protection is a shared responsibility, and that our Academy should provide a safe and secure environment. We are the people most in contact with the children, and we are therefore in a unique position to identify and help abused children. So when any member of staff has concerns about a child, these will be passed on to the Academy DSL or his Deputies.
- 11.4 We hold information on pupils in our Academy, and from time to time we are required to pass some of this information to others for educational purposes. Details have been sent to parents and carers about the types of data we hold, why we hold that data, and who we may pass it on to. This is a requirement under the Data Protection Act 1998. Parents and carers have a right to view the information we hold, and we have contact details of the agencies to which our information is passed.
- 11.5 In April 2011 Brewood CE Middle Academy federated with St Mary's CE First Academy Wheaton Aston; The Brewood and Wheaton Aston Federation. This has led to increased opportunities for joint training, shared best practice, enhanced communication and improved transition for pupils. During the 2012 / 2013 academic year Brewood agreed to a collaboration with our feeder High Academy, partner Middle Academy and all the first Academies in the Brewood and Penkridge cluster. This has led to improved sharing of best practice between all stakeholders and celebration of subject successes exhibited at the annual 'showcase' event at the High Academy. It has led to improved transition for all pupils within the collaboration. In October 2019 Brewood and St Mary's became members of the St Chad's Academy Trust.
- 11.6 Brewood has its own 'Major Minor' Music Academy with regular meetings taking place between all tutors, the Academy's Leader of Music and a member of the Administration Team to discuss uptake of lessons and to share best practice and to update procedures. Tutors communicate with parents via pupils' green note books. Music tutors complete an annual progress report for each of the pupils they teach. There is an annual 'Meet the Tutors' evening at the beginning of each academic year.

12 Electronic communication

- 12.1 We use the Internet and e-mail, and we have an Academy website. Children must not have staff email addresses. Drop boxes to be used where appropriate.
- 12.2 All Academy members may communicate with others through the Internet. There are many benefits, but also a number of possible dangers. Rules for the use of the Internet are contained in our E-Safety policy. Staff should be cautious of using Social Networking sites such as Facebook etc. where information is widely available to the Academy's community. Safeguards in our Academy include constant adult supervision, sites being filtered by our

service provider, controlled links, and the use of child-friendly search engines. Pupil use is monitored by the Head of School and Leader of ICT using 'SENSO' software.

- 12.3 The Internet may be used in lessons 'live' for lesson content and for interactive teaching programs.
- 12.4 Our Academy website provides information about the Academy, and an opportunity to celebrate children's work with the worldwide learning community.
- 12.5 Members of staff, classes as a whole, and individual children will all have their own Academy-provided e-mail accounts.
- 12.6 Parents and carers are required to sign permission slips for their child to use the Internet in our Academy.
- 12.7 ICT technical support is provided by Concero. There is a link on each Academy computer to report any faults or to order any IT consumable replacements electronically.

13 Use of photographs and names

- 13.1 Photographs are used in and around the Academy for many purposes including displays, recording practical work (e.g. art or technology projects), and are a visual record of Academy events displayed on our TV monitor in the Internet Café and corridors.
- 13.2 We may use photographs of children or their work when communicating with parents/carers and the wider community, in newsletters, in the Academy prospectus, on the website. The local or national press may on occasion publish photographs of children participating in events at our Academy.
- 13.3 Parental permission must be obtained via a signature in the personal organiser before using photographs of children or their work as detailed in 13.2 above. Parents and carers will want to know the policy of the press about name disclosure before giving permission for a photo to be used. Lists of those children for whom permission has NOT been given will be held by each class teacher, and by the main office.
- 13.4 Photographs will be checked to ensure that they are suitable (eg. photos of children in swimwear would be unsuitable).
- 13.5 Photographs used will not be captioned with children's names unless they are part of a publicity article published officially ie. Newspaper article or included in a celebratory newsletter.

14 LAC Members

- 14.1 Staff are invited to attend a LAC' meeting periodically to outline subject developments and to be asked questions about pupil progress and the impact of initiatives.
- 14.2 Ratified full LAC termly meeting minutes are published and displayed.
- 14.3 LAC members are welcome to visit the Academy by prior arrangement with the Executive Principal.

15 Monitoring and review

- 15.1 This policy will be regularly monitored, and will be reviewed annually, or earlier if required.

Linked documents

- Home Academy Agreement
- Safeguarding Policy

- Keeping Children safe in Education
- Staff Conduct and Behaviour Policy
- Academy Marking Policy
- Student Planner / Personal Organiser
- Academy Reporting System
- Academy Prospectus
- Curriculum Summary
- Academy Calendar
- E-Safety Policy
- Equality Act
- Whistle Blowing Policy

Signed:

Chair of LAC



Date:

7 OCT 2025

Policy to be reviewed annually in the Summer Term

Review Date: Summer Term

Welcome to Brewood CE Middle Academy

At Brewood CE Middle Academy we pride ourselves in welcoming all visitors and maintaining good communication with all stakeholders.

Staff will be courteous and polite with parents and other visitors and will listen to and respect any comments, views and concerns expressed.

Visitors are asked to follow our agreed procedures whilst in Academy and in being respectful, courteous and polite at all times with staff.

Mr R Dickson

Executive Principal

September 2021

(Please see our 'Communications Policy' for further information)

