

Bourton Meadow Academy



Communication Policy

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Agreed By	Bourton Meadow Academy LGB
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Rationale:

At Bourton Meadow Academy, we recognise that clear, timely, accurate and positive communication is essential in building strong and effective partnerships between pupils, parents and carers, staff, governors and the wider community. High-quality communication ensures that all members of our school community feel informed, valued and confident in the life and work of the school. It underpins trust, promotes mutual respect and contributes to a positive and inclusive school culture, as well supporting the smooth and effective operation of the school.

The purpose of this Communication Policy is to set out how communication will be managed across the school to ensure it is:

- clear, consistent and timely
- respectful and inclusive
- accessible to all members of the school community
- supportive of pupils' learning, wellbeing and safeguarding

Through this approach, we aim to:

- foster strong and productive partnerships between the Trust, school, parents/carers, pupils and staff
- ensure that all stakeholders receive accurate, relevant and purposeful information
- minimise misunderstandings and avoid unnecessary duplication
- promote the efficient and effective use of staff time
- ensure that all communication reflects the school's high expectations and its six core values: Respect, Resilience, Compassion, Curiosity, Independence and Integrity

Principles of Effective Communication

All communication should be:

- **Clear** – expressed in straightforward language and free from unnecessary jargon
- **Timely** – shared with appropriate notice and within reasonable timeframes
- **Consistent** – aligned across year groups, staff and communication channels
- **Professional** – respectful, courteous and appropriate in tone and content
- **Purposeful** – relevant, concise and necessary
- **Streamlined** – organised and easy to access, enabling busy parents and carers to quickly find key information without unnecessary duplication

The Grid below outlines how the school will communicate key information with parents/carers:

Curriculum	▪ Website: https://www.bourtonmeadow.co.uk/curriculum/our-curriculum ▪ Half termly curriculum newsletters for each year group (fortnightly for Reception) ▪ Class assemblies (one per year) ▪ EYFS reading cafes and stay and play sessions ▪ Annual open afternoon (summer term) ▪ Parent workshops/meetings: phonics, reading, Year 4 Multiplication Times Table Check ▪ Regular updates via social media (Facebook and Instagram)
Pupil Progress	▪ End of term written reports (December and end of year report in July) ▪ Parent consultation evenings (autumn and spring term, with an optional one in the summer term following the end of year written report) ▪ Open-door policy – parents are also able to make an appointment to meet with, or speak to, the class teacher to discuss their child's progress and wellbeing at other mutually-convenient times.

Pupils with SEND	Additional communication is often required for pupils with SEND: ▪ Termly review of the pupil's SEND support plan ▪ Annual review of the pupil's Educational Health Care Plan (EHCP), where relevant ▪ Termly coffee mornings ▪ Informal review/meetings with class teacher on request or SENDCO, where appropriate
Attendance	▪ Termly attendance report (from <i>Insight</i>), shared electronically, via email ▪ Informal communication with the class teacher, SENDCO, senior leaders and/or the Safeguarding and Welfare Officer (who is also the Attendance Officer) ▪ Termly coffee mornings ▪ Please refer to the school's attendance policy for details of the written communication which will take place in relation to attendance, including leave of absence requests and the action that will be taken if there are concerns about a child's attendance
Behaviour and Attitudes to Learning	▪ The school website shares information about the school's vision, values, behaviour and culture: www.bourtonmeadow.co.uk ▪ Key policies are available on the website including the school's Behaviour Policy, Anti-bullying Policy and Use of Restrictive Interventions Policy ▪ End of term written reports (December and July) ▪ Parent consultation evenings (Autumn/Summer) ▪ Informal conversation/feedback by the class teacher (at either end of the school day, where appropriate) ▪ Phone calls home (for both positive feedback and/or to inform parents of an incident or concern) ▪ Informal meetings on request (by a member of staff or a parent/carer), inline with the school's behaviour policy ▪ Dojo platform and <i>BMAzing</i> awards
Safeguarding	▪ Important information about safeguarding is published on the school website, including details of the governor responsible for safeguarding, names of the Designated Safeguarding Leads (DSLs), how to report a concern about a pupil and parental guidance for online safety. ▪ Parents can raise safeguarding concerns to a DSL, either by telephone or via the following email: safeguarding@bourtonmeadow.co.uk ▪ Visitors in school will be given a welcome talk when signing in and handed a safeguarding leaflet, detailing key information for their visit, as well as the school's policy on the use of mobile phones. Visitors will also be invited to share any medical needs, including any allergies, that the school may need to be aware of during their visit. ▪ Posters are displayed around school, detailing the photos and names of the DSLs (including age-appropriate posters for children) ▪ If an adult working in or visiting the school has a concern about the child, they will follow the school's Child Protection Policy, and notify a DSL. (Staff should do this by making a written record on CPOMs and also alerting a DSL in person, for more serious concerns that may require immediate action.) ▪ Depending on the severity of the concern, information will be shared confidentially with parents/carers by the class teacher or a DSL (unless an external agency is involved and has advised otherwise.)
First Aid	▪ Minor first aid incidents or illness (e.g. a mild headache or a small graze) will be communicated to the adult collecting the pupil at the end of the day whenever possible – or a phone call will be made. ▪ More serious incidents will be communicated to parents promptly, either by telephone or in person, depending on the timing of the incident. Parents will have the opportunity to come into school to assess the child's condition if needed. ▪ Minor head bumps will be notified to parents via a text message.

	More serious head bumps (resulting in cuts, swelling, or bruising) will be communicated by telephone. Telephone contact will also be made for vulnerable pupils (e.g. those with epilepsy or recent concussion) or if a child sustains a second minor head injury on the same day. The school maintains an up-to-date register of children with allergies. <i>For further guidance, please refer to the school's First Aid Policy, Allergy Policy and Head Bump Procedure.</i>
Key Dates	- As many dates as possible are secured at the start of the academic year and shared with parents via Parentmail, as well as being published on the school's website. - Termly updates to this list are shared in December and April, or more frequently if the need arises. - Reminders of dates for upcoming events in the following fortnight are included in the weekly bulletin. - Key dates specific to each year group are also included at the end of the half-termly curriculum newsletters.
School Information:	- School website (www.bourtonmeadow.co.uk) - Weekly highlights from the Head of School are included within the weekly bulletin. Staffing changes will be communicated via Parentmail, either to the whole school or to specific classes or year groups, as appropriate. In cases of extended class teacher absence, the school will endeavour to provide advance information about who will be teaching the class. However, it is recognised that short-notice or unexpected absences, and situations where arrangements are not yet confirmed, may limit the amount of information that can be shared in advance. - Weekly parent bulletin - Trust-wide communication including the termly CET bulletin and correspondence from the CEO, as required. - Regular updates via social media (Facebook and Instagram) - Whole-school events (performances, open afternoon, fundraising events, Remembrance, May Day, FoBM events etc.)

How parents/carers can communicate with the school:

For general contact and communication with the school, parents and carers should use the official channels provided.

Telephone (01280 823374): Parents/carers can contact the school office to:

- Inform the school about a child's absence
- make a general enquiry
- arrange a meeting with a member of staff
- deliver an urgent message to a teacher, either before or during the school day

Email:

A full list of staff email contacts can be found in the table below and is also available on the school website: <https://www.bourtonmeadow.co.uk/contact>.

If you have questions specific to your child e.g. those relating to their attainment, progress, possible SEND, behaviour or wellbeing, these should be directed to the class teacher in the first instance. Essential updates relating to your child's immediate day at school can happen on the door. However, if you require a longer conversation, please book an appointment with the teacher via the year group email account.

Please note that, in line with the Trust policies, parents should not use individual staff members' personal or direct email accounts to communicate. All correspondence should be directed through official school channels to ensure a timely, secure, and appropriate response.

Office	office@bourtonmeadow.co.uk	For general queries or to get an urgent message to a class teacher during the school day, please contact Mrs Jackson . If she is not available, any member of the school office will be happy to help.
Head of School / Executive Headteacher	office@bourtonmeadow.co.uk	Depending on the nature of the communication, the Executive Headteacher or Head of School may ask for another member of staff to follow-up and respond to your email if more appropriate.
Kitchen	kitchen@bourtonmeadow.co.uk	Miss Green will be happy to help with any food-related enquiries.
Your Child's Teacher	nursery@bourtonmeadow.co.uk reception@bourtonmeadow.co.uk year1@bourtonmeadow.co.uk year2@bourtonmeadow.co.uk year3@bourtonmeadow.co.uk year4@bourtonmeadow.co.uk year5@bourtonmeadow.co.uk year6@bourtonmeadow.co.uk	For enquiries relating to a particular year group or to share information with your child's class teacher. Please note that these accounts are not always closely monitored during the school day when teachers are teaching. Urgent messages, that need to be seen before the start or end of a school day, should be sent to the school office. Staff will read and respond to emails during working hours (8:30 am–5:00 pm).
Curriculum	office@bourtonmeadow.co.uk	If you have a general enquiry about the curriculum or a subject-specific enquiry, please email the school office and they will forward your email to the appropriate colleague.
Safeguarding	safeguarding@bourtonmeadow.co.uk	For confidential matters of a safeguarding nature. This account is monitored by Mrs Pocock and the other safeguarding leads.
Admissions	admissions@bourtonmeadow.co.uk	Miss Reilly will be happy to answer any enquiries relating to admissions.
Attendance	attendance@bourtonmeadow.co.uk	Mrs Pocock will be happy to answer any queries relating to attendance.
SEND	send@bourtonmeadow.co.uk	Initial enquiries regarding a pupil's possible Special Educational Needs and Disabilities (SEND) should be raised with the class teacher in the first instance. If your child is already under the care of the Inclusion Team and/or you wish to escalate a concern after raising it with your child's class teacher and subsequently the Year Group Leader, Mrs Winyard (SENDCO) and Mrs Stanbrook (Assistant SENDCO) can be contacted via this email account.
Admissions	admissions@bourtonmeadow.co.uk	Mrs Reilly will be happy to answer any queries about admissions.
Finance	office@bourtonmeadow.co.uk	A member of the office team will forward your enquiry to the relevant colleague.
PE	pe@bourtonmeadow.co.uk	Mr Giles will be happy to help with any enquiries relating to PE/Games.
Activ8tors	activ8tors@bourtonmeadow.co.uk	Mrs Reilly will be happy to help with any enquiries relating to Activ8tors. If she is not available, any member of the school office will be able to help with your enquiry.

Governing Board	hward@campfiretrust.co.uk	If you need to make contact in line with a policy or a procedure, or about a matter in relation to governance at Bourton Meadow Academy, then please send this to the school's governance professional, Hannah Ward. (Contact can also be made in writing via the school address.)
General Feedback	office@bourtonmeadow.co.uk	Parents are encouraged to engage in the school's ongoing school improvement process by providing regular feedback to the school. This can be through a range of channels: - email to the office or any of the above email accounts, providing positive feedback – or constructive feedback if required. - Regular school Pulse Surveys - Annual CET Stakeholder Surveys - Verbal feedback to members of staff

Internal Communication (within school)

Key dates / updates	▪ The school diary is managed by a member of the senior leadership team. ▪ The weekly sheet (which contains a detailed overview of what's happening in school for the next two weeks) is shared with all staff, via email on Friday. ▪ All teachers are expected to attend a Monday morning briefing so that important updates / messages can be shared with staff at the start of each week. Year Group Leaders are responsible for disseminating these messages to the rest of their team. ▪ Key dates are established with staff at the start of the year and the termly updates shared with parents are also shared with staff.
Timeliness of responses to parental communication	▪ All staff are expected to meet their professional duties by responding promptly to emails / phone calls and requests for action, within agreed timeframes: ○ Initial acknowledgement within two working days ○ Full response (if required) within five working days
Team (Year group) meetings	▪ Year Group Leaders (YGLs) are expected to conduct a weekly team meeting. This usually takes place during the school day, when the team have planning time (PPA) together, but may be after school, as the need arises. Standing agenda items for these meetings include: safeguarding, parent communication/concerns, pupil wellbeing/behaviour, feedback of items from YGL meetings, review of planning/interventions. ▪ YGLs are expected to find a suitable time and/or method of ensuring that key messages are shared with all members of their team, especially TAs who are unable to attend a year group meeting. ▪ Class teachers are expected to communicate regularly with TAs to discuss specific pupils' wellbeing and progress, and to guide future work/adaptations to the curriculum. ▪ Teachers are expected to communicate regularly with TAs and share planning for the lessons they are supporting, in advance of the lessons, along with specific guidance on the teaching assistant's role within the lesson, to maximise learning through effective use of lesson time.
Behaviour	All staff are expected to log behaviour incidents on CPOMs. Their log should include a factual outline of the incident, including details of the pupils and staff involved, along with the action that has been taken and confirmation that parents have been informed (where appropriate). For more serious incidents that are escalated to a member of the senior leadership team (SLT), the member of staff should still record the initial incident. The member of

	SLT who deals with the incident, will record follow-up actions and communication with parents/carers. Midday lunchtime staff will feedback to class teachers at the end of lunch about any behavioural and/or friendship issues. This feedback will include a brief outline of the incident and the action that has been taken. Physical incidents should be logged on CPOMs by the member of staff who dealt with it. (Please refer to the school's Behaviour Policy for more information.)
Safeguarding	▪ DSLs meet weekly to ensure regular and up-to-date communication about safeguarding and child protection matters. All DSLs have full oversight of CPOMs. ▪ Safeguarding is a standing agenda item in all meetings with staff. ▪ Any incidents/circumstances which require whole-school awareness will be shared via email. ▪ Safeguarding (KCSiE) updates are shared with staff annually, in September – and as soon as any other changes to statutory requirements are made. ▪ Safeguarding updates / refreshers are provided periodically through meetings and/or emails, especially if in response to any emerging patterns/concerns within school.
Meeting deadlines and agreed timescales	▪ All staff have a professional duty to ensure that they respond to reasonable requests within agreed timescales. This includes, but is not limited to: ○ The completion of mandatory training and providing evidence of this to the Office Manager. ○ Ensuring SEND support plans are created, updated and reviewed with parents on a termly basis and that this review is accurately documented. ○ Ensuring that paperwork to support a SEND referral or request for information from an external agency is completed and returned to the relevant colleague within the agreed timescale. ○ Ensuring that data is uploaded in line with both the Trust and/or school deadlines ▪ If staff suspect that they will not be able to meet a deadline, they should be proactive and clearly communicate this with the relevant colleague, with an explanation, so that alternative arrangements can be discussed and approved.
Half Termly Schedule	▪ The Head of School will create a half-termly schedule, setting out the key dates/activities for the upcoming half term. This will be shared with staff to inform their own planning and support their workload and wellbeing.
SEND	▪ Every teacher is responsible for pupils with SEND. ▪ Initial concerns should be directed to the class teacher, who may draw on the advice of relevant colleagues within school, before responding to these concerns. ▪ The SENDCO may hold a 'meeting around the child' if deemed appropriate. ▪ Staff making changes to a child's provision must ensure that other relevant staff are informed such as Year Group Leaders, midday supervisors etc.

Essential School Communications

Certain communications are essential to support safeguarding, promote good attendance and maintain high standards of learning and behaviour. Parents and carers are expected to engage with these communications to support their child's safety, wellbeing and education. The school must be able to contact parents and carers regarding these matters and such communications cannot be declined.

Respectful Communication

Bourton Meadow is part of the Campfire Education Trust (CET) and therefore adopts its Parent and Carer Code of Conduct. This includes the action it will take in response to any unacceptable behaviours including

disrespectful or aggressive communication. Please refer to the CET's Parent and Carer Code of Conduct for further information (<https://www.campfiretrust.co.uk/statutory-trust-policies>)

Recording

Staff do NOT consent to be recorded during meetings or calls and may end the conversation if they become aware of recording.

Raising and Escalating Concerns

Parents and carers are encouraged to raise concerns through the appropriate school communication channels in the first instance. This enables us to understand the issue fully and work with families to resolve concerns promptly, fairly and effectively.

Parents are asked to provide clear, succinct details in relation to their concern so that key points can be quickly ascertained, enabling the school to understand, address and respond to these in a timely and effective manner.

It is our aim to resolve concerns as soon as they are raised with the school. However, where a concern cannot be resolved at the initial point of contact, it should be escalated to the next appropriate level of leadership. For example, if a concern has been discussed with a class teacher but remains unresolved, parents and carers should raise the matter with the relevant Year Group Leader.

The leadership structure below sets out the different levels of leadership within the school and provides guidance on who to contact if a concern remains unresolved. The accompanying flowcharts illustrate how this process works in some common situations.

Our aim is to ensure that concerns are addressed at the most appropriate level, while providing a clear and consistent route for parents and carers to seek further support when needed.

We recognise that parents may wish to discuss their concerns with one another; however, the most effective way to resolve any concern is to communicate directly with the school. We encourage parents to approach us openly and constructively, so that issues can be addressed promptly, fairly and confidentially, with the best interests of our children at heart.

If, having followed the school's internal procedures, you wish to escalate your concerns and make a formal complaint, please refer to the Campfire Education Trust (CET) Complaints and Resolution Policy for details of the next stage of the process. <https://www.campfiretrust.co.uk/statutory-trust-policies>



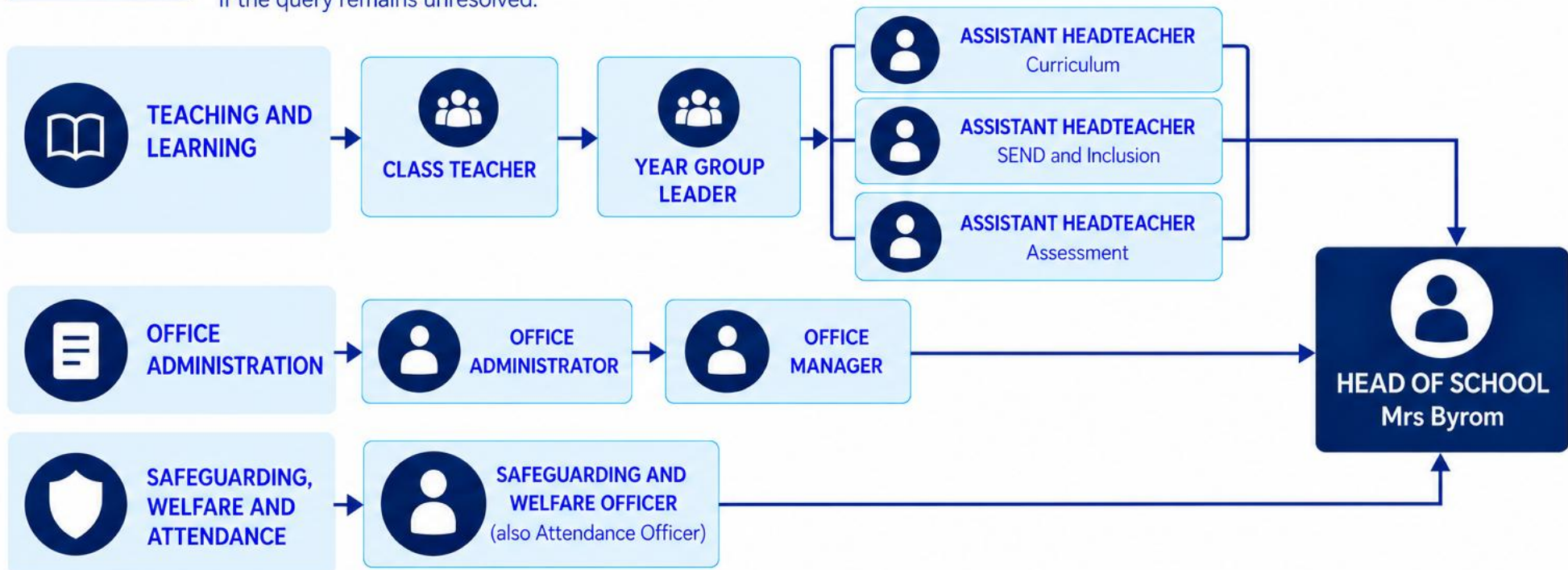
SCHOOL LEADERSHIP STRUCTURE

WORKING TOGETHER TO SUPPORT EVERY CHILD

The leadership structure below sets out the different levels of leadership within the school and provides guidance on who to contact with a query about your child and how to escalate if the query remains unresolved.



Names and contact details for all staff are available on our website.



Our shared commitment

Working together, we can ensure the best outcomes for every child.

Our values



Respect



Independence



Curiosity



Resilience



Integrity



Compassion

If your concern remains unresolved following consideration by the Head of School, it should be escalated to the Executive Headteacher.



EXAMPLE COMMUNICATION FLOWCHARTS

WORKING TOGETHER TO SUPPORT EVERY CHILD

These flowcharts show common examples of how to raise and escalate a query.
This ensures your query is directed to the right person so it can be resolved as quickly and effectively as possible.



Names and contact details for all staff are available on our website.



My child has unmet SEND needs within the classroom



1. Speak to the class teacher

Arrange an appointment to discuss your concerns with your child's class teacher in the first instance.



2. Year Group Leader

If the concern remains unresolved, escalate to your child's Year Group Leader.



3. Assistant Headteacher (SEND and Inclusion)

If the concern remains unresolved, escalate to Mrs Winyard, Assistant Headteacher for SEND and Inclusion.



4. Head of School

If the concern remains unresolved, escalate to Mrs Byrom, Head of School.



I have a question about the progress my child is making



1. Speak to the class teacher

Arrange an appointment to discuss your query with your child's class teacher in the first instance.



2. Year Group Leader

If the query remains unresolved, escalate to your child's Year Group Leader.



3. Assistant Headteacher (Assessment)

If the query remains unresolved, escalate to Mrs Tyler, Assistant Headteacher for Assessment.



4. Head of School

If the query remains unresolved, escalate to Mrs Byrom, Head of School.



I have a concern about something my child has accessed online



1. Contact the Safeguarding and Welfare Officer

(or another safeguarding lead in her absence)
safeguarding@bourtonmeadow.co.uk



2. Head of School

If the concern remains unresolved, contact Mrs Byrom, Head of School.



We are here to help

We value open and constructive communication with parents and carers. By working together, we can ensure the best outcomes for every child.

Our values



Respect



Independence



Curiosity



Resilience



Integrity



Compassion

If your concern remains unresolved following consideration by the Head of School, it should be escalated to the Executive Headteacher.

Accessibility and Inclusion

- Communication will be adapted as needed, for example through translations or the use of simplified language, to ensure it is accessible to all families.
- Support will be offered to families who require assistance in accessing information or completing forms.
- The school, with guidance from the Campfire Education Trust, continually seeks to improve the efficiency, accessibility and reach of its communications through the use of technology—an objective that is currently being considered within the Trust's Digital Strategy.

Monitoring and Review

- This policy will be reviewed on an annual basis.
- Feedback from staff and parents will be used to inform any necessary improvements.
- Communication practices will be regularly evaluated to ensure their effectiveness.

Linked Policies:

This policy should be read in conjunction with the:

- Communication Strategy
- Parent Code of Conduct
- Complaints and Resolution Policy
- Attendance Policy
- Behaviour Policy
- Anti-Bullying Policy
- Child Protection Policy
- Staff Code of Conduct
- Data Protection Policy (GDPR)