

Communication Strategy

Rationale

Our vision for Selby Educational Trust is to have a clear communication strategy that is understood by all. Finding the 'just right' approach is always difficult. People will have views of wanting more or less and this strategy aims to bring together the approach we will follow. This follows consultation with all stakeholders and will be reviewed on a regular basis. Individual schools may choose to supplement this strategy, but everyone with Selby Educational Trust agrees to this as a minimum expectation.

Mission:

To provide an inspirational and successful learning experience for children in the communities we serve.

Vision:

That every child attending a SET academy receives a high-quality education, delivered locally that allows them to maximise their potential, shapes their lives and by so doing helps transform the communities we serve.

In order for our vision to be realised, we need to ensure that communication is central to school life and learning. Through good communication we build relationships and knowledge that are cornerstones of our school community made up primarily of children, parents and educators. We will succeed by working closely together.

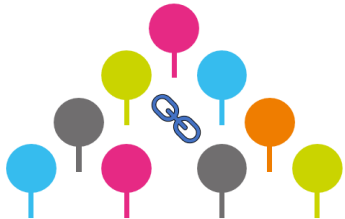
Shaping Futures through our Values:
Children at the heart of every decision



Continually striving for excellence



Working together and valuing our differences



Ensuring sustainability in every aspect



Based on our four values we aim to focus our strategy within these guidelines.

Principles of communication

A strong communication strategy ensures that every member of our community feels valued and in turn values the aims and vision of the school. Therefore, our guiding principles for all school communication must be:

- Clear, accurate and precise
- Inclusive to the whole school community
- Improving our school by listening to each other
- Creating effective systems for feedback.

Monitoring quality

To achieve the best communication:

- We will ensure messaging is consistent through all forms of school communication (emails, internal memos, briefings, conversations, meetings, newsletters, social media, etc.).
- We will monitor the quality of information going from the school with the senior leadership team / nominated admin member approving all letters and other messages to parents.

Below are the school's communication channels and processes to

1. Raise concerns and complaints,
2. Wanting to meet staff,
3. Wanting to meet the governors/directors
4. Sharing ideas.

Collective responsibility

Parents are responsible for accessing this information and gathering opportunities (newsletters, coffee mornings etc.) provided and if they require further information or detail are expected to communicate with teachers, office team or the school leadership team. **Any misinformation heard in the playground or among other parents must be questioned and / or verified before it is repeated so that the correct details can be given. Repeating misinformation can be damaging.**

Communication channels (this is not an exhaustive list, but most often used)

Who do we communicate to?	What do we communicate?	How do we communicate?
Parents (Individually, collectively, via Arbor, direct from school)	Information about the school Teacher information Logistics: Dates/Times/Terms Events/Visits Incidences Safety information Progress updates Strategic Plans: long term plans of the school	Newsletter Letters Website, Email Facebook Social Media Parent/pupil applications (e.g. Arbor, Marvellous Me & Seesaw) Face to face (daily with SLT; regular coffee morning; termly with formal parent consultations) Notes home Reading records Phone calls Home school books Arbor incidents for first aid.
Children	Information about learning Learning Progress Marking and feedback Behaviour monitoring reports Celebration events Home learning projects, reading progress	Face to face (teacher to child) Parent consultations Certificates/stickers Notes home Celebration awards End of year reports Home school books
The Local Governing Body and Directors	All statutory aspects of the school are reported to the board: Information about progress, learning and teaching, standards, behaviour, leadership, parent view, finance, buildings, safeguarding, recruitment, HR, self-evaluation and admissions and attendance.	LGB meetings Headteacher report Standards reports Finance reports Termly face to face meetings Regular Headteacher /Chair discussion Email Meeting with CEO and others. Governorhub
Prospective Parents	Information about the school Teacher information Logistics: Dates/Times/Terms	Website Advertisements Social media Letters Phone calls and face to face

Teachers	Teaching, progress, standards, strategy, professional dialogue, safeguarding	Face to face Briefings Emails Official documents (appraisal for example) Meetings Professional growth meetings
Diocese	SIAMS, advice, church school effectiveness, professional dialogue, statutory conversations.	LGB meetings Headteacher report Standards reports Finance reports Termly face to face meetings Regular Headteacher /Chair discussion Email Meeting with CEO and others. Diocesan visits.
Local Community	Information about the school	Website Social media Other stakeholders
Local Authority, Council and Government	Finance, Standards, Safeguarding, Statutory aspects, Admissions, Attendance, SEND	Finance reports and returns Submission of data Phone call and face to face Local Authority Department for Education OFSTED

Processes- Concerns and complaints

1st point of call	Talk to your child's teacher/key worker after school (staff cannot discuss issues before the school day as they need to be prepared for the children) or email the school office to request an appointment.	Identify issue, discuss possible solutions, agree how to monitor or what the outcome will be.
2nd point of call	If not resolved, make an appointment with the senior leaders	Discuss with Headteacher, monitor and refer to other services as necessary
3rd point of call	If the Headteacher has not resolved the concern, complaint or issue satisfactorily contact the Chair of Local Governing Body (LGB)	Write a letter to the Chair of LGB and hand into office in a sealed envelope

Wanting to meet staff

To arrange a meeting with a staff member please email the school office, a response will be sent with 48 hours, please note that if your request is to meet a part time member of staff the response time will be 48 hours within their usual working hours.

Meeting your child's key worker	Arrange an appointment at a mutually convenient time.	
Meeting the class teacher	Arrange to meet the teacher one day after school	
Meeting the Headteacher / Head of School	Arrange an appointment to meet the Headteacher by emailing the school office.	The Headteacher's diary quickly fills up. Appointments may be made the following week or as soon as possible

Wanting to meet a member of the Local Governing Body (LGB)

Member of LGB	Arrange to meet a member of the LGB by leaving your details with the office	The member of the LGB will contact you via email or phone to arrange an appointment
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Sharing ideas

School Events	To discuss or share ideas about possible events, contact the school or the friends (if they have them).	Attend coffee morning, email the friends.
Ideas	If you do not want to share ideas face to face, write your ideas on a communication note and drop in the communication box in the office area. Alternatively, email the school	