

OUR LADY IMMACULATE CATHOLIC ACADEMIES TRUST

ST JOHN RIGBY PRIMARY SCHOOL

God's will be done through work and play, as we follow Jesus day by day



Family Communication Policy

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Table of Contents	
<i>God's will be done through work and play, as we follow Jesus day by day</i>	
RATIONALE	1
What are our Key Principles and Aims?	2
POLICY INTO PRACTICE	
What is our collective responsibility for effective communication?	3
How do we put our principles into practice?	4
Forms of Communication & Expectations - Electronic Letters & Emails - Home/School Communication (Texts & Telephone) - Class Dojo - Parent/Carer Meetings - Curriculum Newsletter, incl RE - Whole School Bulletin – SJR Mail - Digital Reading Records - Facebook - School Website - Formal Reports - Formal Complaints	4
Who should parents/carers contact?	8
How do we ensure we are inclusive?	8
TRACKING AND MONITORING	
How do we monitor this policy?	9
OTHER POLICIES	
What key information supports this policy?	9
APPENDIX:	
Appendix 1: 'We are here to help'.	10

WHY DO WE NEED THIS POLICY?

Clear, open communication rooted in the school's Mission statement, **"God's will be done through work and play, as we follow Jesus day by day"** is an essential element of the aims and vision of St John Rigby Catholic Primary School.

Effective communication should:

- Ensure our pupils and families feel valued and listened to.
- Help the school improve, through constructive feedback and consultation with families.
- Allow for open, constructive dialogue that builds trust between home and school, and which helps the school better support each pupil's educational and pastoral needs.

A school's culture and values are manifested through the collaboration of all its members and to ensure that St John Rigby Catholic Primary School is a successful school, we must communicate effectively with each other, with our children, with their families and with other members of the wider community. We need to ensure that communications between all members of the school community are open, honest, respectful, ethical and professional.

This policy will:

- Explain how the school communicates with families.
- Set clear standards and expectations for receiving and responding to communication from families.
- Help families reach the member of school staff who is best placed to address their specific query or concern so they can get a response as quickly as possible.

For the purpose of this policy, the term 'Family/Families' represents parents/carers with legal guardianship for the up-bringing and care of the child.

WHAT ARE OUR KEY PRINCIPLES AND AIMS?

John Rigby is a community based upon the strong Catholic values of Faith, Hope, Forgiveness, Love and Trust. The ethos of our school is that it promotes inclusion and the valuing of each individual, encouraging self-esteem, self-discipline, and mutual respect.

Our mission statement lies at the heart of all we do and underpins our overarching core aims:



- To ensure **God's will** is achieved by empowering our children to develop as happy, safe, confident and successful learners who are able to make informed choices that are in their own and others best interests.
- To enable children to **work** with a joy and love for learning, acquiring the knowledge, skills and behaviours needed to make a positive contribution to society.
- To enable children to **play** with an inquisitive and exploratory mind as they imagine, collaborate and create. They will take ownership of their learning journey and know that limitations are also opportunities for growth, showing courage to sometimes be wrong.
- To inspire children to grow, **day by day**, in their knowledge and understanding of the virtues to live by, reflecting our Gospel values of Faith, Hope, Forgiveness, Love, and Trust, whilst continuing to flourish and discover their unique God given potential.

At St John Rigby we recognise the right of every individual in our community to teach, to learn, to work and to grow, being given every opportunity to fulfil their potential and develop their God-given talents in a safe, respectful and supportive environment in which everybody belongs.

Our approach to school life considers how a child's environment directly impacts on optimal child development; including achievement, wellbeing and behaviours (Urie Bronfenbrenner c1979) and we actively seek to ensure home and school work closely together to build relationships and establish an environment that:

- i) supports our Catholic Character Education: **Follow Jesus day by day**, and
- ii) ensures we are **Ready, Respectful** and **Safe** at all times

We believe that strong relationships between the child, home and school are integral to our pupils' success and supporting our core aims. We are invested and committed to developing honest, meaningful and respectful relationships through clear communication systems across the school community, in order to ensure staff and families work closely together, collaborating and supporting each other for the benefit of the child, who is at the center of all we do.

The following key principles underpin our Family Communication Policy, guiding all interactions between school and families:

- **Inclusivity:** Communication must be inclusive and accessible to all families, recognising diversity in backgrounds and languages. Where language barriers exist, schools should provide translation services to ensure that all families are informed of relevant information.
- **Confidentiality:** Pupil privacy is paramount. All information shared among school and families must be treated with respect and confidentiality, in compliance with data protection regulations.
- **Proactivity:** Where reasonable, school should initiate communication rather than waiting for families to reach out. Proactive communication regarding pupil progress and well-being fosters a sense of partnership and trust.
- **Continuous Improvement:** The school is committed to evaluating its communication practices regularly, seeking opportunities to enhance effectiveness based on feedback from staff, parents/carers and governors.

Effective communication between home and school is pivotal to fostering a successful educational environment. This Communication Policy outlines the essential principles, expectations, forms of communication, and aims to enhance collaboration between educators and families.

WHAT IS OUR COLLECTIVE RESPONSIBILITY FOR EFFECTIVE COMMUNICATION?

Effective communication is characterised by clarity, consistency, and openness. It involves two-way dialogues that accommodate both academic and emotional aspects of pupils' experiences. When communication flows effectively, families and educators can work together constructively, through mutual respect and understanding, which ultimately leads to a shared aim - improved pupil outcomes.

Key components of effective home school communication include:

Clarity: Communication must be clear and easily understandable. Avoiding jargon and using straightforward language ensures that families can grasp essential information. By being clear in expectations, as well as clear communication of expected outcomes, families and teachers have a good understanding of what is being communicated and what actions, if any, should be taken.

Timeliness: Dependant on type, communication should occur regularly and at appropriate times. Communication should also be shared in plenty of time, particularly regarding notice of critical events and deadlines

Mutual Respect: A respectful relationship is the foundation of fruitful dialogue. Understanding each party's perspective facilitates constructive discussions and strengthens partnership.

Listening: Active listening promotes a better understanding of the needs and concerns of pupils and families, and staff. It also allows educators to tailor their approaches to meet individual circumstances and ensures that both families and professionals contributions are heard and validated.

Cooperation: Effective communication thrives on collaboration. Schools and families should work alongside each other in partnership, addressing challenges and celebrating successes together.

Establishing clear expectations regarding communication fosters a healthy partnership between home and school. The following expectations outline collective responsibilities:

The Headteacher is responsible for:

- Ensuring that communications between school and families are effective and appropriate.
- Monitoring the implementation of this policy.
- Regularly reviewing this policy.

All staff are responsible for:

- Maintaining open lines of communication with parents through a variety of channels.
- Ensuring that communication with families is addressed in a timely and professional manner .
- Ensuring that information regarding school policies, events, and pupil progress is communicated regularly and clearly.
- Providing resources and guidance to support families in their role as educators at home.
- Facilitating opportunities for parents to engage in the school community and understand the support teachers may need in fostering student success.
- Clearly communicating that the school will not tolerate abusive, threatening, or disrespectful communication from any party involved.
- Responding to communication in line with this policy and other relevant policies.

All Parents/Carers are responsible for:

- Ensuring the school have **correct and up-to-date contact details for at least two emergency contacts.**
- Ensuring that all communication with the school is respectful at all times.
- Making every reasonable effort to address communications to the appropriate member of staff in the first instance (Appendix 1: We are here to help)
- Expressing their desired outcomes clearly, including any particular resolutions they seek regarding their child's education.
- Responding to communications from the school (such as requests for meetings) in a timely manner, and engaging proactively in their child's education by attending meetings and events
- Communicating any changes in circumstances that may impact their child's learning or well-being.
- Keeping up to date with all communications from the school.
- Ensuring that they notify school of absences in a timely manner
- Being mindful of staff's working hours and the need for a work-life harmony, safeguarding staff mental health and wellbeing.

Any communication that is considered disrespectful, abusive, or threatening will be treated in line with the Rigby Code of Conduct (Parents/Carers & Visitors) Policy.

Contact details

The school holds emergency contact details for all children on our Management Information System (MIS); Bromcom. Families are contacted on an annual basis to ensure that these are up to date. Families are expected to inform the school immediately in the event that contact information needs to be revised - This is essential within the Safeguarding of our children. Depending on the nature of the communication, the school will use the most practicable means to contact families.

HOW DO WE PUT OUR PRINCIPLES INTO PRACTICE?

The Family Communication Policy serves several aims to promote a strong alliance between home and school. These aims include:

1. **Enhancing Student Achievement:** By providing families with essential information regarding academic expectations and resources, we aim to support pupil' learning and foster a culture of academic excellence.
2. **Building Trusting Relationships:** The policy aims to create a foundation of trust between all stakeholders — school, pupils, and families — which is vital for effective collaboration.
3. **Encouraging Parental Engagement:** Active communication encourages families to partake in school life, events, and decision-making processes, thereby fostering a sense of community.
4. **Supporting Pupil Well-Being:** Effective communication regarding pupil welfare enables early identification of issues and allows for appropriate interventions, e.g behaviour plans, thus promoting overall well-being.
5. **Ensuring Accessibility:** The school strives to ensure that all parents/carers, regardless of their individual circumstances, can engage with and understand school communications, enhancing their involvement in their child's education.

The school has an Open-Door approach and families are always welcome to visit the school, and discuss with staff their child's progress, ask questions, gain support or to have the opportunity to talk about their child/home issues.

Where possible, we aim to be able to facilitate requests for an immediate meeting. However, this is not always possible, as school commitments, particularly beyond the school day, may mean that staff are not available for an immediate, unscheduled appointment. If this is the case, the member of staff will make contact and arrange a mutually convenient time to hold the meeting; contact will be within 3 school days. *Please note: If your request for a meeting is with a specific teacher who works part-time, the response time will be counted as their working days.

Arranging a mutually convenient appointment allows the member of staff time to gather any necessary information prior to the meeting and, where needed, allows the school to organise cover in order to make staff available to speak with families. This process will make the meeting much more conducive.

Forms of Communication

Effective home school communication can take various forms to cater to the diverse needs of families. The following list, whilst not exhaustive, covers the main ways in which we will communicate with families. All response times are indicative and where extensions to this are needed i.e. for further investigation, a holding response will be given along with an updated expected response time.

ELECTRONIC LETTERS and EMAIL

The main method the school will communicate to you is via the school's MIS; Bromcom, which is mainly used to email letters to families. These letters may be of a whole school nature, specific to your year group or class or maybe for an extra-curricular club. This method is more environmentally friendly as it decreases paper usage, it also reduces photocopying and other costs in the school. We urge families to provide us with valid email addresses and ensure any changes are communicated to the school office immediately.

Families are invited to use e-mail as a means of providing a quick, effective way of communicating **non-urgent information** to the school about their child or to request a meeting with their child's teacher. Families should email the school office who will ensure the class teacher gets the email. If appropriate, office staff may forward or copy emails to the Senior Leadership Team and/or Headteacher.

All emails requiring an answer should be responded to within 3 working days. *Please note: For part-time staff, the response time will be counted as their working days. However, where extensions to this are essential i.e. for further investigation, a holding response will be given along with an updated expected response time.

Staff are not expected to, and are discouraged from, checking and responding to emails outside of their working day. These hours are not defined in order to allow staff to work flexibly and respond to emails in a way that supports their working pattern. However, in a similar way, families are not expected to read, respond or action emails outside hours that suit them.

Email does not replace face-to-face meetings where a full discussion is required. All staff should seek face-to-face, or telephone communications, when email is not the most effective form of communication. Staff and families are discouraged from entering into in-depth discussions about a child's progress, behaviour or well-being via email.

Where it is not possible to use email, written correspondence will be passed on to families through interaction at the end of the school day or forwarded through the Royal Mail postage service.

HOME / SCHOOL COMMUNICATION

Text: The school MIS system: Bromcom may occasionally be used to communicate with families via text. Text messages are sent to both Primary and Secondary contacts and are only used to communicate information of an **urgent nature**, for example, if there has been a critical incident at school or unplanned school closure. The email system is not a reply service.

Telephone – Inbound: All telephone calls will be answered by staff in the office. Families should contact the office by telephone to advise of their child's absence, a change in drop off/pick up arrangement or in an emergency. Should you wish to speak with a member of our teaching staff, please email the office; it is our policy that office staff do not interrupt teaching for staff to answer a telephone call unless it is an emergency.

Office staff will ensure messages are taken and forwarded to the relevant person. If the call requires a response from a member of staff, we aim to do this within 3 working days. *Please note: For part-time staff, the response time will be counted as their working days.

Telephone – Outbound: Telephone calls will be made where immediate contact with a family member is required i.e. for injuries or accidents, or in the case where a child is expected in school and is not present.

A member of staff will call the first named emergency contact as listed. Where no contact is made, a call will then be made to the second named contact and so forth. In the event that no live contact can be made, the member of staff will either leave an answer phone message or ensure that repeat calls continue to be made. Please ensure the school office has the most up to date telephone contact details.

In some cases, e.g. non-attendance, it may be necessary to make a home visit for safeguarding purposes.

CLASS DOJO

Class Dojo connects the school and families through building a virtual school community, allowing staff to share photos, videos, announcements and celebrations with families across the whole school story. It is also used as a Teaching & Learning information sharing service and a classroom management tool by teaching staff, in line with our Positive Behaviour Policy.

It is important to note that Class Dojo **should not be used to replace face-to-face communications and is not an open communication tool for parents/carers to vent frustrations or challenge professional decision. All teaching staff are discouraged from entering into in-depth discussions about a child's progress, behaviour or well-being on Class Dojo, and parents/carers will be invited to email their concerns or arrange a meeting.

- **Whole School Story** is used to communicate information about what is happening in school on a day to day basis such as curriculum or general information, mainly related to Teaching & Learning or Catholic Life of the school. It may communicate whole school events (e.g Wellbeing Week) or just celebrate something exciting that is happening in school.

Occasionally, it will be used to communicate urgent messages or to alert families to an important issue (e.g. Emergency School Closure or Safety Reminders: Parking), or to advise of an emailed letter that requires attention, as we are aware this platform can reach the majority of our families quickly.

- **Class Story** also allows for a virtual classroom, in which staff may share specific photos, videos, celebrations or announcements linked to your child's class or pupils within it. It also provides an informal messaging channel between class and home. Teachers post updates on their class page e.g. reminder posts about PE days/kits, homework, class learning or other important reminders such as trips or assemblies – it is important not to rely on information being shared via Class Story, as key information is often sent via email. However, class teachers may often post reminders, if they choose.

• **Direct/Private Messaging** will be used by staff to privately share information with you. This may include sharing positive feedback about your child's work, effort or response in class. On occasion it may be to update you of a minor incident/behaviour that has occurred during the day and any follow up action taken. This is just to keep you informed, in line with our Positive Behaviour Policy.

* If the incident or concern is more severe, the class teacher will attempt to speak with you in person or by telephone, at the end or before the end of the school day, where possible.

* Dojo Direct/Private Messaging is not an open communication tool for parents/carers to vent frustrations or challenge professional decision. All staff are discouraged from entering into in-depth discussions about a child's progress, behaviour or well-being on Class Dojo, when it is not the most effective form of communication.

If the teacher feels that the message has content that is more in depth and/or needs to be discussed, a message will be sent to arrange a meeting or telephone call. The message will read as follows:

"Thank you for your message. It would be better to discuss this in person, either face to face or by telephone. When would be best for you?"

Families are also able to contact the class teacher(s) via the direct messaging system should they wish to share information relevant to supporting their child in class or to arrange a meeting. All messages requiring an answer will be responded to within 3 school days. *Please note: For part-time staff, the response time will be counted as their working days.

Please note that teachers are not able to check Direct Messages during their teaching time. Therefore, requests which require an immediate or quick action should not be sent via this system. If families need to get urgent information to the class teacher, they should contact the school office by telephone.

As with emails, staff are not expected to, and are discouraged from, checking and responding to Dojo messages outside of their working day; 'Quiet Time' is set on Class Dojo by teachers to ensure notifications are not received during set times. These hours are not defined by school in order to allow staff to work flexibly and respond to messages in a way that supports their work-life harmony. In a similar way, families are not expected to read, respond or action messages outside hours that suit them.

Direct/Private Messaging should only be used for direct communication with the Class Teacher and messages should be about the learning, behaviour or developmental needs of your own child.

See: Appendix 1 'We are here to help', details the correct lines of communication.

The following information **should not** be shared via Class Dojo, but **MUST** be communicated via the School Office (via email, phone or by visiting the reception area):

- a change in after school arrangements (e.g. after school club, or someone else collecting your child)
- medical needs
- absences from school
- early collection for medical appointments

It is important to note that direct messages should not be sent via Class Dojo to the Headteacher and/or Senior Leadership Team. Whilst they are connected to the platform, in order to post school announcements and monitor Praise Points etc, they are not connected to individual classes and will not receive notifications.

If you wish to contact the Headteacher or Leadership Team, please use email or contact the office to ensure a response can be given in a timely manner.

PARENT/CARER MEETINGS

Scheduled meetings allow school and parents/carers to discuss student progress, address concerns, and celebrate achievements. These discussions foster collaborative relationships and allow for clarity around expected outcomes. At SJR, meeting will be arranged throughout the year in order to share relevant information with parents/carers. These meetings may be virtual (via MS Teams) or face-to-face, where possible.

These meetings include:

- Welcome Meetings (Meet the Teacher) at the beginning of the new academic year. During these meetings teachers will share routines, expectations and curriculum information
- Home Visits for new starters, including Reception.
- Progress Consultation Evenings twice per year. During these meetings, parents/carers can talk with their child's teacher about their child's achievement and progress, their child's wellbeing, or any other area of concern.
- Parent Workshops/Information Sessions e.g. Phonics, KS2 SATs

The school may also contact parents/carers to arrange meetings at any point within the year if there are concerns about a child's achievement, progress, behaviour or wellbeing.

Parents/Carers of pupils with special educational needs (SEN), or who have other additional needs, may also be asked to attend further meetings to discuss individual support plans or intervention to address any potential barriers to learning or additional support need.

CURRICULUM NEWSLETTER

Families will receive a termly curriculum newsletter via email. This will be sent in the first week of term and will provide an overview of the learning that will take place, as well as how families can support their child's learning at home. A full curriculum overview for each term can also be found on the school website.

RE NEWSLETTERS

Families will receive an RE Curriculum Newsletter at the beginning of a full term (three times per year), which will detail the learning that will take place, any experiences on offer during the unit, some key dates in the Catholic Life calendar of the school and some suggestions as to how you can support learning and spiritual development at home.

THE SJR MAIL - Whole School Bulletin

Regular newsletters provide families with updates on school events, curriculum changes, and important notices. This medium keeps parents informed and engaged. At SJR a termly newsletter/bulletin will be emailed out via Bromcom, outlining important reminders, dates and messages for the weeks ahead. Families are strongly encouraged to read these.

We are currently reviewing how this can be extended to a half-termly update, sharing key events of school life, celebrating both learning and curriculum enhancement across the school.

DIGITAL READING RECORDS – BoomReader

Every child in the school has access to our digital reading record – BoomReader which should be used on a daily basis. BoomReader replaces the paper reading record, and offers convenience, reliability and ease for pupils, families and teachers when it comes to logging pupil's reading, capturing reading progress for individual pupils, as well as painting the reading landscape at class and whole school level.

Families and pupils are actively encouraged to log their reading for learning and reading for pleasure, in order for pupils to receive gems for the reading logs made and, 'trade' them in to personalise their Boomer or to add to their reward card collection. Families are expected to commit to the use of BoomReader, and increase pupil's motivation and reading aspirations. More information can be found at <https://www.boomreader.co.uk/>

If you have concerns regarding your child's progress in reading or wish to discuss the provision of reading for your child, please use an alternative channel of communication to arrange a meeting.

SCHOOL FACEBOOK: St John Rigby Catholic Primary School

As per Safeguarding guidelines, staff are advised not to communicate with families via social networking sites or accept them as "friends" as per our Rigby Code of Conduct (Staff). Our Facebook feed is designed to celebrate and highlight positive aspects of our school only and we welcome comments, likes and shares on the posts.

The message facility of Facebook is not monitored; messages sent to the school on the Facebook messaging service will not receive a reply.

Any negative comments or complaints will be deleted and the school reserves the right to 'block' any user from the school's page. Families are asked to discuss any concerns with the school directly and avoid negative communications via social media or parent groups, in order to allow the opportunity for school to resolve issues or clarify any misconceptions. The school will follow up comments that are disrespectful or portray the school in a negative way, via the Rigby Code of Conduct (Parents/Carers & Visitors) protocol.

SCHOOL WEBSITE: www.stjohnrigby.org

The school website, provides an opportunity to share and review information about the school and is an opportunity to promote the school to a wider audience.

Key information, including term dates, the curriculum, attendance, uniform etc, as well as important policy documents and newsletters/bulletins can be located on the website.

FORMAL REPORTS

The 'Annual Report' is a paper report sent home to families at the end of the academic year (at the end of the Summer term). It will provide a full written report detailing your child's attainment, progress and approach to school over the academic year, along with a personalised written comment from the class teacher.

In addition to this, families will also receive a paper 'End of Term Report' twice a year. The aim of this is to keep families up to date with the teacher's assessments and your child's approach to school at that particular point in the academic year. These reports identify areas of progress and targets for development, and are sent home at the end of Autumn term and end of Spring term. Any concerns regarding these reports can be followed up through the consultation meetings or by making an appointment to discuss this with the class teacher.

FORMAL COMPLAINTS

SJR recognise that, on occasions, parents/carers may have concerns or queries they feel are not appropriately addressed. We always encourage parents/carers to openly engage in communication with the class teacher or Senior Leadership Team in order to address concerns and achieve a mutually respectful outcome. All formal letters of complaint will be dealt with in accordance with the school's separate Complaints Policy. The school does not accept or act upon anonymous communication unless in relation to matters of Child Protection.

WHO SHOULD PARENTS/CARERS CONTACT?

The information in **Appendix 1: 'We are here to help'** can be used to identify the most appropriate person to contact about a query or issue, including the school office number and email addresses.

Families are always encouraged to discuss any issues or concerns with their child's class teacher first, as they are best placed to know all the information required to support you and your child. While teachers are generally available at the beginning or end of the school day, we ask that parents/carers do not engage in in-depth discussions first thing in the mornings, when dropping off your child, as teachers are very busy settling pupils into learning and taking the morning register. To engage in conversation at this time, would distract teacher attention away from safeguarding the other pupils in class.

If you need to speak to them urgently, we recommend you contact the school office to either get a message to the teacher or arrange appointments to discuss:

- Any concerns you may have about your child's learning
- Any concern or updates related to pastoral/developmental support, your child's home environment, or their wellbeing

This way, teachers will be able to give your concerns or updates the full attention they deserve.

If you feel your concern has not been fully addressed or is unrelated to your child's learning, pastoral development or wellbeing, you should escalate your communication to the leadership team or specific teams within the school as per Appendix 1 'We are here to help'.

It is important that lines of communications are followed as per the guidance to ensure that the concern/query is managed by the correct member of staff and can be dealt with efficiently and in a timely manner.

HOW DO WE ENSURE WE ARE INCLUSIVE?

At St John Rigby, we believe communication must be inclusive and accessible to all families, recognising diversity in backgrounds and languages. It is important to us that everyone in our community can communicate easily with the school. We currently make whole-school announcements and communications (such as email alerts and newsletters) in English. The school website and Class Dojo can be translated into a number of different languages.

Families who need help communicating with the school can request support for school announcements and communications to be translated into additional languages. We will always try and make additional arrangements if necessary and possible. Where language barriers exist, schools will provide translation services to ensure that all families are informed of relevant information.

Please contact the school office to discuss this.

HOW WILL WE MONITOR THIS POLICY?

The SJR Family Communication Policy is an essential framework for navigating the partnership between school and families. This policy is designed to ensure that communication is clear, effective, and respectful, and that expected outcomes are well defined for staff and families. By establishing transparent expectations and embracing diverse forms of communication, the school aims to build a collaborative community that prioritises the academic and emotional success of all pupils.

Continuous evaluation and refinement of communication strategies will further strengthen our commitment to fostering a supportive, inclusive, and engaging educational environment. Ultimately, this policy serves not merely as a guideline, but as an embodiment of our values in promoting the education and well-being of our pupils through robust home-school collaboration

The consistent and fair implementation of the measures outlined in this communication policy, and related documents, are central to a whole-school approach to effective communication and working in partnership. This policy was created in collaboration with staff and parent/carers to ensure it met the needs of our school community.

To ensure we achieve our school's mission and Core Aims, the impact of this policy will be regularly evaluated to consider:

- Is this policy manageable to implement ensuring consistency across the whole school?
- Are the procedures having an impact on positive and effective communication?

This will be achieved by feedback from key stakeholders (Staff and Parents/Carers)

WHAT KEY INFORMATION SUPPORTS THIS POLICY?

This 'Family Communication Policy' is underpinned by the school's Code of Conduct: 'Be Ready, Be Safe, Be Respectful' and should be read in conjunction with the Positive Behaviour & Relationship Management Policy.

The following policies are also linked:

- Staff Communication Policy
- Rigby Code of Conduct: Staff
- Rigby Code of Conduct: Parents/Carers & Visitors
- Staff Wellbeing Policy
- Assessment Policy
- Attendance Policy
- Acceptable Use Policy and
- Complaints Policy

APPENDIX 1: We are here to help – Who should parents/carers contact?

Appendix 1: 'We Are Here to Help'

OUR LADY IMMACULATE CATHOLIC ACADEMIES TRUST

ST JOHN RIGBY PRIMARY SCHOOL

God's will be done through work and play, as we follow Jesus day by day



I want to speak to someone about...	You will need to talk to...
<p>My Child's Learning My Child's Class Activities, Lessons or Homework.</p> <p>My Child's Uniform Lost / Found</p> <p>A Behaviour or Alleged Bullying Concern</p> <p>A Pastoral or Wellbeing Concern e.g. to advise of a home issue that may impact on your child's ability to engage with learning</p>	<p>YOUR CHILD'S CLASS TEACHER</p> <p>A message on ClassDojo is suitable to communicate small pieces of information or ask basic, simple questions of the class teacher.</p> <p><i>If the communication is detailed and/or requires a discussion, email/call the Office to outline your concern and request to meet the class teacher.</i></p> <p>*This information <u>should not</u> be shared via ClassDojo*</p> <p>A response will be received from the class teacher within 3 working days.</p> <p>All communication must be made in the first instance to the CLASS TEACHER.</p> <p>If it is felt that communication has not been appropriately responded to and escalation of communication and/or involvement from Leadership is required, please telephone: 01234 401900 or email: office@sjr.beds.olicatschools.org</p> <p>For the attention of The Senior Leadership Team (as below)</p> <p>EYFS & Y1: Mrs Parks (Assistant Headteacher) Year 2, 4 & 6: Miss Ward (Assistant Headteacher) Year 3 & 5: Miss Guard (Assistant Headteacher)</p>
<p>Reporting School Absence</p>	<p>THE SCHOOL OFFICE</p> <p>Please call the school office to report your child's absence from school on 01234 401900 - Option 1</p> <p>*This information <u>should not</u> be shared via ClassDojo*</p>
<p>After School Collection Arrangements</p> <p>Leave of Absence Requests</p> <p>Concerns regarding Wrap Around Care Provision</p> <p>School Events</p> <p>School Correspondence, Newsletters & Bulletins Admissions</p>	<p>THE SCHOOL OFFICE</p> <p>Contact Mrs Zafar (Administrative Manager) on 01234 401900 – Option 5 or email FAO Mrs Zafar on office@sjr.beds.olicatschools.org</p> <p>If the query is urgent, please always call the office by telephone.</p> <p>A response will be received within 3 school days.</p> <p>*This information <u>should not</u> be shared via ClassDojo*</p> <p>If it is felt that communication has not been appropriately responded to and escalation of communication and/or involvement from Leadership is required, please see below for your next point of contact:</p> <p>FAO Headteacher: slt@sjr.beds.olicatschools.org</p>
<p>Payments for:</p> <ul style="list-style-type: none"> • School Trips/Visits • School Dinner • Wrap Around Care • Before and After School Activities/Club 	<p>The School Office</p> <p>Contact Mrs Di-Pace (Office Manager) on 01234 401900 - Option 3 or email FAO Mrs Di-Pace on office@sjr.beds.olicatschools.org</p> <p>If the query is urgent, please always call the office by telephone.</p> <p>A response will be received within 3 working days.</p> <p>If it is felt that communication has not been appropriately responded to and escalation of communication and/or involvement from Leadership is required, please see below for your next point of contact:</p> <p>FAO Headteacher: slt@sjr.beds.olicatschools.org</p>

I want to speak to someone about...	You will need to talk to...
Special Educational Needs & Disability (SEND)	<p style="text-align: center;">SENDCo</p> <p style="text-align: center;">Email Mrs Ball on inclusion@sjr.beds.olicatschools.org or call on 01234 401900.</p> <p style="text-align: center;">A response will be received within 3 school days.</p> <p style="text-align: center;">If it is felt that communication has not been appropriately responded to and escalation of communication and/or involvement from Leadership is required, please see below for your next point of contact:</p> <p style="text-align: center;">FAO Headteacher: slt@sjr.beds.olicatschools.org</p>
Safeguarding and Child Protection	<p style="text-align: center;">The School Safeguarding Team</p> <p style="text-align: center;">Designated Safeguarding Lead: Mrs McGettigan Deputy DSLs: Mrs McLoughlin Safeguarding Officers: Mrs Parks, Miss Guard, Miss Ward</p> <p style="text-align: center;">Email the team on safeguarding@sjr.beds.olicatschools.org or call on 01234 401900</p> <p style="text-align: center;">All safeguarding and child protection correspondence will be treated with urgency and a response provided, if required, as soon as possible.</p> <p style="text-align: center;">If it is felt that communication has not been appropriately responded to and escalation of communication and/or involvement from Leadership is required, please see below for your next point of contact:</p> <p style="text-align: center;">Mrs Ilona Bond - Safeguarding Governor ibond@gov.olicatschools.org</p>
<p>Family Advice or Support in Difficult situations e.g.:</p> <ul style="list-style-type: none"> • Early Help and access to community services/resources • Practical skills, such as budgeting and parenting • Disabilities and Language barriers • Financial difficulty: Helping families who are struggling financially • Domestic Violence & Family Welfare 	<p style="text-align: center;">The Family Support & Inclusion Worker</p> <p style="text-align: center;">Contact Mrs McLoughlin on 01234 401900 - Option 4 or email FAO Mrs McLoughlin on office@sjr.beds.olicatschools.org If the query is urgent, please always call the office by telephone.</p> <p style="text-align: center;">A response will be received within 3 working days.</p> <p style="text-align: center;">If it is felt that communication has not been appropriately responded to and escalation of communication and/or involvement from Leadership is required, please see below for your next point of contact:</p> <p style="text-align: center;">FAO Headteacher: slt@sjr.beds.olicatschools.org</p>
Chaplaincy Catholic Life	<p style="text-align: center;">The School Chaplaincy Team</p> <p style="text-align: center;">Chaplain: Fr Alex email FAO Chaplaincy Team on office@sjr.beds.olicatschools.org or call on 01234 401900.</p>

As role models of the St John Rigby Community, please be reminded that we expect all conversations to be respectful. The school will not accept aggressive communication with any member of staff.

The Rigby Way: Follow Jesus day by day, Be Ready, Be Respectful and Be Safe