

# Procedure:

## Communication and Meetings

### 1. Purpose

The purpose of this document is to establish clear and consistent procedures for contacting school staff and members of the leadership team, as well as for arranging meetings.

These procedures aim to support effective communication, professional conduct, and timely resolution of matters affecting teaching, learning, and the wellbeing of the school community.

### 2. Scope

This policy applies to all employees of the School, including teaching, administrative, and leadership staff. It also provides guidance for interactions with parents, students, and external stakeholders when representing the School.

### 3. General Principles and Communication Etiquette

- All communication and meetings must be professional, respectful, and aligned with the School's values of authenticity, collaboration and compassion.
- The School reserves the right to postpone or terminate meetings that become unproductive, disrespectful, or confrontational.
- Only official school communication channels are to be used for school-home

and home-school communication. These include school email addresses and the school's telephone numbers.

## **4. Formal Communication**

### **4.1 Learning conversations**

The school arranges structured meetings, called Learning Conversations, that bring together parents, teachers, and students to review academic performance and behaviour. These meetings offer an opportunity for the three parties to exchange observations about the student's progress, strengths, and areas for growth.

The dates for Learning Conversations are scheduled in advance and can be found in the online calendar on the school's website.

### **4.2 Reporting**

The school provides four report cards per year, sent via email or the student management system to parents, detailing each student's academic progress and observed learning behaviours for each of the four reporting periods.

## **5. Contacting Staff Members**

### **5.1 General Guidelines**

Parents and guardians are encouraged to communicate with teachers via school email addresses which are shared at the beginning of each academic year.

- Staff aim to respond to messages as soon as possible, and within three working days during term time.
- Part-time staff may require additional time to reply.
- While staff check their email regularly, teaching commitments may prevent them from responding immediately during the school day.
- The school does not expect staff to check or respond to emails outside of their working hours or during personal time.

## 5.2 Early Years

The daily care and wellbeing of children in Early Years are overseen by the staff member who works most closely with them. For questions or concerns, parents should contact the appropriate person in the following order:

- **Form Tutor** – for matters related to your child's daily routine, learning, or behaviour.
- **Headteacher** – for issues not resolved by the classroom teacher or for matters that require the attention of senior leadership.
- **Executive Head of Schools** – for matters that require the attention of the overall school leadership or governance.

## 5.3 Primary Level (KS1 and KS2)

The daily care and wellbeing of children in Key Stage 1 and Key Stage 2 are also managed by the staff member who works most closely with them. For questions or concerns, parents should contact the appropriate person in the following order:

- **Form Tutor** – for pastoral and class-related matters, including learning and behaviour.
- **Deputy Head of Primary / Head of Campus** – for broader issues affecting the child's experience or progress.
- **Head of Primary** – for concerns not resolved at the previous levels or for matters that require the attention of senior leadership.
- **Polish Primary School Director** – for matters that require the attention of the Polish School Director.
- **Executive Head of Schools** – for issues that require the attention of the overall school leadership or governance.

## 5.4 Lower Secondary Level

For questions or concerns at the Lower Secondary level, staff should be contacted in the following order:

- **Form Tutor** – for pastoral and class-related matters.
- **Subject Teacher** – for matters specific to a particular subject.
- **Head of Lower Secondary** – for issues not resolved at the previous levels or for matters that require the attention of senior leadership.

- **Polish Primary School Director** – for matters that require the attention of the Polish School Director.
- **Executive Head of Schools** – for matters that require the attention of the overall school leadership or governance level.

## 5.5 High School Level

For questions or concerns at the high school level, parents should contact staff in the following order:

- **Form Tutor** – for pastoral and class-related matters.
- **Subject Teacher** – for issues related to a specific subject.
- **Head of Department** - for issues related to teaching and learning not addressed by the subject teacher.
- **Assistant Headteachers of Character and Wellbeing** – for matters concerning students’ personal development and wellbeing.
- **Deputy Academic Head** – for academic concerns not resolved by the Head of Department.
- **Polish Deputy Director** - for issues related to Polish curriculum.
- **Headteacher** – for matters that require the attention of the school’s senior leadership.
- **Executive Head of Schools** – for matters that require the attention of the overall school leadership or governance level.

## 6. Arranging Meetings

- Meetings with staff must be scheduled in advance via email.
- Meetings with the school leadership must be also scheduled in advance via email or through the School Office.
- Requests should include:
  - Purpose of the meeting
  - Proposed dates and times
  - Names of attendees
  - Any relevant background information
- Meetings may take place in person or online depending on availability and need.
- Walk-in or unannounced meetings are not permitted.

- In the case of a serious family emergency, parents should contact the School Office by phone or email. The school will make every effort to have a member of the leadership team available to provide support as quickly as possible.
- For non-urgent meetings, the school will aim to schedule meetings at the earliest convenience. The school will determine the level of urgency at its discretion, to enable it to manage multiple demands.
- Meetings should remain focused on the agenda and within the scheduled timeframe.
- Notes or minutes will be taken when appropriate.
- Recording of meetings is not permitted without prior consent.

## **7. Reporting Specific Issues**

### **1. Safeguarding and child protection**

- Any concerns regarding safeguarding and child protection must be reported to the Designated Safeguarding Lead (DSL), or, in their absence, to the Assistant Designated Safeguarding Lead (ADSL).
- Any concerns involving staff members, volunteers or contractors must be reported to the Head of School or the Designated Executive Safeguarding Lead (DESL).
- All safeguarding and child protection matters will be handled in accordance with the *Safeguarding and Child Protection Policy*.
- Contact details to the DSLs, ADSLs and the DESL are available on the school website.

### **2. Psychological concerns**

- Concerns related to students' psychological wellbeing should be reported to the School Psychologist or Counsellor, who provides psychological support and counselling services.
- Contact details to the Psychologist / Counsellor are shared via email.

### **3. Health and safety incidents and serious behavioural matters**

- Any health and safety incidents or serious behavioural issues must be reported immediately to the Headteacher.
- Contact details to the Headteacher are available on the school website.