

Minchinhampton Academy Relationships Charter

The charter aims to cover two aspects: interaction and communication, which we see as forming the bedrock of positive relationships in our organisation. In this context, we define 'interaction' as 'how we talk to each other' and 'communication' as 'what we communicate to each other and when.'

The charter aims to support all relationships within the school community including adult/adult, child/child and adult/child.

Given the central importance of relationships for delivering the best education possible for the children, the charter aims to have high expectations of relationships.

The context within which the relationships charter exists.

VISION

- 'Strong learners who care about others.'
- The aims in the school vision are written for all stakeholders.
- Our core purpose will always be to educate our pupils for happiness and for self-empowerment.

NEED FOR A CHARTER

- Relationships are a strength at Minchinhampton Academy: we would like them to be even better. Whenever relationships break down, it causes stress and upset.
- The Charter aims to provide a framework of processes and aims within which all stakeholders are expected to operate.

TRUST

- At the heart of relationships in our school there must be trust.
- With this trust in place, the school knows that all parents want the best for their children and that they are the experts on their children and likewise parents know that the staff take their role very seriously, that they have expertise in educating children and want the best for every child in the school.

TIME

Minchinhampton Academy is a very busy school. The community is creative, proactive and outward looking and the school reflects this. It is a fact that there are more clubs, more pastoral interventions, more PTA events, more governor meetings and there is more change than in the average school.

Staff aim to work as efficiently as possible but time is at a premium. Class teachers do not have 'free periods' and many run after school clubs and attend meetings after school. Some staff are often in school as late as 7.00pm and some staff will work upward of a 70 hour week during term time.

The community and parents are highly supportive of the school and, despite very busy lives of their own, many devote precious time to supporting events, volunteering and helping out, as PTA members, as governors, as assembly takers etc.

In conclusion all of the adults involved in our community want to prioritise the needs of our children above all else and there is never enough time.

DECISIONS

As a school we look to ensure every decision is made with the best interests of the pupils in mind- this above all else.

In a school environment, we must constantly consider what is good for the individual and simultaneously what is good for all. We look to celebrate individuality but we must also be fair to all individuals.

The Charter

RELATIONSHIPS CHARTER:::INTERACTIONS AT MINCHINHAMPTON ACADEMY:

ADULTS		PUPILS
WE TRY TO:-	WE TRY NOT TO:-	WE TRY TO:-
-be respectful towards each other, both in what we say and how we say it/ how we act.	-to become personal or use an aggressive or rude tone, including online.	-be polite
-be intent on finding a resolution to an issue-- <i>aim to give the other person a good hearing and deal with it in private.</i>	-not talk about others in a derogatory way in public, including online.	-look to sort out the problem
-say what is honest and kind and necessary	-be unkind in any way	-tell the truth
-stay positive and build on strengths	-become negative and dwell on weaknesses -think badly of others	-be kind
-listen actively to each other/ give each other time to speak - <i>ie with an open mind, to listen to understand</i>	-pre-judge a situation	-listen carefully -give others time to speak their mind
-put ourselves in the other person's shoes, <i>to respect our own and other people's feelings and points of view equally</i>	-see things from only our perspective	-understand others
-trust and value each other's perspectives on (partnership in) and roles in the children's lives (their learning and development)-- <i>for example- child's self-awareness, parent as expert on their child// teacher as education professional.</i>	-explicitly or implicitly demonstrate a lack of trust	-we value our differences
-have 'reasonable'	-have expectations and	-have sensible

expectations and make 'reasonable' requests <i>based on an understanding of what each party will/can do and what they won't/can't do</i>	make requests that disregard the time and resources available to the other person	expectations
-acknowledge openly when we have made a mistake <i>or when we have misjudged a situation</i> and forgive others their mistakes when they are willing to learn from them.	-be judgemental towards one another when they have made a mistake	-accept that mistakes happen
-compromise when it is not possible to agree	-be uncompromising	-come half way
-be clear about what has been said/ what has been agreed as a next step	-be unclear about next steps	-agree on what to do next

RELATIONSHIPS CHARTER:::: COMMUNICATION AT MINCHINHAMPTON ACADEMY:		
ADULTS		PUPILS
GIVER/asker	RECEIVER/replier	
-to be consistent re how and where information provided	-to know of the regular channels for communication and stay abreast of information provided	-to know when it is important to listen
-to provide information that is clear, accurate and timely	-to take responsibility for accessing and storing information provided.	-to listen actively to instructions
-when making a request – provide receiver with a realistic time frame in which to respond	-to respond to a request in an organised and timely fashion.....no more than 24 hours for most things// asap if urgent.	-to follow instructions
-to ensure style and	-to have realistic	-to have realistic

<p>content of communication is tailored to the audience- that context is taken account of (eg time available to read/ access the information)</p>	<p>expectations regarding quantity of communication- taking into account the context of the communicator/ time available eg school's primary purpose and time devoted to educating children</p>	<p>expectations of school—recognise you are one of many</p>
<p>-to give of our views and ideas freely but without expectation, in an ongoing dialogue around school improvement.</p>	<p>-to consider all views and ideas with an open mind</p>	<p>-to express your point of view -to listen actively to other points of view and ideas</p>
<p>-to be familiar with the process for raising concerns or compliments, and that this starts with the individual teacher or parent</p>	<p>-to respond to any concern in a timely and constructive fashion.</p>	<p>-to know there is someone you can speak to if you are worried about something</p>

Communication guidance (on the website 'contact' page)

For this relationships charter and for useful email / other contacts, please go to the [CONTACTS](#) tab on the school website.

Please always look to contact your class teacher first regarding concerns you may have.

1. What you can expect when you need to communicate with school

IN PERSON

Class teachers will be out on the playground at the beginning of the day from 8.40 and at the end of the day.

If you need to let teachers know anything about your child regarding the day ahead, please try to catch them before 8.45am when the bell is rung and the lines start going in. Teachers find it very helpful if you can also provide a note.

At the end of the day, unless they have clubs or meetings, teachers can be more available to meet parents. Please always let them know straight away if you know it is a conversation best had in private.

Clearly if the school day has started, feel free to pass on information or concerns to the office / pastoral team and they can relay the information onto the class teacher.

PHONE CALLS

Phone calls to the school office will go to answer phone from 9.30 until 2.30 but the office will pick up immediately if it is clear from the message being left that it is a matter of urgency. Messages will be worked through and action taken at regular intervals through the day

When leaving a message, please:-

Press 1 to report a child absent

Press 2 to speak to the Finance Officer

Press 3 to speak to the School Nursery

Press 0 to speak to the School Office or for all other enquires.

We appreciate this system is not perfect for everyone but, in our experience, it has proved critical for the effective running of the school office. Please note the avenues above for accessing information about events and policies.

EMAILS

Please direct all email communication first and foremost to the school office admin@minchscool.net. The office will then forward emails to the appropriate member of staff.

If you have a concern or an issue or something of a confidential nature to discuss, please look to send an email to the school office. You may, of course, prefer to put anything confidential in an attachment and ask for the email to be forwarded on to the relevant member of staff.

GETTING BACK TO THE PERSON

The school staff will aim to get back to parents within 24 hours of receiving a communication (even if just to confirm the communication has been received and/or is being dealt with) – or as soon as possible if the communication is more urgent. We would ask that parents can try to apply the same principle when replying to a request or concern from school.

2.What you can expect when you have a meeting with a staff member

All meetings to be conducted with the 'interactions' part of the Charter in mind.

MAKING APPOINTMENTS

If you would like (or have been asked) to make an appointment with a member of staff, please note it is very difficult to organise them during the school day: before or immediately after school are usually the best times. We recognise that work commitments make it difficult for some parents to make appointments during the above times and staff will do their very best to accommodate alternatives

In the first instance, please aim to make an appointment with your child's class teacher or the adult best placed to answer your need. While both the pastoral team and Mr Moss work constantly to support pupils through the day, it is always preferable if a need is brought first to the class teacher, who can then liaise with other adults as the need arises.

MEETINGS

At the outset of a meeting, both parties please agree what they aim to get out of the meeting and the time they have available. Meetings to be held in spaces appropriate to the possible content of the meeting eg sometimes there is a need for greater confidentiality. Minutes will be held of meetings where necessary.

3.What communications can you expect from school

WEBSITE

The website is the hub for all information. All news and events information can be found on the website.

Daily communications

SCHOOL COMMS

<https://schoolcomms.com/>

The school office will email/text on School Comms. You can book your child's Parents Evening through School Comms and pay for a school trip.

You can download the app, which is called School Gateway, within your app store. We would encourage parents to do this as all correspondence will then be seen in your app, rather than an individual text or email notification. This is also a very cost effective way for the school to contact you. The app is free to download and also works with Secondary Schools who use School Comms.

TEXTS

The school will text you :-

- about short term changes to any arrangements. For example they may text you if an after school clubs has been cancelled;
- to flag up something urgent. For example they will text you about school closure.

The school will also text you:-

- when your child wants to share some great learning with you. As far as possible we try to get the children to word their own texts. Please note the only guide for these texts is that it is about their learning—the text could be about something they found enjoyable, something they found challenging; something they have conquered;

something they made a huge effort with; something they have achieved; something they have found out.

Texts will not be used to provide parents with information about events when this has already been communicated on the calendar/ by email.

Upcoming events

For information about upcoming events, you may want to refer to the Parent Calendar (under [CALENDAR](#)). Wherever possible, we include all information about the event (including copies of the letter sent) in the description. All letters to parents are also uploaded in a separate tab (under [CALENDAR](#)).

News

- News will be posted by staff and pupils on a news blog, under [NEWS](#) on the website and in regular Newsletters (under [NEWS](#)).

NEWSLETTER

The Newsletter will look to cover a range of news stories and notifications. It will often provide precis only, accompanied by a hyperlink to the full news story or information on the website.

FACEBOOK

Some of the same news items as above will also appear on the school Facebook page. Communications on the Facebook page will be monitored on an ongoing basis. The school PTA have a Facebook group to help with organising PTA events.

TWITTER

Some news events/ events/ things of interest to us all will be posted on twitter on an ongoing basis.

Implementing the Charter

PROFILE

The Charter will be displayed on the website and around school. It will be sent out to stakeholders before key events.

Stakeholders will be encouraged to refer to it both at the start of a meeting/communication and /or at the close of the meeting/communication.

RECOURSE

When a stakeholder feels the Charter is being departed from, they are within their rights and in fact have a responsibility to terminate the meeting/communication in a

firm and polite manner; but with the proviso that they try again on a second occasion (with a third party if necessary). Before another meeting, the stakeholder should clarify with the other party in what way they feel the relationships Charter is not being adhered to. This should be done simply and by direct reference to the Charter.

Where a relationship has broken down and no resolution has been found, it will be the responsibility of the head teacher and/or the governing body to work with the two parties to find a reasonable compromise / resolution.

Staff have received / will receive training in assertiveness and conflict resolution to try to ensure they uphold their part of the Relationships Charter. Year 6 pupils will receive yearly training in peer mediation.

MONITORING AND REVIEW

The head teacher and the governing body will monitor the relationships charter and its impact. This will include consulting with pupils, parents and staff regularly and evaluating feedback on an ongoing basis.