



## Communication Strategy

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### Rationale

Our vision is for Avanti Court to become one of the most respected and admired co- educational state schools in the UK. Not only for academic achievement but because of the pioneering and transforming education it gives children that come here. We want each child to love learning inside and outside of school as part of our ethos, drawn from the teachings of Sri Chaitanya, based on our three-fold pathway: Spiritual Insight, Character Formation and Educational Excellence.

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.

Based on our three pillars, these aims are:

- Spiritual Insight: **to help children along their journey of self-discovery to meet their spiritual, academic and social potential**
- Character Formation: **to understand the uniqueness of every child and challenging and supporting each to be the best they can be**
- Educational Excellence: **to raise standards for the benefit of all children by putting highly effective school systems in place**

### 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.

“  
The existentialist psychologist, Rollo May, once said, “Communication leads to community, that is, to understanding, intimacy and mutual valuing”.  
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Underpinned by our distinctive philosophy, we strive to communicate truthfully, for the ultimate benefit of all in our community and in a pleasing and respectful way.

### **Monitoring quality**

To achieve the best communication:

- We will ensure messaging is consistent through all forms of school communication (emails via Arbor, ClassDojos, briefings, bulletins, conversations, individualised meetings, regular meetings, coffee mornings, Townhalls (parents/staff/pupils etc).
- We will monitor the quality of information going from the school with the senior leadership team 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 parent SSC, and 4) sharing ideas.

### **Collective responsibility**

Parents are responsible for accessing this information and gathering opportunities (ClassDojos, bulletins, Arbor email, coffee morning etc) provided and if they require further information or detail are expected to communicate with teachers, office team or the school leadership team.

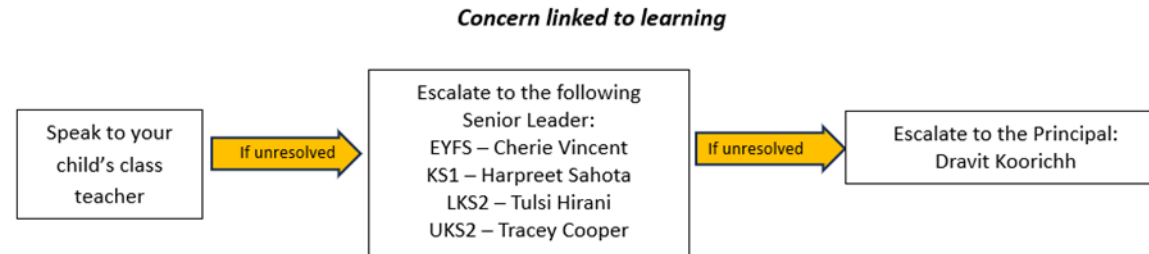
**Any misinformation heard in the playground or among other parents must be questioned and / or verified before it is repeated so that the correct details can be given. Repeating misinformation can be damaging.**

## Communication channels

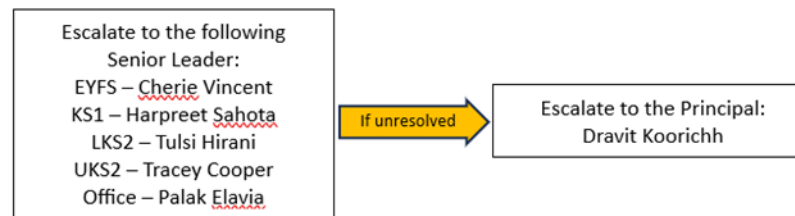
Who do we communicate to?	What do we communicate?	How do we communicate?
<b>Parents (individually, collectively, direct from school)</b>	Information about the school Teacher information Logistics: Dates/Times/Terms Events/Visits Incidences Safety information Progress updates Strategic Plans: long term plans of the school	Arbor email (includes letters from the Principal, SLT or Office Team)  Website/bulletins  Twitter (X)  Face to face  Reading records
<b>Children</b>	Information about learning Learning Progress Marking and feedback Behaviour monitoring Celebration events Home learning, reading progress	Face to face (teacher to child) Parent consultations Celebration awards ClassDojos
<b>SSC and Trustees</b>	All statutory aspects of the school are reported to SSC: Information about learning and teaching, standards, curriculum, behaviour, leadership, parentview, finance, buildings, safeguarding, recruitment, HR and admissions and attendance. *	Governors meetings Head Teacher report Finance reports Termly face to face meetings Weekly HT and Chair discussion Email
<b>Prospective Parents</b>	Information about the school Teacher information Logistics: Dates/Times/Terms	Website Advertisements Facebook Letters Phone calls and face to face
<b>Teachers</b>	Teaching, progress, standards, strategy, professional dialogue, safeguarding *	Face to face Briefings Memos Emails Texts Official documents (appraisal for example) Meetings
<b>Local Community</b>	Information about the school	Website
<b>Local Authority, Council and Government</b>	Finance, Standards, Safeguarding, Statutory aspects, Admissions, Attendance. *	Finance reports and returns Submission of data Phone call and face to face; Ofsted

(\* This is not an exhaustive list but most often communicated)

## Concerns linked to learning or behaviour



**Concern with a class teacher/Office Staff**



**Concern with a Senior Leader**

Escalate to the Principal:  
Dravit Koorichh

**Concern with the Principal**

Escalate to the Avanti Schools  
Trust Head Office