



Working positively with families policy

Author / Responsible Person	Director of Secondary
Ratified by	CEO
Date Ratified	September 2026
Next Review Date	September 2028
Review Cycle	Every two years

Contents

Why do we need a need a <i>working together</i> plan for families?	- 2 -
Aims	- 3 -
Definition of parent:	- 3 -
Scope of the policy.....	- 4 -
Our expectations of parents and visitors	- 4 -
What can a parent expect from us?	- 4 -
Behaviour that is not accepted	- 5 -
How we, the academy, respond to correspondence which causes disruption?	- 6 -
The Law: Parent rights and permission to enter premises	- 9 -
The Law: Withdrawal of permission to enter	- 9 -
How will the academy respond to unacceptable behaviour in relation to accessing the school site?	- 10 -
Covert recordings.....	- 14 -
Use of Social Media	- 15 -
Third parties.....	- 15 -
Emergency situations.....	- 16 -
Monitoring and Review	- 16 -
Records	- 17 -
Appendix 1 - Parent and Visitor Code of Conduct	- 17 -
Appendix 2 – Parent Communication – An Overview.....	- 19 -

Why do we need a need a *working together* plan for families?

The vast majority of parents and carers are supportive of the school and its staff. They speak to adults at school in a respectful and appropriate way, whether in person, on the phone or by email. They also behave respectfully towards other parents and children when they are on the school site.

At the same time, we know that there may sometimes be disagreement between home and school. When this happens, it is helpful for everyone to be clear about how we can work together in the best interests of the children.

Schools are busy and complex places. A large amount of important information is shared every day between students, staff and parents. Parents and carers have a right to honest, clear and timely communication from the school. It is therefore important that we explain how we will communicate with you, and what you can expect when you contact us.

We also know that strong feelings can arise when children experience problems at school. School staff can sometimes make mistakes. We also know that children and teenagers may not always give a full or accurate account of what has happened. This means that there will sometimes be disagreement between home and school.

When concerns arise, the vast majority of parents and carers express their views and frustrations appropriately. Very occasionally, however, parents or carers behave inappropriately towards staff or other members of the school community. This is not acceptable and will not be tolerated, because of the impact it has on staff, pupils and the wider school community.

This guidance sets out how we will communicate, how concerns should be raised, and how we will work together to resolve issues. By doing this, we aim to support a happier, safer and more cooperative school community for staff, families and children.

Aims

- A) This policy will set out how we aim to *work together* in service of your child's education.
- B) This policy gives parents clarity over what they can expect regarding communication from school
- C) This policy sets out behaviour which falls below the standard we are entitled to expect.
- D) This policy will give parents, carers and visitors clarity over how the school will manage any behaviour which falls below that standard.
- E) This policy will reassure our staff that we take their concerns around parent conduct seriously. It aims to reassure parents that their child will not be subject to abuse or intimidation from other parents or relatives.

Definition of parent:

In education law, the term “**parent**” includes a student's natural or adoptive parents. It also includes a non-parent who has care of the student, or who has parental responsibility for the student.

For the purposes of this policy only, “**parent**” also includes a non-parent who does not have care of the student or parental responsibility for them, but who is involved in looking after the student on a regular basis. This may include, for example, a childminder, step-parent, a non-resident partner of a parent, or a relative who takes the student to or from school. It may also include someone involved with the care of the student in another way, or a person whose emergency contact number has been provided to us.

Where an individual does not fall within this broad definition, the principles of this guidance should still be applied but the wording in any letters should be amended accordingly.

Scope of the policy

This policy covers unacceptable behaviour which is committed by a parent:

- in any Trust or school buildings or on a Trust or school site
- by telephone to the Trust or a school
- by email to the Trust or a school
- on social media and any other public electronic media platforms (e.g. websites) referring to the Trust or a school or a member of staff of the Trust or school
- in any other setting which, in the reasonable opinion of the CEO or Chair of Trustees (or any person authorised by them), should be regulated by this policy.

Our expectations of parents and visitors

We publish a Code of Conduct for parents and visitors (Appendix 1). This sets out in positive framing how we would like to work in partnership throughout your child's education with us.

In order to make the above clear to all parents and visitors, we display the Code in the front office of the schools and use it in discussion as and when necessary. We also share it with parents upon enrolment and annually via email.

What can a parent expect from us?

When a parent calls, emails or visits in person they can expect a friendly, professional and prompt response. Appendix 2 sets out in more details what you can expect from us in terms of communication.

When arriving in person you can expect a friendly welcome from one of our reception team and a listening ear. Normally, we can pass on any information to the right person or even resolve your issue there and then. If a parent does not have an appointment then it is unlikely that they will be able to see the specific member of staff with whom they wish to speak. If a parent is insistent on the need to meet a member of staff,

without an appointment, we will do our best to accommodate the request. This might mean speaking to a separate member of staff or accepting there might be a long wait until the relevant person is free.

When calling us on the phone you can use the switchboard to go through to the right department or speak to a receptionist. You can expect a friendly and professional welcome and a proactive approach to help you resolve your issue. The receptionist can pass along key information and request a call back. Many staff do not have access to a phone onsite so it is not usually an effective way of speaking to a specific colleague. It is unlikely that you will be successful at getting through to a member of staff directly.

When emailing you can expect a prompt and professional response. The vast majority of parents will email the enquiries@barclay.futureacademies.org mailbox from where the email will be forwarded to the right person. A first response can sometimes be an *acknowledgement email* as opposed to a response which resolves all or in some cases any element of your enquiry.

Finally, our staff have been well trained to work with families when things aren't going to plan. This can mean parents present as angry or frustrated via email, phone or in person. You can expect that staff will always aim to defuse potentially heated situations and work towards a positive resolution.

Behaviour that is not accepted

In order to create a positive environment for children and staff, there are certain behaviours which we may need to challenge. The list below is not exhaustive but provides examples of behaviours that are not acceptable within our school community. For each example, we have included an indicative scenario in each case to support clarity.

Type of Unacceptable Behaviour	Example
<i>Threats made in person, over the phone or in writing</i>	A parent might say "wait until I come up the school, I'm going to give that child a taste of her own medicine".
<i>Use of abusive, offensive or threatening language</i>	A parent might say "this f***ing school is a joke".
<i>Behaviour which disrupts, or threatens to disrupt, school operations</i>	A parent might enter into a row with a referee at a school football match. Or they might refuse to leave reception because their child's phone has been confiscated.

<i>Intimidation, coercion or humiliation</i>	A parent might threaten to go the local press, a local politician or regulator if their wishes are not met.
<i>Aggressive or disruptive behaviour</i>	A parent might get out of their chair during a meeting and start shouting and pointing their finger into a staff member's face.
<i>Harassment</i>	A parent might approach a member of staff whilst she is at the supermarket and argue about a detention.
<i>Physical violence, including damage to property or injury to individuals</i>	A parent might punch or kick a door in frustration.
<i>Discriminatory conduct or use of discriminatory language (sexist, racist, other)</i>	A parent might start referring to a teacher's race or gender in a discriminatory fashion.
<i>Posting defamatory, offensive or derogatory comments about the school, its staff or any member of its community, on social media platforms</i>	A parent might post in a Facebook group that they think the Principal is an "idiot" or that the children at the school are "feral".
<i>Frequent, unwarranted and/or unnecessary correspondence which is hindering the proper running of the Trust or its schools</i>	A parent might email the Academy multiple times a week to disagree with decisions made by staff. This issue is explored in more depth in the next section.
<i>Making deliberately false, malicious or vexatious accusations</i>	A parent might begin every email with an accusation that the school is racist or that it is discriminating against their child with SEND. Alternatively, they might label a teacher a 'paedo;'.
<i>Consumption of alcohol (unless alcohol has been allowed at a specific event) or use of drugs on the Trust or a school's premises, or accessing the Trust or a school's premises whilst intoxicated</i>	An older sibling might collect a child whilst evidently under the influence of cannabis
<i>Incitement of others to commit acts of violence or intimidation</i>	A parent might encourage a sibling to carry out violence or intimidation on their behalf.

How we, the academy, respond to correspondence which causes disruption?

Schools receive hundreds of emails and phone calls a week from parents hoping to seek our support, update us on important information or express their concern. This is to be expected: we are entrusted with children and parents rightfully demand the very best education and care. Staff dedicate time to reading and responding to this correspondence in order to ensure we respond appropriately. However, replying to emails,

for example, takes staff away from working with children or, more commonly, means that staff give up personal time in the evenings and weekend to keep on top of correspondence. This can lead to burnout and staff turnover which makes it harder to support children and their education.

As a result, we want to be clear with parents when we believe their well-meaning communication has tipped over into something which is creating disruption to the positive running of the school. We define disruptive correspondence as that which creates excessive demands on school time; typically due to its frequency, length or complexity.

Examples of this would could be:

- A parent who rings the school after every sanction issued to her child asking for a written explanation/investigation
- A parent who tries to email and phone all of her child's teachers to ascertain regular updates on their progress in lessons
- A parent who writes regular, complex emails regarding allegations around various legal concepts such as *indirect discrimination*.

This issue has become more difficult since the recent widespread adoption of AI. Some parents make regular use of AI to support their written communication. We understand why parents could chose to use AI as they might struggle with their writing or English might not be their first language. However, schools now increasingly receive AI generated communication which presents multiple problems:

1. AI necessarily 'fills in the blanks' following the prompt that has been used. This means it can include detail, references or claims that, in actual fact, do not apply. Unfortunately, staff still have to read, investigate and respond to these details which takes significant time and resources.
2. AI generated correspondence is often lengthy and it can be harder to discern the actual issue. This takes extra time to resolve.
3. AI generated communication often make extensive reference to 'safeguarding', the law and other legal bodies, often in error. This presents another layer of checking, escalation and at times, unnecessary legal advice being undertaken. It also causes staff to feel worried and under pressure unnecessarily.

To this end, we might ask you to revise your AI generated correspondence to make it more comprehensible or to put it into your own words so we can see what the crux of the issue might be.

Unless a parent's communication is so serious that immediate action is warranted, then the Principal will initially seek to speak with the parent involved in *disruptive communication*. The aim being to raise awareness to the issue and resolve informally. This might include a request to stop using AI unless there is a compelling reason to do so.

However, if an informal effort is not successful then a Principal may issue a warning letter to provide clarity on the disruptive communication, an explanation as to why we regard the communication as unacceptable and what steps may be taken in response to incidents of a similar nature. In most instances we will also begin to keep a log of communications in relation to the parent or visitor involved.

If this is not successful then schools may implement a tailored communication strategy or **Communication Protocol**, which outlines measures such as:

- requiring the parent to send any email correspondence to a single point of contact or to a generic school email account
- banning a parent from contacting the school by telephone (except for emergencies)
- informing the parent that only a limited number of email communications from them will be reviewed per week
- informing the parent that as a general rule, email correspondence over a particular number words in length will not be reviewed or responded to by the school
- Asking a parent to desist from use of AI

Where restrictions are deemed to be necessary, either immediately or following a warning this will be communicated to the person or persons involved.

The school/Trust will always be cognisant of the need for any response to be proportionate and reasonable, and give consideration to the Trust's Public Sector Equality Duty (PSED) and any reasonable adjustments required under the Equality Act 2010.

Any restriction on a parent's communication with school staff should be for a fixed period. The length of this will depend on the circumstances, but a half term or a school term are commonly used timeframes. As the end of the restricted period approaches a review should be carried out

to determine whether the restrictions should be lifted, amended or continued in their current format. The parent or visitor will be written to explaining the decision and the reasons for it.

A parent has the right to make representations about the school/Trust's decision to restrict communication through the school's usual complaints procedure.

The Law: Parent rights and permission to enter premises

Parents and carers have "implied permission" to enter and be on the school's premises for reasons relating to their child / children's education. This means that parents and carers are welcome to come to the school to drop off and collect their children, to speak to teachers and other members of staff about their children, or for meetings, parents' evenings and social events. Parents and carers do not have a legal right to enter or be on the school's premises without a good reason.

Other visitors also have "implied permission" to enter and be on the school's premises if they have a reason, for example a courier or delivery person, or a member of the public attending the school's office to make enquiries about something. Members of the public without a good reason for entering or being on the school premises are trespassing.

The Law: Withdrawal of permission to enter

The school has the right to withdraw the "implied permission" for a parent or visitor to enter or be on the school's premises if their behaviour while they were previously on the school's premises was unacceptable and / or if their behaviour over email, phone or social media warrants such a withdrawal.

The withdrawal of the "implied permission" will be effective as soon as the parent or other visitor has been told that they must leave and are prohibited from returning. This will be confirmed in writing as soon as possible after the event. The full procedure that the school will follow is outlined in further detail below.

Once the “implied permission” has been withdrawn, entering the school’s site will be trespass and the school will ask the police to remove the parent or visitor immediately. If the parent or visitor causes a nuisance or disturbance while they are on the school’s premises, they may also be prosecuted in the criminal courts under Section 547 of the Education Act 1996, be liable to pay a fine and have a criminal conviction recorded against them.

Where a parent has had their “implied permission” to enter and be on the school’s premises withdrawn, the school will, in appropriate cases, make alternative arrangements for the parent’s children to be dropped off and collected from the school, and in relation to parents’ evenings and other meetings.

How will the academy respond to unacceptable behaviour in relation to accessing the school site?

In the event of a parent behaving in an inappropriate way, each situation will need to be considered individually by the Principal or a designated member of staff before deciding on the most appropriate course of action. Where appropriate, consideration will be given as to whether a person should be banned from more than one school site where the schools are in the same multi-academy trust.

Stages for withdrawing implied permission

Clarifying to the parent or visitor what is considered acceptable behaviour

In most cases a conversation will be sufficient to provide clarity around expectations depending on the circumstances. This conversation can be followed up in writing or should be recorded on the school system. It should draw attention to this policy. The parent may not always agree with the evaluation of the Principal, but it can be used as evidence at a later stage if escalation is required.

Stage 1a - Warning letter prior to ban from site

Where a parent or visitor has behaved in a way which is unacceptable to the school for the first time (depending on the circumstances as to whether it requires clarification as above in the first instance) they are likely to receive a letter warning them about their conduct. The warning

will explain that if the behaviour is repeated, their “implied permission” to enter and be on the school’s premises will be withdrawn. The Principal will send a letter to the parent or visitor confirming the warning, the reasons for it and the consequences of failing to heed it.

However, where the unacceptable behaviour is serious and/or amounts to a criminal offence, it is likely that the parent or visitor’s “implied permission” will be withdrawn immediately without warning under:

Stage 1b - Immediate ban from premises due to serious misconduct

Where a parent or visitor has engaged in serious misconduct and/or conduct amounting to a criminal offence, their “implied permission” to enter and be on the school’s premises will be withdrawn immediately. If possible, they will be verbally informed that they are prohibited from entering or being on the school’s premises immediately after the incident or as soon as practicable thereafter.

In any event, the Principal will set out the school’s position to and will follow up with a letter to the parent confirming the withdrawal of their “implied permission” and the consequences of failing to comply. The prohibition will typically last for four weeks from the date of the letter or until the end of the next half-term. The parent or visitor will be invited to provide written comments within five school days of the date of the letter which can form part of a review.

Stage 2 - Banning letter following warning

Where a parent or visitor has already received a warning letter under Stage 1 and has behaved in an unacceptable way again their “implied permission” to enter and be on the school’s premises will be withdrawn. If possible, they will be verbally informed that they are prohibited from entering or being on the school’s premises immediately after the incident or as soon as practicable thereafter.

In any event, the Principal will set out the school’s position and will follow up with a letter to the parent confirming the withdrawal of their “implied permission” and the consequences of failing to comply. The prohibition will initially last for four weeks or until the next half-term from the date of the letter. The parent or visitor will be invited to provide written comments within five school days of the date of the letter which can form part of a review.

Review of Principal's decision

Within the letter to an affected parent, we will outline the opportunity for a parent to make representations if they think the decision should be reconsidered. A Trust representative will, within five school days of the receipt of the representations, review the decision made, considering where relevant:

- documentation relating to the incident (and any previous incidents)
- the Principal's record of the decision, the reasons for it,
- confirmation as to whether the parent or visitor has complied with the instruction
- any written comments received from the parent or visitor.

The Trust representative must consider whether:

- with the benefit of hindsight, the Principal's decision, made in the immediate aftermath of the incident, was unjustified;
- or whether, the Principal's decision was justified at the time and the withdrawal of "implied permission" for a period of four weeks/until half-term is sufficient to serve as a warning and to allow the parent or visitor time to reflect upon their past and future behaviour;
- or whether the Principals' decision was entirely justified and should be confirmed for further review at a later date beyond four weeks/half-term. For example the withdrawal could be extended to six months.

The Trust representative will write to the parent or visitor confirming whether the decision of the Principal has been confirmed or revoked, stating their reasons. Where the decision has been confirmed, the letter will confirm the date of the next review.

When the decision has been confirmed, the parent or visitor will be invited to provide further written comments at least five school days before the date of the next review. These comments should be restricted to the parent or visitor's conduct since the decision was last confirmed or any

new consequences of the decision and should not repeat comments provided previously of which the Trust representative will already be in possession.

Further reviews

Where the Principal's decision was uncontested, the Principal will carry out a review of the decision by the review date. In carrying out the review, the Principal must consider the length of time that the parent or visitor has been prohibited from entering or being on the school's premises. The Principal must also consider the parent or visitor's conduct since their "implied permission" was withdrawn. The Principal will also consider any written comments provided by the parent or visitor. This includes any genuine assurances they have given about their future conduct.

The Principal must then decide whether it is now appropriate to revoke the decision to withdraw the parent or visitor's "implied permission" to enter and be on the school's premises. Shortly after the review date, the Principal will write to the parent or visitor. The letter will confirm whether the decision has been further confirmed (extended) or revoked, and will state the reasons for this.

Where the decision has been further confirmed (extended), the letter will confirm the date of the next review, which will be for a period of between twenty and thirty school days, or until the last day of the term or half term period, at the Principal's discretion, subject to a maximum period of one half-term. In this case, the parent or visitor will be invited to provide further written comments at least five school days before the date of the next review. Equally, the parent can make representations if they feel the confirmation (extension) is unfair. In this case the review process from the Trust will take place as outlined above. Any representations should be restricted to the parent or visitor's conduct since the decision was last confirmed or any new consequences of the decision, and should not repeat comments provided previously which the Principal will already be in possession of.

The procedure as above will be followed in relation to all further reviews. In extremely serious circumstances the Trust or school may seek an injunction under the Protection from Harassment Act 1997 requiring the parent to desist from behaving in the manner in question.

The initial decision to withdraw “implied permission” will be made by the Principal or, in their absence from school, their Deputy. The decision will be reviewed on a regular basis by the Trust.

Where the school believes that a parent or visitor’s conduct would amount to a criminal offence, the school will report the incident to the police for immediate investigation and prosecution. The school will cooperate fully with the police, including encouraging teachers and other members of staff to provide witness statements and to attend court to give evidence at any trial. Where a parent or visitor’s conduct amounts to a criminal offence, the school will, in all but exceptional cases, immediately withdraw their “implied permission” to enter and be on the school’s premises.

Covert recordings

Future Academies does not consent to parents or carers making audio or video recordings of staff members, or any other individual connected with the school, during meetings, telephone calls, or virtual discussions unless prior written agreement has been obtained.

Requests to record meetings or conversations should be made in writing to the Principal in advance. The Trust will consider any request carefully, including where a parent seeks a recording as a reasonable adjustment under the Equality Act 2010. However, in most such cases, the Trust is likely to consider the provision of a note taker and a written record of the meeting to be the appropriate and proportionate reasonable adjustment, rather than permitting a recording.

Covertly recording staff may be regarded as a breach of the mutual trust and confidence expected between parents and the school, particularly where it is clear, or ought reasonably to have been clear, that consent had not been given.

If a member of staff becomes aware during a meeting or conversation that a parent is recording without consent, they should make clear that they do not agree to the recording and ask for it to stop. If the recording continues, the member of staff may end the discussion and should make a written note of the interaction as soon as possible afterwards.

In some cases, it may only emerge later that a conversation was covertly recorded, for example where a parent subsequently refers to the recording directly or reproduces the discussion in unusually precise detail. In such circumstances, the school may regard this as unacceptable behaviour and may place reasonable restrictions on future communication with staff.

Use of Social Media

In many cases, parents can lawfully make statements of fact or express honestly held opinions or beliefs, either in person or online. However, the right to freedom of expression is subject to restrictions. One reason for this is to protect the rights of others. Legislation protects individuals and organisations from harm arising from communication in various ways.

Where a parent or visitor to the school posts something online which may cause distress or defamation to the school, the following action may be taken:

- posts may be retained and accounts may be monitored
- a warning letter may be sent to the person posting the content. This may include asking them to remove the post
- social media companies may be asked to remove the post, and accounts may be reported to them
- in serious cases, the police or other third parties may be contacted
- the parent or visitor may be placed on a restricted communication plan, as set out below.

Third parties

The procedures outlined above relate to parents and visitors who had a valid reason for entering and being on the school's premises. Sometimes, members of the public enter the school's premises when they have no good reason for doing so. For example, they may not have children registered as students at the school, may not be delivering items, and may not be making valid enquiries at the school's office.

Such people do not have “implied permission” to enter and be on the school’s premises. They are therefore trespassing. This applies to all third parties who enter the school’s premises without a valid reason for doing so. Holding a public, elected or community role does not, in itself, give a person permission to enter or remain on the school’s premises.

This means that, if they are causing a nuisance or disturbance on the school’s premises, they can be prosecuted under Section 547 of the Education Act 1996. In those circumstances, the school will inform the third party that they are trespassing and ask them to leave the school’s premises. In appropriate cases, the school may call the police and support any prosecution for criminal offences which follows.

Although third parties do not have “implied permission” to enter and be on the school’s premises, the school will still seek to make its position clear where possible. For the avoidance of doubt, where the postal or email address of the third party is known, the Principal will write to the third party warning them of the consequences of reappearing on the school’s premises.

Emergency situations

In an emergency, police assistance should be sought. In cases where a ban is in place but is ignored and the person comes onto the school site, the police should be notified immediately.

In situations where there is no immediate threat to staff, pupils, other members of the school community or the school’s property, the Principal may still wish to make their local community police officer (e.g. neighbourhood support team, youth intervention officer) aware of the situation.

Monitoring and Review

The CEO and Principal will report to staff from time to time and to the Board (and the local governing boards/committees, as appropriate) annually, or earlier if the Chair of Trustees so determines, on the number and type of incidents involving unacceptable behaviour displayed by parents, how these matters were handled and their outcomes.

Records

A record will be kept of any correspondence, action or decisions for a period of at least twelve months and then in line with the Trust's Data Retention Policy. Correspondence, statements and records relating to individual matters will be kept confidential except where:

- access is requested by the Secretary of State
- disclosure is required in the course of an Academy inspection
- an individual has a legal right to access their own personal data contained within such documentation
- under other legal authority

Appendix 1 - Parent and Visitor Code of Conduct

At Future Academies we believe that a strong partnership between home and school helps every child to enjoy a life of choice and opportunity. We expect all parents and visitors to model the courtesy, integrity, and respect we want our pupils to learn.

This Code of Conduct is designed to specifically ensure that there is clarity about communication between parents, school staff and visitors to the school.

1. We Put Children First

- Every decision, conversation, and action keeps the best interests of children at heart
- We train and trust our staff to make professional judgements about all matters
- We discuss concerns calmly and constructively — never in a way that unsettles pupils

2. We Communicate Respectfully

- We speak to each other with courtesy, even when we disagree
- We always avoid shouting, swearing, or aggressive gestures
- Emails and messages are written in a polite, measured tone

3. We Work Together

- We approach concerns through the proper channels: class teacher or form tutor first, then head of year or head of department, then senior staff if needed.
- We take time to listen to concerns, investigate thoroughly and respond fairly.
- We ask you to share all concerns directly with the school and be mindful that criticism on social media damages trust and can harm our community and our colleagues

4. We Keep Our Community Safe

- Our schools are safe spaces for all; violence, threats, or intimidation will not be tolerated under any circumstances
- Smoking, vaping, alcohol, or illegal substances, plus weapons or other items which may cause harm or distress to others are not permitted on school grounds
- Photography or filming of children (other than your own) is prohibited unless authorised by the school

5. We Honour Our Diversity

- Our school community reflects the diversity of our wider communities
- We speak about others with respect, regardless of background, faith, gender, or identity
- We challenge prejudice and celebrate inclusion together

Breaches of the Code

If behaviour falls short of this Code of Conduct, the school may:

- Invite the parent or visitor to a meeting to discuss the concern
- Issue a formal warning
- In serious cases, restrict access to the school site or restrict communications for a period of time or refer the matter to appropriate authorities.

Appendix 2

Parent Communication

How to contact us and what to expect



01438 748459



enquiries@barclay.futureacademies.org



www.barclay.futureacademies.org

[Facebook](#)



[Instagram](#)



[LinkedIn](#)

[LinkedIn](#)

[X](#)



	MCAS (MyChildAtSchool)	Email	Text Message	Telephone	Social Media/Newsletter	Events
Primary Purpose	The place to find key information in real time about your child at school.	We will use email to communicate key messages to families.	We will use text messages as reminders of important events, attendance reminders or to let you know about a detention.	We will use a phone call if we wish to share positive news about your child, if your child has a serious behavioural incident or we wish to discuss something in more detail .	We will use our social media channels and school newsletter to celebrate the school community and show families what's happening in school.	We will host at least two face to face events per year for you to interact with the school
What can you expect to receive?	• Timetable • Attendance data • Merits • Homework	• Updates from school where information needs to be shared • Assessment reports • Exam timetables • Intervention invites	Letting you know they have a detention.	Phone calls will be used when we require further communication	• Content from the day-today life at Barclay • Celebration of life at Barclay	• An in-person academic review afternoon each year • An online parents evening each year • Further events by invitation
What do we need from you?	Create your account and switch on push notifications		Make sure we have the correct phone number, and the right First Contact	Make sure we have the correct phone number, and the right First Contact	Follow us on X , Facebook , Instagram , and LinkedIn tune in to connect with life at school. Make sure we have the correct email address for you as this is where the newsletter will be sent to.	Make every effort to attend our events each year.

	Reception	Form Tutor	Head of Year	Learning Co-ordinator	SEND Team	Attendance Team	Heads of Department
How to access initially	Visit in person Call us on the main school number between 8.00 and 4.00 (01438 748459)	We would always encourage this to be your first point of contact for anything non-urgent. Please email*	Email* or phone during working hours.	Email* or phone during working hours.	Email send@barclay.futureacademies.org or phone during working hours.	Email attendance@barclay.futureacademies.org or phone during working hours.	Email* or phone during working hours.
Typical reasons to contact	You need to drop off something to your child. You need to collect your child for an appointment Anything time sensitive If you would like to arrange a meeting with a specific member of staff	• Non-urgent queries • Passing on information about your child	You want to discuss matters relating to uniform, detentions, medical concerns etc	You have a query about your child's academic performance	• You want to update us on your child • You want to discuss an issue with your child	• You want to alert us to an absence for your child or a medical appointment • If you would like to request an absence during term time.	• You have a specific question about a subject. • Would like to discuss your child's academic achievement in the subject.
What to expect	We will respond to you immediately	You will receive an email or phone call within two working days					

If you are unsure of who to contact, feel free to email your concern to enquiries@barclay.futureacademies.org or alternatively call the school office on 01438 748459 and we will pass it along to the relevant person. Please note this may delay your response by a further working day.

From time to time, it may happen that you do not get a timely or satisfactory response to your query. If this happens, please contact c.lanni@barclay.futureacademies.org

*Staff member emails follow the same format – firstinitial.surname@barclay.futureacademies.org . For example, Joe Bloggs would be j.bloggs@barclay.futureacademies.org

Please visit our [website](#) to find the member of staff you wish to contact

