**Communications toolkit and guidance for schools**

**Bradford Council’s Education Communications Team**

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**Introduction**

The Communications Toolkit is designed to encourage and support schools to consider different approaches to their communication planning.

The Communications Toolkit provides guidance and templates to assist schools in improving their communications.

**Good communications practice**

The following guidance is divided into three sections of communication; these are internal communication, external communication and communication with the media.

Effective and open communication promotes an awareness of others’ interests and needs. Being aware of the necessary skills and tools that encourage open communication is therefore very important.

Good communication builds trust in working relationships. Just as communication skills are important, listening skills are also needed for effective communication. It is very important that you take the time to understand your audience, practice face-to-face communication and listen to feedback and suggestions.

By setting aside time to meet and keep people informed, for example school assemblies, staff meetings, parents’ evenings and school fetes, you can establish and maintain open channels of communication with your school community.

The key is to establish good internal communication which will give you a strong foundation to build your external communications on.

**Internal communications guidance for schools**

Internal communication covers school staff, pupils, governors and so forth. Good internal communication will not only ensure that a healthy working environment is established but it will also reflect well on the school’s relationship with outside agencies, parents and the general public.

• **The best form of communication is face-to-face**. Although this may appear to be time consuming it is time well spent and worth investing in. Face-to-face communication helps to ensure messages are not misunderstood and it provides the other party with a chance to respond, ask questions and give feedback. Face-to-face communication also helps to build stronger working relationships because the time devoted shows a commitment by the school to its employees, pupils and the school community.

• **Make use of the communication tools available to you**. What resources are available to you and which ones will be the most effective in reaching your intended audience, whether it is staff, pupils or other internal contacts? Such tools of communication may include meetings and briefing sessions, school assemblies, newsletters, emails, display boards and websites.

• **Understand your audience**. You should research how your intended audience likes to be communicated with and what they want to hear about.

• **Use clear messages**. Always communicate clear and simple messages

**External communications guidance for schools**

External communication covers parents, the local community, professional visitors in school and so forth. In order to create an effective communications strategy and get your key messages across to your school community it is a good idea to have a Schools Communication Plan.

**Schools communication action plan**

Writing a communications plan for your school will assist you in devising a thorough and appropriate strategy to achieve your communication goals. The plan can be useful if you wish to change or improve how you communicate with your school community or link all your schools communications together for consistency.

Start by thinking about your school’s goals and targets for the year or the next few years and then begin to link your communications plan to those by using those key messages throughout your communication. Key messages are the messages you want your audiences to remember; the best messages are short and simple.

Think about your school’s strengths and what you might wish to build on and then consider some weaknesses and what needs to be improved. What are the opportunities and what are the threats that the school faces over the next year/few years? These will form the basis of your communications action plan. Remember that it is important that you try to be proactive with communication.

**Please see Appendix 1 for an example of a communications action plan.**

**Connecting with parents** is vital to the relationship between the school and parents and ultimately a child’s success. Communication is key and it is important that you consider the following:

* **understand your audience**. You should research how your students’ parents like to be communicated with and what they want to hear about. Make use of as many distribution methods as possible. For example, send home a written newsletter but also add a copy to your website. You may also choose to use emails and SMS to communicate with parents or may be planning to move towards these methods in the future.
* Parents consider good communication as vital to increase trust with the school. Parents who receive more consistent information about their child’s school performance are likely to have a higher degree of commitment to helping their children improve.
* If parents are satisfied with the level of communication from school, they are more likely to get involved with the school in other ways. Encourage parents to contact the school and give them the opportunity to get involved. This includes a welcoming reception, helpful office staff and being proactive with phone calls to parents and keeping them informed.
* Make sure that you have a communications policy for responding to parents. Many parents contact the school via phone, email and in writing but it can be challenging for staff to respond promptly. Similarly, if parents do not hear back from the school they can become anxious and annoyed.
* Develop a set of guidelines for responding to parents even if this is just to acknowledge their contact and let them know that you are aware of the issue and when it will be dealt with. Once you have confirmed the guidelines, circulate these to parents so that they are clear about what to expect. Please see the suggested guidelines below:

|  |  |
| --- | --- |
| **Communication from parents**  | **Suggested response time**  |
| Phone Calls  | Returned within 24 hours of parent’s call  |
| Email  | Email reply within 48 hours of receipt (set up an automated ‘out of office reply’ when you are away)  |
| Written Letter  | Acknowledge receipt of letter within 72 hours  |

* Develop a Parents’ Information Kit which can easily address the questions which parents regularly ask during the course of a year. This could be something which you distribute to parents at the start of the year and could be placed on your website for easy access. This could include:
	+ **School Operations** – contact details, what to do if your child is sick, parking/traffic problems, structure of the school day, codes of conduct, school values, planned curriculum days, term dates and holidays.
	+ **Student activities** – music programmes, sports activities, language programmes, camps and schools trips, curriculum details.
	+ **Security and safety** – lost property, accidents/emergency procedure, illness and medication book, security.
	+ **Facilities and services** – library, before and after school care programme, ICT services, book sales, co-curricular offerings.
	+ **Parent resources and advice** – tips for parents – ‘how can I help my child?’ advice on how to get involved in the school, calendar of events, booklists, head lice management.
	+ **School procedures and policies** – class sizes, voluntary contributions, Education Maintenance Allowance, policy statements (bullying, homework, behaviour guidance, harassment), attendance policy, learning behaviours and exceptions for children.
	+ **Getting the most out of your events.** Events are one of the best ways to get parents and the local community involved with your school. You may want to consider:
	+ the best events are those which have been planned well in advance and have an overall coordinator responsible for the organisation.
	+ leave plenty of time for the promotion of your event. Be creative with your promotion but keep it simple and clear.
	+ make use of all your school resources, community networks such as the local library, groups and organisations and the local media (see the media section below)
	+ when planning an event you will need to do your own risk assessment. Advice and information can be found on the Bradford Council Schools Safety website www.bradford.gov.uk/scsafety (you will need to log in or contact the Council’s Occupational Health Team) alternatively visit www.hse.gov.uk/risk/practice
* **Developing a newsletter.** A good newsletter is an excellent way of making good links with parents and the local community. Newsletters can be widely read in the local community and the local media. Some schools even send their newsletter to local Members of Parliament to keep them informed. You may wish to consider the following:
	+ Parents rely on your newsletter for information and important notices; it also enables parents to feel more connected to your school. Newsletters can help to build pride in your school, celebrate achievements, generate positive word-of-mouth stories and build stronger community relationships.
	+ Decide on the frequency of the newsletter, you could produce a larger newsletter at the start of the year/term and smaller newsletter three or four times during the term or you may decide to produce a weekly or fortnightly bulletin. It is always useful to develop a publication timeline for gathering items, creating the layout, editing, publishing and distributing.

**Please see Appendix 2 for an example timeline.**

* When designing your newsletter aim to keep the appearance modest and professional but not costly. Remember that parents are aware that funds spent on producing newsletters could otherwise be allocated to their child’s learning.
* Keep the language clear and simple. Parents often complain when newsletters contain education jargon. Try to maintain a friendly and conversational tone.
* Use standard fonts for your main text, such as Helvetica, Arial or Times New Roman and use a font size which is easy to read such as 12 pt – don’t go below 10 pt. Keep the text font and size consistent throughout. Avoid using capitals for headings as they are harder to read and can look like YOU ARE SHOUTING. The headings should be at least 2 pts bigger than the main text.
* Ask parents how they would prefer to receive the newsletter, via their child, in the post, by email or reading it from the school’s website.
* If you are going to publish a student’s work or an image of them then you will need to get a release form signed by their parent / guardian**.**

**Please see Appendix 3 for an example release form.**

* **Feedback** is essential in order to create strong relationships with parents and the local community as it helps to ensure that you are listening to suggestions and continually improving the standard of your communication with others. There are different ways to collect feedback from parents and the community and these can be used for different circumstances:
	+ **direct (face-to-face).** Whenever you have planned events or meetings such as parents’ evenings, school fetes, drama productions and talent shows, it is essential that you take the time to talk to parents and the public and give them the opportunity to comment and express their opinions.
	+ **questionnaires and feedback forms**. Questionnaires and feedback forms are a great way of collecting a high quantity of views and opinions that you can analyse and identify key themes and issues that are important to parents.
	+ **information and answer sessions for specific issues**. Holding information and answer sessions for parents is a great way of keeping them up-to-date on important issues or changes that are happening in school and provides parents with the opportunity to ask questions and give feedback.
	+ **feedback by telephone, email or letter**. You may receive feedback in a phone call, letter or email. Feedback should be encouraged and acknowledged where possible. You may want to provide an email address where parents can get in touch and ask questions or make comments about non-urgent issues.
	+ **respond to feedback**. Not only is it important that you listen to feedback but it is vital that you respond to feedback where possible. Although it is never possible to please everyone and some suggestions are just not feasible, it is still important to provide a response and make changes where possible. Develop a set of guidelines for responding to parents even if this is just to acknowledge their contact and let them know that you are aware of the issue and when it will be dealt with. Please see the suggested guidelines overleaf:

|  |  |
| --- | --- |
| **Communication from parents**  | **Suggested response time**  |
| Phone Calls  | Returned within 24 hours of parent’s call  |
| Email  | Email reply within 48 hours of receipt (set up an automated ‘out of office reply’ when you are away)  |
| Written Letter  | Acknowledge receipt of letter within 72 hours  |

**Media communication and guidance for schools**

Media communication covers the local and national media including newspapers, radio stations, TV and websites. The media can offer a fantastic opportunity to build on a school’s profile in the community and provide recognition for achievements and successes within the school. It is important to be proactive when it comes to getting stories in the media. Schools may want to consider the following:

• **Sending out news releases** and media alerts are a great way of celebrating achievements and successes. However there are a few things to bear in mind when writing news releases. Always be as frank as possible and never distort the basic facts – journalists will usually spot deliberate omissions.

**Below are a few tips:**

* keep releases short, sharp and to point.
* **short** – a press release is an outline of facts and opinions; not an essay, thesis or Council report.
* **sharp** – use clear, everyday language. Keep sentences brief, with one idea per sentence. Use short paragraphs with just one or two sentences.
* **to the point** – don’t get lost in detail. You don’t have to explain everything, but you **must** explain what the uninformed reader will not understand.
* begin with **who, what,** then go on to **where, when, why** and **how.** Avoid clichés, jargon, unexplained abbreviations, confusing statistics and any facts you are not sure of.
* use A4 notepaper, headed if possible. Try to keep it to one or two sheets unless it is a feature for a specialist publication. Do not run paragraphs from one sheet to the next.
* at the top you can put the date and a simple explanatory heading – don’t agonise over a snappy headline. Spend the time double-checking dates, names and figures for accuracy.
* at the bottom of each sheet put ‘**more’** and at the end of the copy put ‘**ends’**. Finish with the name, day and evening telephone numbers of someone who can be contacted for further information or an interview. Make sure they have a copy of the press release and keep one for your reference.
* always use full job titles and full first names, never initials.
* use positive phrases instead of negative ones.
* don’t agonise over the exact phrasing but make sure the most interesting point is in the introduction and all essential information is in the first three paragraphs.
* **pictures** – a photograph will double the readership of any story but try to make it interesting - not just a line-up or cheque hand-over. Please see Appendix 4 for an example of a consent form for the use of photographs/recordings of students.
* **radio** - it is crucial to have someone available for interview as soon as the release is sent out – not about to go on holiday.
* **circulating your news release** – people and outlets change quickly. A list of media contacts is available at the end of this document.
* If you do not know any reporters on the publication, the first person to contact is the News Editor, Assistant News Editor or Chief Reporter.

Some news releases are best preceded or followed up with a phone call, but never badger.

* **Timing** – forget the myth that newspapers and TV are instant media; that might go for dramatic instant news, but most events are planned weeks in advance. If you want pre-publicity for an event give the date, time and venue, including the best time for picture opportunities, and send it out at least a week in advance. If it is a report from a meeting or response to a story – get it out quickly before it becomes history.

**Responding to media enquiries**

A call from a reporter can sometimes unsettle even the most experienced person. The diagram below gives you a few tips on what to do when you find yourself at the receiving end of a call from the media.

|  |
| --- |
| **DO NOT slam down the phone and hope the reporter will go away** |
| **DO NOT blurt out everything you know about the subject including the confidential bits without thinking about it first (You can always call back)** |
| **DO NOT give half an answer or evade the issue unnecessarily – reporters are not easily fobbed off** |
| **DO NOT assume that because you answer the phone you have to answer the query-(there may be a more appropriate spokesperson). Contact the appropriate person, explain the media query and ask them to contact the reporter. Try to avoid the story going out with a ‘not available/refused to comment’ line.** |
| **DO ask the report to expand on the query so you know the exact content in which you may be quoted.** |
| **DO explain to the reporter that you will have to check your facts but you will ring back, particularly if the query concerns a controversial matter or policy issue.** |
| **DO give yourself time to collect your thoughts, check facts and get a full briefing before giving the reporter a statement. It’s usually best to ask for full details about the story they plan to run and agree to call them back. A seemingly innocuous statement used out of context can badly backfire if you are asked to comment on a report/ press release /court story or a similar document; ask for a copy to be faxed to you so that you can see the context in which your comments will be used.** |

Remember that reporters always work to a deadline –check how much time you have to get a statement together.

If you are asked for **“off the record”** information take great care. Some reporters will treat this as background information which is not for publication; others will print the details but simply not attribute it to anybody.

**Five Top Tips for being interviewed by the media at any time**

* Most important of all – **always** prepare. Write down some bullet points in advance as you might miss something out under the pressure of being interviewed.
* Do not be afraid of saying “I’m sorry, I am not able to discuss that.” to a controversial question or one outside your area of work. It is better than snapping “No comment”. What you can also do, but this comes easier with experience, is say: “I’m sorry, I am not able to discuss that, but what I can say is….” (then outline something positive)
* If you are not clear about what an interviewer means by their questions, don’t be afraid to ask: “What do you mean by that?” It is better to do that than give an inappropriate answer.
* Make sure what you say is easily understood by anyone.
* Please don’t use initials because people inside and outside education will not always understand them. Please also steer clear of jargon or “shorthand” phrases which only a limited number of people will understand.

**If you have a problem, you can contact us for assistance with the media:**

**Alyson Hardaker, Communications and Media Officer, Bradford Council’s Education Communications Team, T 01274 434673 or by email at** **alyson.hardaker@bradford.gov.uk**

**John Roberts, Corporate Communications Officer (Education), Bradford Council’s Education Communications Team, T 01274 438899 or by email at** **john.roberts@bradford.gov.uk**

**Statements:** be proactive in sending out statements when appropriate. You may want to send a statement out in response to a story or report or because of an incident that has recently occurred. This is the schools chance to put their side across to the public but remember that it will always be a compromise between what you would like to be published (or on air) and what the paper wants to print.

**If you require any advice before sending a statement out please contact either, John Roberts, Corporate Communications Officer (Education) or Alyson Hardaker, Communications and Media Officer on the above contact numbers.**

• **Children and the Media –** Young people should be free to complete their time at school without unnecessary intrusion.

Journalists **must not** interview or photograph children under the age of 16 on subjects involving the welfare of the child or any other child, in the absence of or without the consent of a parent, or any other adult who is responsible for the child. Pupils must not be approached or photographed while at school without the permission of the school authorities. There must be no payments to minors for materials involving the welfare of children, nor payments to parents or guardians for material about their children or wards unless it is demonstrably in the child’s best interest. Where material about the private life of a child is published, there must be justification for publication other than the fame, notoriety or position of his or her parents or guardian.

*(Taken from paragraph six and seven of the Press Complaints Commissions Code of Practice;* [*http://www.pcc.org.uk/cop/practice.html*](http://www.pcc.org.uk/cop/practice.html)*)*

• **Children in cases concerning sexual offences –** The media must not, even where the law does not prohibit it, identify children under the age of 16 who are involved in cases concerning sexual offences, whether as victims or as witnesses. In any press report of a case involving a sexual offence against a child, the child must not be identified; the adult may be identified; the word ‘incest’ must not be used where a child victim might be identified; care must be taken that nothing in the report implies the relationship between the accused and the child.

*(Taken from paragraph six and seven of the Press Complaints Commissions Code of Practice; http://www.pcc.org.uk/cop/practice.html)*

• **Libel** – If there is a publication, in permanent form, of a defamatory nature, this may constitute **libel.**

A defamatory statement is one which exposes a person to hatred*,* ridicule or contempt or which causes him or her to be shunned or avoided or which might affect a person in their professional trade.

**The following defences apply:**

* Truth (if it is not libellous);
* Fair Comment (if it relates to a matter of public interest, and it has been based on the truth and made in good faith without malice);
* Privilege ( e.g. court reports, Council and Committee reports);
* Consent**;**
* Offer of Amends.

In the case of an unintentional defamation an Offer of Amends will operate to determine the proceedings. If not accepted, the offer will act as a defence in legal proceedings, so it may have the effect of making legal proceedings a risky option. Where remarks have been made that on the face of it are defamatory, a retraction and published apology can be requested.

Head teachers who consider they may have been libelled are normally advised to consult their professional association. However, it should be noted that the cost of legal proceedings can be extremely high and this means that in the vast majority of cases such proceedings are not a realistic option though an Offer of Amends can be pursued.

**Ofsted** – Ofsted says there should not be any comment on any aspect of the Ofsted inspection and report process until the final report has been agreed by all parties.

Usually, it is possible to make arrangements with keen journalists who become aware a school is going through an inspection. They can be assured that the school will provide information for them once the final report has been agreed.

In the meantime it is best to develop a plan of action in discussion with the Chair of Governors. Here are some ideas:

* **Discuss the preparation of a news release.** This can help set the tone of a news story and provide ready-made quotes for a journalist to use – but don’t run away with the idea that journalists use news releases as they stand. You can do a news release yourself or seek help from communications experts working for Education Bradford or Bradford Council. The release will highlight positives from the full report or the summary and also include some of the action points Ofsted has listed. A news release can also include things the school is proud of which are not part of the Ofsted process as a way of providing a wider picture of school life. Please note that DfE/ Ofsted guidelines say a school should provide a copy of the full report if it is requested – but sometimes journalists will settle for the summary.
* You can use the publication of an Ofsted report to start or build on a relationship with local journalists. You might want to invite a local journalist to school to discuss the outcome of the inspection. At the same time, you might want to use a visit as an opportunity to share positive aspects of school life with a journalist to run with the Ofsted story or to run in the future. You might want to consider a photo opportunity to run alongside the story.
* If you invite a journalist to school to discuss the results of the Ofsted make sure you consider the following:
	+ Prepare for the meeting in advance by discussing the positive and negative aspects of the Ofsted report with the Chair of Governors.
	+ Make bullet points on what you want to say and make a mental note of what you don’t want to say.
	+ Decide who will be the main spokesperson – you or the Chair of Governors. Often the headteacher has a fuller understanding of the school.
	+ Be prepared for “awkward” questions about some of the points for concern in the Ofsted report by jotting down a list of ways in which you have started to bring about changes since the inspection, or plans for improvement which will be in the Action Plan.
	+ Be warned. If your Ofsted report criticizes the management of the headteacher and governing body – be prepared for a rocky ride. Of course, it is possible to outline improvements being discussed to the management of the school to counter comments made in the report.
	+ Try not to criticise the report if your school has accepted it. If your school has not accepted it, it might be an idea to go through this process after a final report has been agreed by the school and Ofsted.
	+ Have a brief discussion with the Chair of Governors once the journalist has left to consider what you expect the outcome of the interview to be and what could have happened better for next time.

• Help and advice is available from Bradford Council’s Education Communications Team:

**Contact details:**

**Alyson Hardaker,** Communications and Media Officer

T 01274 438899

alyson.hardaker@bradford.gov.uk

**John Roberts,** Corporate Communications Officer (Education), Bradford Council’s Press Office

T 01274 438899

**Complaining about media coverage**

You may wish to consider taking advice from Bradford Council’s Education Communications Team **(01274 433526)** before deciding to lodge a complaint about an item in the newspaper or magazine. It is best to first write to the editor; this is usually the quickest way of obtaining a correction or apology for inaccuracies. Give the newspaper or magazine at least **seven days** to reply.

If the matter is not settled in this way, or if you are dissatisfied with the response, then write to the **Press Complaints Commission (address below).** Whenever possible, identify the part of the **Code of Practice** (http://www.pcc.org.uk/cop/practice.html) which you believe has been broken and then enclose both a dated copy of the item and copies of any relevant correspondence.

The Commission sends every letter which raises a prima facie breach of the Code immediately to the editor of the publication concerned with the request to attempt a swift resolution if at all possible. If a complaint cannot be resolved directly in this manner the Commission proceeds to a formal adjudication at which the complainant may comment in writing on the editor’s response. The Commission send a copy of their adjudication to all parties and the newspaper or magazine must publish the adjudication when a complaint has been upheld.

**Press Complaints Commission, Halton House, 20/23 Holborn, London EC1N 2JD**

**T** 020 7831 0022

**Email:** complaints@pcc.org.uk

**Media Contacts**

**Printed Media**

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| **District and regional daily newspapers** |
| **Name** | **Address** | **Contact number** | **Email address** |
| Telegraph and Argus | Hall Ings, Bradford, BD1 1JR  | T 01274 729511  | newsdesk@telegraphandargus.co.uk  |
| Yorkshire Post Newspapers and Yorkshire Evening Post | PO Box 168 Wellington Street, Leeds, LS1 1RF | T 01132 432701 | yp.newsdesk@ypn.co.uk |
| Huddersfield Daily Examiner | PO Box A26, Queen Street South, Huddersfield, HD1 3DU | T 01484 430000  | editorial@examiner.co.uk |
| Halifax Courier | King Cross Street, Halifax, HX1 2SF  | T 01422 260200  | newsdesk@halifaxcourier.co.uk |
| Spenborough Guardian | 17 Wellington Road, Dewsbury, WF13, 1 HQ | T 01274 874635 | spenborough.editorial@ywng.co.uk |
| Brighouse Echo | PO Box 19, King Cross Street, Halifax, HX1 2SF | T 01422 260215 | brighouse.echo@brighouseecho.co.uk |
| Keighley News | 80-86 North Street, Keighley, BD21 3AG. | T 01535 606611 |  |
| Craven Herald and Pioneer | 38 High Street, Skipton, BD23 1JU. | T 01756 792577 |  |
| Ilkley Gazette | Wharfedale Newspapers, 8 Wells Road, Ilkley, LS29 9JD. | T 01943 607022 |  |
| **National Daily Newspapers** |
| Daily Mirror |  | T 0207 293 3000, or call free on, 0800 282 591 | mirrornews@mirror.co.uk |
| Daily Star |  | T 0207 928 8000 | news@dailystar.co.uk |
| The Sun |  | T 0207 782 4000 | exclusive@thesun.co.uk |
| Daily Express |  | T 0207 928 8000 | news.desk@express.co.uk |
| Daily Mail |  | T 0207 938 6000 | news@dailymail.co.uk |
| **Name** | **Address** | **Contact Number** | **Email address** |
| The Guardian |  | T 0203 353 2000 | education@guardian.co.uk |
| Daily Telegraph |  | T 0207 538 5000 | telegraph@blj.co.uk |
| The Times |  | T 0207 782 5000 | [home.news@thetimes.co.uk](http://home.news@thetimes.co.uk) |
| The Independent |  | T 0207 293 2000 | newseditor@independent.co.uk |
| Financial Times |  | T 0207 873 3000 | ean@ft.com |
| **National Sunday Newspapers** |
| Sunday People |  | T 0207 293 3000 |  |
| Sunday Mirror |  | T 0207 782 4000 |  |
| The Sun on Sunday  |  | T 0207 782 4000 |  |
| The Mail on Sunday |  | T 0207 938 6000 |  |
| Sunday Express |  | T 0207 928 8000 |  |
| Sunday Times |  | T 0207 782 5000 |  |
| Observer |  | T 0203 353 2000 |  |
| Sunday Telegraph |  | T 0207 538 5000 |  |
| Independent on Sunday |  | T 0207 293 2000 |  |
| **Ethnic Minority Press** |
| Daily Jang | 1 Sanctuary Street, London, SE1 1ED | T 0207 403 5833 |  |
| Eastern Eye | Garavi Gujarat House, 1 Silex Street, London SE1 0DW | T 0207 923 1234 |  |
| The Voice | GV Media Group Limited, Northern & Shell Tower, 6th Floor, 4 Selsdon Way, London, E14 9GL. | T 0207 510 0377 |  |
| **SEN / Disabilities Press** |
| One in Seven Magazine | 19-23 Featherstone Street, London, EC1Y 8SL. | T 0207 296 8137 |  |
| Viewpoint | MENCAP National Centre, 123 Golden Lane, London, EC1Y 0RT. | T 0207 696 5599 |  |
| **Name** | **Address** | **Contact Number** | **Email address** |
| **Specialist Media** |
| Local Government Chronicle | Tower Publish Service, Tower House, Sovereign Park, Market Harborough, LE16 9EF | T 0207 728 3769 |  |
| Municipal Journal | 32 Vauxhall Bridge Road, London, SW1V 2SS | T 0207 973 6400 |  |
| Inside Housing | 1 Canada Square, 19th Floor, Canary Wharf, London, E14 5AD. | T 0207 772 8300 |  |
| Times Educational Supplement (TES) | 26 Red Lion Square, London, WC1R 4HQ | T 0203 194 3000 |  |
| **Radio** |
| BBC Radio Leeds | 2 St Peter’s Square, Leeds, LS9 8AH | T 0113 224 7300 |  |
| The Pulse | PO Box 3000, Pennine House, Bradford, BD1 5NE. | T 01274 203040 |  |
| Sunrise Radio | 55 Leeds Road, Little Germany, Bradford, BD1 5AF | T 01274 735043 |  |
| Bradford Community Broadcasting | 11 Rawson Road, Bradford, BD1 3SH | T 01274 771677 |  |
| **Television**  |
| BBC Look North | 2 St Peter’s Square, Leeds, LS9 8AH | T 0113 244 1188 | Look.north@bbc.co.uk |
| ITV – Calendar | Yorkshire Television Centre, LS3 1JS | T 0113 222 8885 | calendar@itv.com |
| BBC TV News | News Planning and News Gathering, Room 1630, TV Centre, Wood Lane, London, W12 7RJ. | T 0208 624 9141 | news@bbc.co.uk |
| ITV News | 200 Grays Inn Road, London, WC1X 8HE | T 0207 843 8000 | news@itv.com |
| Channel 4 News | 200 Grays Inn Road, London, WC1X 8XZ | T 0207 396 4444 |  |
| Five News | 22 Long Acre, London, WC2E 9LY | T 0207 800 2705 | news@five.tv |
| Sky News | Grant Way, Isleworth, TW7 5QD | T 0207 705 3000 | news@sky.com (same day)news.plan@bskyb.com (future event) |
| **Websites** |
| Ananova News service | [www.ananova.com](http://www.ananova.com) |  |  |
| Asian Network | [www.bbc.co.uk/england/asiannetwork](http://www.bbc.co.uk/england/asiannetwork) |  |  |
| BBC | <http://news.bbc.co.uk> |  |  |
| Bradford Council | [www.bradford.gov.uk](http://www.bradford.gov.uk) |  |  |
| Channel 4 | [www.channel4.com/news](http://www.channel4.com/news) |  |  |
| Channel 5 | <http://news.five.tv> |  |  |
| ITV | [www.itv.com/news](http://www.itv.com/news) |  |  |
| Sky | <http://news.sky.com/skynews> |  |  |
| Telegraph and Argus | [www.thetelegraphandargus.co.uk](http://www.thetelegraphandargus.co.uk) |  |  |
| Teletext | [www.teletext.co.uk](http://www.teletext.co.uk) |  |  |
| Yorkshire Post | www.ypn.co.uk |  |  |
| **Photographers** |
| Guzelian Limited | Cathedral House, 26-28 Church Bank, Bradford, BD1 4DZ | T 01274 737222 | Pictures@guzelian.co.uk |
| Carl Bromwich | 5 Perseverance Lane, Great Horton, Bradford, BD7 3LE | T 01274 830333 | info@bromwichphotography.co.uk |