



Pupil and Parent Handbook 2021-22

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Priory Pupil and Parent Handbook 2021-22

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Headteacher's welcome

It is with great pleasure I welcome you to Priory School. Our school has a dedicated team of staff and governors who work with parents to ensure that we provide a rich, full, engaging curriculum.

Priory is a three-form entry Primary and Nursery school with a graduated resource provision for pupils with SEND. Within our mainstream children with an EHCP can access our Woodland provision and we have five additional classrooms within The Orchard, for children with EHCPs and identified communication and interaction difficulties.

At Priory School, we understand that learning and development come hand in hand. We adapt our teaching and the environment to provide meaningful learning opportunities for all pupils appropriate to their developmental stage. We have developed a teaching and learning approach that progresses with the child. We believe all children flourish when they are happy, safe and are in the centre of their own learning. We value the importance of play in a child's development. Whatever their age, opportunity for play and social interactions are key to a child's overall sense of wellbeing and achievement.

Our teaching is underpinned by our values: curiosity, hope, opportunity, and trust. At Priory School, we foster a culture of courageous teaching and learning and inspire curiosity by making learning fun and purposeful. In our school there is a culture of trust because our staff build strong positive relationships with our pupils and each other. It is through these connections our pupils learn how to manage feelings and behaviour in a safe and trusting environment. Together we celebrate the diversity of our community through school events.

At Priory we aim to produce young people with our core qualities courage, determination and kindness. We hope our pupils gain the confidence and courage to grasp all opportunities that come their way, they have the determination to work hard, set themselves ambitious goals and most importantly we our pupils leave us kind, compassionate young people ready to make a better happier world.

Education is a partnership between parents and school staff, together we work to provide the best for your child. School should feel like a second home and a place every child feels happy and safe to come to. We hope that the years your child spends at Priory will always be remembered with warm and fond memories. Every child who attends and has left Priory will always be a part of the Priory family and an ambassador for the school.

I look forward to meeting you all.

Hannah Foster, Head Teacher

1. School Vision and Values

Vision:

Growing determined, courageous, kind individuals proud to be Priory children.

Values:

Curiosity - harnessing children’s natural inquisitiveness and love for exploration through an immersive curriculum will create active learners who never stop wanting to learn more.

Hope - building positive mental health, resilience and setting aspirational goals to make a positive impact on the world they live.

Opportunity – creating experiences and wonderful memories developing confident people who bravely seek out their own opportunities to forge their future.

Trust – investing in positive relationships to become respectful, compassionate people ready and prepared to live and make a difference to our world.

Producing young people with our core qualities.

Courage to grasp opportunity and experience.

Determination to succeed, to set ambitious goals and to work hard.

Kindness to make a better happier world.

Mission Statement

We foster a culture of courageous teaching and learning inspiring curiosity where learning is fun, and purposeful without a moment of boredom; delivered by highly qualified and motivated teachers.

Together we celebrate diversity and community inspiring hope, creating opportunity, and through trust develop positive relationships. Our children leave our school ready for life’s challenges and prepared to make an impact.

Diversity and Inclusion:

The school aims to create a positive, stimulating and happy environment through which all members of the school community can develop their skills and thrive. The school is committed to ensuring that all members of the community are treated fairly, justly and with respect in every aspect of school life.

Our school celebrates diversity and prides itself on cultivating an environment in which all our staff members, pupils, governors, parents and stakeholders have the freedom to be themselves without judgement or discrimination. You are expected to adhere to these values at all times.

2. Shared Vision for Teaching and Learning

Our Teaching and Learning Philosophy

At Priory School, we understand that learning and development come hand in hand. We adapt our teaching and the environment to provide meaningful learning opportunities for all pupils appropriate to their developmental stage. We have developed a teaching and learning approach that progresses with the child. We do not expect our 5-year-olds to learn in the same way as our 11-year-olds. We believe all children flourish when they are happy, safe and are in the centre of their own learning. We value the importance of play in a child’s development. Whatever their age, opportunity for play and social interactions are key to a child’s overall sense of wellbeing and achievement. We ensure our pupils have opportunities to learn through active and immersive experiences to make links and consolidate learning.

Our teaching is underpinned by our values: curiosity, hope, opportunity, and trust. At Priory School, we foster a culture of courageous teaching and learning and inspire curiosity by making learning fun and purposeful. In our school there is a culture of trust because our staff build strong positive relationships with our pupils and each other. It is through

these connections our pupils learn how to manage feelings and behaviour in a safe and trusting environment. Together we celebrate the diversity of our community through school events.

Working together with parents

- Staff aim to build positive relationships with parents right from the start. Ensuring that parents have no doubt that the adults who work with their children have their well-being at heart.
- We understand that parents know their children best and ask them for genuine participation.
- We listen to families and respect their views.
- We foster family contributions through a welcoming ethos.
- Priory school ensures that we communicate regularly with our parents through newsletters and the website.
- We will offer parents the opportunity to come to workshops to help them support their children at home.
- Parents will have lots of chances to come into school for performances, events, celebrations and to see their children's classroom and learning.
- Each year group hosts a 'welcome meeting' during the school day so that parents could meet the staff working with their children and learn key information.
- We share resources with parents to support learning at home. This may include Maths and English strategies, statutory spellings, recommended reading lists etc.
- Parents informed of homework expectations at the start of the year.
- Parents able to e-mail/phone/make face to face appointments with staff if needed.
- SATs info provided to parents.
- The school provides information on 11+ and secondary school visits (Year 5).

Teaching Pedagogy – how children learn best

- Our teaching and curriculum are underpinned by our values: Curiosity, Hope, Opportunity and Trust. Our aim is to provide children with skills, knowledge, experience, and a strong sense of humanity.
- Teachers respond to the needs of the pupils and change approach if appropriate.
- Children are given the opportunity to take control of their learning and teachers permission to follow an interesting line of enquiry.
- We ensure that all staff have good subject knowledge.
- We understand that children need to be active learners, so we build in sufficient time for play, practical learning and application and access to physical resources.
- We also recognise the importance of movement during a school day and encourage children to stand up and have regular movement breaks.

Teaching of Maths and English skills

- There will always be time given in the curriculum to teach specific skills, we have a whole school approach to Maths and English and adopt the White Rose Mastery scheme, Write Stuff and Power of Reading.
- We recognise at Priory that English and Maths skills can be accessed through a rich curriculum and these links should always be utilised to maximise learning opportunities.
- Every child will hear a story every day in every class.
- Where children are developing emerging reading skills to their age and stage, they will be given the opportunity to read with an adult every day and access to appropriate intervention.

Transition

- We understand that children who have strong positive relationships have better social and emotional health and a better resilience to transition times. Therefore, we ensure that we develop strong positive relationships with all children.
- Opportunities to build relationships with staff in next year group throughout the year because transition is a process and not a single event.
- Transition should be viewed as positive and exciting.
- All adults work together and are involved in the process to ensure it is a smooth journey for the children.
- Transition is done in consultation with children and parents.
- Children taught skills of social interaction.

- Children taught to work with an adult in a group, take turns to answer in line with their developmental stage.
- Years 5 and 6 go to secondary schools for challenge events as well as them coming into our school.
- Develop independence in lessons and responsibility for own learning.
- As they get older they develop skills and strategies needed to resolve friendship issues themselves rather than relying on adult intervention.
- Develop organisational skills – remembering homework, spellings
- Opportunities to complete research tasks and to present work independently to others
- Year 6: Transition lessons linked to PSHE – how to follow a timetable, strategies to cope with change, we have a great video featuring Year 6 staff!
- Work alongside secondary schools and community links (church, Kooth etc.) to ready the children
- Children are given the opportunity to reflect on and celebrate their time with us through productions, events and their leaver’s celebration.
- Children are given the opportunity to leave a legacy by raising money in a summer fayre that they have organised.
- Children learn independence and to challenge themselves through their residential trip.
- Additional support is given to SEN and vulnerable children to assist with transition via effective functioning groups with the learning mentors and additional visits.
- Year 6 staff meet with nearly all local secondary schools and complete forms to share handover information as well academic data.

2.1 Assessment and reporting

Our predominant method of assessing pupil progress and outcomes is through continuous formative teacher assessment of pupils’ work in class. This includes pupils’ responses and contributions during class and group discussions as well as their written work and home learning.

Feedback and marking form an essential part of a teacher’s ongoing formative assessment. We believe that ‘live’ feedback during a lesson is the most effective way to support pupils in making progress and addressing misconceptions although there will be occasions where it is more appropriate for teachers to mark books in a more traditional way. Teachers will ensure that pupils understand any feedback or marking that has been given and will allow pupils time to reflect upon this feedback and improve their work. Priory School believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving answers away.

Teachers use their professional judgement to assess pupils against Early Learning Goals, National Curriculum objectives and EHCP targets. These outcomes are reported to parents verbally in the Autumn and Spring Term parent consultation appointments with a brief written summary, and in the written end of year report in the Summer Term. Additionally, teachers will use summative assessment tests with pupils in Y2 – Y6 in the Summer Term as a benchmark to support their teacher assessment and to provide pupils with practise for statutory assessments.

Statutory Assessments are conducted in line with DfE requirements and are as follows:

- Reception Baseline Assessment
- Reception Early Years Profile
- Year 1 Phonics Screener
- Year 2 SATS
- Year 4 Multiplication Tables Check
- Year 6 SATS

Parents will be informed of the outcomes of statutory assessments in their child’s end of year report.

2.2 Curriculum information

We aim to keep parents up to date with the curriculum content we will be delivering in school. We will share this information in several ways including a termly curriculum overview, a weekly update on the school website, curriculum workshop events and parents invited into school to be part of a lesson.

On the school website you will find the whole school curriculum overview for each year group.

English – we use Jane Considine’s ‘Write Stuff’ and Power of Reading to structure our approach to reading and writing.

Phonics – our current approach is based on Letters and Sounds but we will be adopting a more robust, government approved Systematic Synthetic Phonics programme over this academic year.

Maths – we have a maths mastery approach which uses White Rose resources.

Science and National Curriculum foundation subjects – we have recently developed a bespoke thematic curriculum in consultation with a curriculum expert to ensure rigorous acquisition of knowledge alongside progressive skills development.

PSHRE – As a part of your child’s education at Priory School, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Relationships Education (PSHRE) programme. PSHRE is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. As a school, we have chosen to use a scheme of work called ‘JIGSAW’ to enable us to deliver PSHRE across the school.

All pupils will be taking part in what is now a statutory element of the curriculum, which focuses on Relationships and Sex Education (RSE) introduced by the government. At Priory School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ unit, and we conclude from the DFE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our science curriculum, not within PSHRE, as we believe this is most appropriate for our children.

Because we will only be teaching the statutory elements of sex education within the Science curriculum, the parent right to withdraw their child is not applicable. We would like to reassure you that the content of the curriculum has been tailored to match the age of the children it is delivered to. This will better equip your child with the information they need to make safe, informed, and healthy decisions as they progress through adult life.

You will find the policy and accompanying curriculum overview on the school website.

2.3 Homework expectations

Homework Expectations

	Reception	KS1	KS2
English	Key words Reading	Reading Spellings	Reading Spellings Grammar - Y6 only from Spr 2
Maths		Worksheet - compulsory TTR - encouraged Mathletics - encouraged	Worksheet - compulsory TTR - encouraged Mathletics - encouraged
Other	Menu of activities related to all other areas of the curriculum	Menu of activities related to all other areas of the curriculum	Menu of activities related to all other areas of the curriculum

- Maths homework is given out on a Friday and the deadline for completion is the following Friday
- The homework menu is sent home at the beginning of each half term. Pupils are expected to complete one piece of their choice each week and these are then shared and celebrated in a class gallery event in the last week of the half term
- Pupils should not wait until the end of the half term to bring in finished pieces. They should bring them in when they are completed so that teachers can monitor and support those who need additional help engaging with the homework.
- An exercise book is provided for pupils to use to record tasks from the homework menu if required but many of these tasks will not need to be recorded in books

- Pupils are rewarded for completing homework using a raffle ticket system
- There are currently no sanctions for not completing homework but pupils are made very clear on the expectations and know that homework is not optional and will be followed up by the class teacher.

3. Priory School Term Dates 2021-22

Autumn 2021	
Term 1	
INSET	Wednesday 1 st September and Thursday 2 nd September 2021
Start of Term	Friday, 3 rd September 2021
End of Term	Friday 22 nd October 2021
October Holiday	Monday 25th October 2021 – Friday 29th October 2021
Term 2	
Start of Term	Monday 1 st November 2021
End of Term	Friday 17 th December 2021 (Children finish at 12.00 pm)
Christmas Holiday	Monday 20th December 2021 – Monday 3rd January 2022
Spring 2022	
Term 3	
INSET	Tuesday 4 th January 2022
Start of Term	Wednesday 5 th January 2022
End of Term	Friday 18 th February 2022
February Holiday	Monday 21st February 2022 – Friday 25th February 2022
Term 4	
Start of Term	Monday 28 th February 2022
End of Term	Friday 8 th April 2022 (Children finish at 12:00 pm)
Easter Holiday	Monday 11th April 2022 – Friday 22nd April 2022 (Good Friday – 15th April 2022; Easter Monday – 18th April 2022)
Summer 2022	
Term 5	
INSET	Monday 25 th April 2022
Start of Term	Tuesday 26 th April 2022
End of Term	Thursday 26 th May 2022
INSET	Friday 27 th May 2022
May Holiday	Monday 30th May 2022 – Friday 3rd June 2022
May Bank Holidays	Monday, 2nd May 2022 Thursday, 2nd June 2022 (moved from Monday 30th May) and Friday 3rd June 2022 (extra Bank Holiday for Jubilee celebration)
Term 6	

Start of Term	Monday 6 th June 2022
End of Term	Friday 21 st July 2022 (Children finish at 12:00 pm)

4. The School Day

NURSERY	
Full Day	8.30 am - 3.30 pm
AM Session	8.30 am - 11.30 am
Lunch	11.30 am -12.30 pm
PM Session	12.30 pm - 3.30 pm
RECEPTION	
Registration	8.30 am
Morning break	10.30 am - 10.45 am
Lunch	11.40 pm - 12.40 pm
Finish	3.00 pm
YEAR 1	
Registration	8.30 am
Lunch	12.30 pm - 1.30 pm
Finish	3.00 pm
YEAR 2	
Registration	8.45 am
Morning break	10.00 am - 10.15 am
Lunch	12.00 pm – 1.00 pm
Finish	3.15 pm
YEAR 3	
Registration	8.45 am
Morning break	10.00 am -10.15 am
Lunch	12.45 pm - 1.45 pm
Finish	3.15 pm
YEAR 4	
Registration	8.45 am
Morning break	10.30 am -10.45 am
Lunch	12.15 pm - 1.15 pm
Finish	3.15 pm
YEAR 5	
Registration	8.30 am
Morning break	10.30 am -10.45 am
Lunch	11.50 pm – 12.50 pm
Finish	3.00 pm
YEAR 6	
Registration	8.30 am
Morning break	10.15 am -10.30 am
Lunch	11.30 am - 12.30 pm
Finish	3.00 pm
THE ORCHARD	
Registration	8.30 am
Lunch	11.30 am – 12.30 pm
Lunch	12.00 pm – 1.00 pm
Finish	3.00 pm

4.1 Movement around the school site

In order to manage the movement of pupils and parents around the site the following gates will be used:

Good afternoon all,

This morning went reasonably well, there is always a bit of back to school confusion but thank you for your patience. I have tweaked the gate descriptions slightly to clarify the classes that are split between gates.

Gate 1:

- 2Hawkin,
- 2Newton,
- Year 3,
- Year 4,
- 5Ofili,
- 5Maple,
- Year 6 drop off
- The Woodland

Gate 2:

- The Orchard,
- Year 1
- 2Franklin

Gate 4:

- Nursery,
- Reception

Gate 5:

- Year 6 pick up only
- 5Boyce and 5Dawe

Gates will be open from 8.25 am and 2.55 pm and locked at 8.50 am and 3.25 pm. A staff rota will be drawn up and those members of staff will need to ensure that gates are opened and shut promptly. Any children who arrive late to school will need to be sent to the School Office.

Parents should refrain from having conversations with staff members at pick up and drop off times in order for staff to concentrate on pupil safety. Parents should email office@prioryschool.com to arrange a convenient time to talk with the teacher.

Class teachers should open their classroom doors 5 minutes before their start time. A member of the Inclusion Team will be on rota to supervise the KS2 playground before and after school.

4.2 Registration and punctuality

At Priory School we record attendance electronically using SIMS. This is done promptly each morning and afternoon, as it is important to know who is not on site in the event of the fire alarm going off. Parents will be called promptly if their child has not been marked present.

The school regards punctuality as of the utmost importance and lateness will not be tolerated.

The school day starts at **8:30 and 8:45**. Pupils should be in their classroom at this time.

- *Registers are marked by **8:40 and 8:55**. Pupils will receive a **late mark** if they are not in their classroom by their given start time.*
- If pupils arrive late (ie after their start time) they will receive a mark to show that they were on site, but this will count as a late mark.
- *Pupils will receive a **mark of absence** if they do not attend school before 9am.*

4.3 Attendance and absence

Please see the attendance and absence policy for more details.

Pupils are expected to attend school every day and will sign an agreement at the beginning of each school year, to agree to keep their attendance at, or above, **96 percent** throughout the year.

Pupils are responsible for:

- Attending their lessons and any agreed activities when at school.
- Arriving punctually to lessons when at school.

Parents are responsible for:

- Providing accurate and up-to-date contact details.
- Providing the school with more than one emergency contact number.
- Updating the school if their details change.
- The attendance of their children at school.

Absence that causes a concern:

- If pupils are persistently absent, they will be referred to the attendance team who will attempt to resolve the situation through a parent agreement. If the situation cannot be resolved and attendance does not improve, the attendance officer has the power to issue sanctions such as prosecutions or penalty notices to parents.
- The attendance team will monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence and will provide regular reports to staff across the school to enable them to track the attendance of pupils and to implement attendance procedures.

Term time leave will only be granted in exceptional circumstances and with the agreement of the head teacher. See policy for further details.

The school will take advice from local religious leaders of all faiths to establish the appropriate number of days of absence required for religious festivals. Parents will be required to inform the school in advance if absences are required for days of religious observance.

Appointments to the GP, dentist etc should be organised for afterschool times only.

4.4 Playground Supervision

Parents should not allow their children to play with external play equipment before or after school. Staff regularly check equipment before use for any apparent defects and for contamination by animals.

At break and lunch times staff ensure the safety of pupils and are vigilant when supervising in the playground. They position themselves in the playground to allow for maximum supervision. Pupils are taught about appropriate play behaviour and what to do if they do not feel safe or if there is an issue. SLT ensure adequate staffing is in place at all times through a rota system and monitoring.

There will be a member of the Inclusion Team present in the KS2 playground before and after school to supervise pupils and monitor behaviour.

4.5 Assembly Timetable

There will be a Y1-Y6 assembly every Monday morning at 9.00 am. Individual Year Groups/Phases will organise their own timetable.

4.6 Enchanted Library Timetable

Pupils will have the opportunity to visit the library with their class each week. We plan to host further opportunities for children to visit the library open sessions after school. More information will follow.

Year Group	Assembly
Nursery	Wednesday morning and Friday afternoon
Reception	Monday morning
Year 1	Tuesday morning
Year 2	11:30-12 on Monday, Tuesday and Wednesday
Year 3	Monday afternoon
Year 4	Thursday morning
Year 5	Wednesday afternoon
Year 6	Thursday afternoon
The Orchard	Friday morning

4.7 PE Timetable

Please send your child into school in PE kit in line with the uniform policy. See section 6.8.

Day	AM	PM
Monday	Nursery	Nursery
Monday	The Orchard	Year 6
Tuesday	Reception/The Orchard	Year 2
Wednesday	Year 1/ The Orchard	Year 4
Thursday	Year 3/The Orchard	Year 5

During PE lessons, we aim to develop the whole child with a child centred approach, by giving students the opportunity to enhance their: cognitive, creative, social, personal physical, as well as giving the students a better understanding of health and fitness.

Children learn a variety of sports and activities in PE, with an emphasis on personal best and being the best you can be. Nursery, Reception and KS1 follow a scheme of work that helps to improve their fundamental movement skills through fun games and challenges.

Students are assessed every half term using the create development assessment framework, this allows us to assess the whole child.

Students are given the opportunity to be as active as possible, we provided structured: morning, lunchtime and afterschool clubs take place in a variety of sports. This is enhanced in class with the introduction of active movement in year 2 and 3.

We are affiliated with the Slough School Sports Network, which enables us to enter competitions; we play as many school fixtures as possible, in sports such as boccia, football, girl's football, netball, tag rugby, basketball and tennis.

Teachers will monitor PE Kit and follow-up with parents if children arrive wearing incorrect PE uniform.

4.8 Music Lessons, After School Clubs & Extended Care

Priory School offers music lessons, after school clubs and Extended Care. These are all communicated to parents via the newsletter, the school website, texts and letter. All services are available on ParentPay and further information is available from the School Office.

4. Positive Behaviour Policy

All behaviour is managed with sensitivity and professionalism. The behaviour policy is underpinned by the understanding that all behaviour is a communication. We aim to provide clear expectations and boundaries rewarding children for positive choices and engagement in learning. Please read behaviour policy.

Before school	<ul style="list-style-type: none"> - Teachers should be at their classes drop off point in time to greet pupils. - Pupils should not arrive too early and go straight to their classrooms and wait sensibly for the teacher. - All children answer register 'Good morning Mrs/Miss/Mr x'
In class	<ul style="list-style-type: none"> - As per class charter/rules - Focus on Priory Values and good manners - Staff Award house points to children who demonstrate positive contributions and Priory values.
Playtime	<ul style="list-style-type: none"> - Children stop moving when the first whistle blows - Children walk to lines at the second whistle - All adults to focus on supervision of children and engage in conversation/organised games - Children to play in accordance the playground charter, for example, look ahead when running, no screaming or shouting, be kind to others, kind hands and feet (play fighting should not include any physical touch)
Dinner Hall	<ul style="list-style-type: none"> - Staff walk children to the hall - Children to thank the catering staff and use please and thank you. - Children to sit at tables whilst eating - Children should use good table manners when eating, such as using a knife and fork and not speaking with a full mouth. - Children to talk to each other not shout. - All children Tables are dismissed when most children are finished
Moving around school	<ul style="list-style-type: none"> - Children to walk in one line following the adult and keep to the left - Children are expected to hold doors open for adults - Running through the school is not acceptable
General	<ul style="list-style-type: none"> - Pupils should take pride in wearing the correct school uniform - No jumpers tied around waist - No one should be heard shouting – we all speak to each other in an indoor voice - All staff model the behaviour that we want to see (polite, positive, non-confrontational)
Assembly	<ul style="list-style-type: none"> - Children enter and leave the hall without talking - All adults to model the behaviour we want to see e.g. no talking - All adults to be pro-active in managing behaviour during assembly

5. School Staff

Our school prides itself on having a warm and welcoming school community, emphasising the importance of professional respect and effective communication amongst our staff.

Your Senior Leadership Team

Name	Area of Responsibility
Hannah Foster	Head Teacher To secure excellent achievement and progress of all students, to have strategic overview of leadership and management.
Chloe O'Connor	Deputy Headteacher To be responsible for all aspects of safeguarding, inclusion and positive behaviour.
Aimee Proffitt	Deputy Headteacher

	Curriculum oversight, monitoring of teaching and learning, pupil progress, assessment and data, and outcomes for children in receipt of Pupil Premium funding.
Sarah Moore	Business Manager Strategic overview of finance, facilities and health and safety

SENDCo's			
Robin Jones-Ford	Jacqui Purvis-Bird	Debbie Esson	Kelly Higgins

6. General Information

6.1 Communication

The School will build respectful relationships with parents and families to ensure their trust and engagement. Open and honest communication will be maintained with pupils and their families regarding all aspects of Priory school life. We communicate in a variety of ways, including text messages, phone calls and emails. To ensure you are kept up to date please ensure you read the weekly newsletter and regularly visit the school website.

6.2 Policies and procedures

All statutory policies are published on the website, however, please do ask the school office if there is a policy you particularly wish to see and cannot locate it.

6.3 Mutual respect

We all have your child's best interests at the heart of what we do and recognised the importance of working together. At times our relationship can be challenged and when this happens, we want to work with you to resolve any issues. Please remember that we are all working together and should be treated with respect.

6.4 Alcohol, smoking and drugs

Alcohol, illegal drugs and legal highs are strictly prohibited on the school site. Parents under the influence of any of these may be refused to collect their child.

6.5 Online safety

Children are taught about relevant online safety strategies in school. We are also subscribed to the National online safety and parents can access this to. You will need to register using the link that is sent to you by the school. These will go out termly.

Please also remind your child that if they see anything offensive or inappropriate when they are online they should report it immediately.

Please do monitor your child's use of social media platforms such as WhatsApp and the internet. The school will always impartially investigate in conjunction with parents and other parties involved any allegations of inappropriate behaviour on these platforms.

6.6 Parent consultation meetings

Consultation meetings are held twice a year in the Autumn and Spring Terms, these will be held virtually via TEAMS, however, parents will be given the opportunity throughout the year to come into school to see their child's work. Before these consultations you will be given a summary of progress and attainment. In the summer term you will receive an end of year report.

6.7 Lunches

The school provides healthy home cooked nutritious lunch for all pupils from Reception to Year 2 which is free under the universal infant free school lunch scheme.

We encourage all pupils to have a school lunch as we believe this not only the healthiest option it is a good way to introduce them to new foods in a social and shared setting. We carefully select foods that will give children the

required energy to help with concentration and focus throughout the afternoon. Menus can be viewed via parentpay and the website.

If you choose to send your KS2 child to school with a packed lunch please ensure that it complies with our healthy eating expectations and **does not contain nuts**.

if you believe that you are entitled to free school meals please contact the school office.

6.8 School uniform

Uniform is an important part of school life, it helps to build a sense of community and belonging. Uniform can set the tone of the school and help raise standards of work ethic and behaviours in school. Uniform has many benefits including minimising the social pressures to wear what is in fashion. Our uniform should reflect the cultural and religious diversity of our school and should support our young people to grow up to be respectful of different religions and culture. Therefore, our uniform expectations are flexible, sensitive, and inclusive. We regularly review our uniform to ensure value for money, we provide appropriate alternatives to ensure parents can manage the cost of uniform.

Our uniform policy will not change significantly, it is important to send your child into school in full smart uniform. The school logo will be changing from September, we have already contacted schools direct so if you order new uniform, it will have the new logo. However, we have not set a deadline for all uniform to have the new logo and we will accept **old uniform until it has phased out naturally**.

Uniform with the logo is not essential. It is encouraged to have one jumper or cardigan with the school logo, but it is not required. However, if buying a plain top please ensure that there are no logos of any kind.

I do wish to impress on you that uniform will be monitored carefully, our policy is flexible and inclusive allowing everyone to access the uniform easily. We will be strict about uniform and will call home and expect you to bring to school appropriate uniform if necessary. We will pay particular attention to footwear and PE kits. children should wear plain black shoes or trainers only, even on PE days. No ankle boots or boots will be accepted. T-shirts, polo shirts, cardigans, jumpers that do not contain the school logo must be plain.

The uniform expectations from September are the following:

- **Black trainers or shoes – no boots, heels, or sandals.**
- **Grey or black trousers or shorts**
- **Grey or black skirts/ culottes, knee length.**
- **White or green shirts or blouses**
- **Grey school dress**
- **Green and white checked cotton dress**
- **White or green polo shirts with or without school logo**
- **Green jumpers or cardigans, either plain or with school logo.**
- **Plain white, green, grey, or black socks**
- **Grey, white, green, black tights.**
- **No makeup, nail varnish or false nails.**
- **Long hair should be tied up.**
- **Religious headwear should be grey, green, black, or white.**
- **Leggings worn under school uniform must be white, black, or green.**

PE Kit – it has been beneficial to families, pupils, and the school to wear kit to school on PE days, therefore, we will continue to ask children to wear PE kit on school days. However, PE kit must be smart and in line with the school uniform policy, expectations, and school colours.

- **a white round neck t-shirt either completely plain or with school logo.**
- **Black sports jumper/ hoody, plain or with school logo.**
- **black shorts, skirt or black tracksuit bottoms or leggings**
- **No jewellery should be worn during PE/sport activities.**
- **Long hair must be tied back.**

- Sensible black or white trainers. (the main thing to consider is that they are plain and fit in with the uniform colours)

6.9 Complaints

The school takes every effort to listen to and respond to parent views as part of our partnership. In the first instance please speak to your child's class teacher, if they are unable to resolve your issue, please contact the year leader. If you are still unsatisfied, please contact a member of the senior leadership team. If you wish to take a more formal route, please find our complaints policy which includes a complaint form on the website.

6.10 School Trips and events

To enrich our curriculum and to provide our pupils with rich opportunities and experiences we encourage school trips and events. You will always be informed of an upcoming trip in advance and as much notice as possible. In line with our charging and remissions policy contributions will be sought from parents for activities taking place during the school day. Please see the website for the policy.

6.11 School House System

The school House system is currently under review and will be revamped and relaunched at the beginning of the academic year.

The aims of the House system are:

- To enhance the sense of community across the school
- To increase opportunities of teamwork across the school
- To offer leadership roles
- To encourage friendly competition
- To achieve house points

Pupils and staff will be placed into one of four houses, these houses will be confirmed in the new term. House points can be earned through out the year and gain them for positive contributions in all aspects of school life and by demonstrating the Priority Values.

6.12 Community Events

At Priory School we aim to create a strong school community through our partnership with all stake holders. Priory Friends are key to this through their organisation of school events and fundraisers. We also will include opportunities for parents and families to be involved in school life.

We actively market our school in the wider community through involvement with local companies and participating in local events. We also seek to contribute to our local community and nearest residents through a range of events.

6.13 Lost Property

In order to keep lost property to a minimum please ensure you label every item with the child's name and class. Please do check names regularly as they can wash off.

We endeavour to return named items to their owners but any unclaimed, unlabelled items may be re-purposed and included as part of our uniform sales run by the school council. Proceeds of the sale will be put back into the school resources.

6.14 Mobile phones

Parents

For the purpose of safeguarding of pupils, we ask that parents refrain from using mobile phones whilst on school site. In addition to keeping children safe, your child is desperate to see you and wants your undivided attention. Please also remember absolutely no photo taking on site.

Pupils

We ask that children do not bring mobiles to school, however, we recognise that mobiles maybe necessary before and after school for some of our Year 5 and Year 6 children. Pupils must have phones turned off on arrival to school

until they are offsite at the end of the day. For safeguarding and security reasons mobile phones must be left with the class teacher and collected at the end of the school day. Failure to do so may result in a temporary mobile phone ban.

All contact with and by the pupils during the school day must be made through the school office.

The school cannot be responsible for any lost or damage to mobile phones.

7. Health and Safety

Our school takes the health and safety of all members of our school community very seriously. To ensure that we can achieve a safe environment, all staff members are required to familiarise themselves with the Health and Safety Policy.

7.1 Site safety and security

The security and safety of all our pupils is of the upmost importance to us at Priory and one we take very seriously. Therefore, we have members of staff allocated to key areas of the school site. They are there to ensure the safety of your child. Please be polite and courteous to these members of staff and please try not to engage staff on a duty in a conversation. There is always a member of SLT on a gate duty should you wish to speak to someone.

Please consider the safety of the pupils when you drive along Orchard Avenue and drive carefully and considerately. Do not park on the main road, particularly in the restricted area. This is for the safety of our children and the consideration of other road users and our residents. By parking on the restricted areas, you block traffic both ways and make it more difficult and hazardous for everyone. Absolutely do not block residents drives or block others in – park with consideration of others. This includes parking too far over onto pedestrian pathways. Please leave enough room for pedestrians and buggies to pass safely on the pavement. The visitor car park does get busy; however, we work hard to alleviate congestion. It would help if parents do not arrive too early.

Please do not park in blue badge reserved spaces unless you are a blue badge permit. You will be challenged by staff and asked to move on.

Cars parked in the visitors are park are parked at the owners own risk.

Children must be transported safely in vehicles, and this includes being in the appropriate car seat and properly restrained with a seat belt.

Parents are able to choose to let their children walk home from school from Year 5, however, we request written permission for this. Parents are responsible for ensuring that their child is aware of all the risks when walking to and from school this includes staying alert to their surroundings when in on their own or in group or on a phone. For example, talk to your child about crossing the road safely, not using a mobile phone when walking as we have seen many a child walk across the road without looking up from the screen.

To safeguard the welfare of our pupils' dogs are not permitted on site other than assistance, therapy dogs. Please do not tie up and leave dogs unattended outside of the school gates, they get distressed and so do many of our pupils and parents.

On site children and adults should not ride bikes, scooters, trikes or skateboards as these put others at risk.

If there are any site or healthy and safety concerns please report them to the school office as soon as possible.

7.2 Fire and other emergencies

The school conducts fire drills termly. The fire alarm will sound throughout the school and consists of a continuous ringing. The fire assembly point is the playing fields at the back of the school. The school's designated fire safety officer is Mil Deegan.

Lockdown procedure is practiced at least annually and we will provide parents with some information before we conduct one. Children will also be reminded of the procedure before we do a lockdown practice.

The following signals are used to indicate the commencement of emergency procedures:

- **Lockdown**, e.g. in the case of local risk of air pollution – an announcement will be paid over the school tannoy.
- **Evacuation**, e.g. in the case of fire – fire alarm will sound.

During a fire drill or lockdown practice parents will not be able to get on site until an all clear has been given. Please bear with it whilst we conduct these drills.

7.3 Accident Reporting

All accidents, incidents and near misses involving adults, (including staff, visitors, parents, contractors etc.) are reported to the facilities manager and SLT. An accident form will also be completed.

Any accidents, incidents and near misses involving children are also reported using the accident form. If a child has hit their head, parents are informed via phone as soon as possible after the incident and a head injury slip completed and sent home. Any accident investigation will be carried out by the Business Manager/ SLT.

7.4 First aid

Priory School has a team of qualified first aiders who can administer basic first aid as required. There are designated medical rooms for pupils in KS1 and KS2 where first aid kits and asthma inhalers are stored.

Parents are responsible for ensuring they provide the Pupil Services Administrator with up to date medical information. Any medication should be given to the Pupil Services Administrator who will provide the relevant documentation for parents to complete.

In case of emergency there is a defibrillator located in the main school office.

In the event that an incident requires a hospital visit:

- The most senior staff member present at the scene will call an ambulance, where necessary.
- The most senior staff member will call the pupil's parents, or delegate this responsibility to another staff member on the scene.
- A member of staff will accompany the pupil in the ambulance in the absence of their parents.
- The Pupil Accident Log will be completed with any additional details, e.g. the severity of the injury once assessed by medical professionals.

The wellbeing of our pupils is our primary concern; therefore, we expect all of our staff to act quickly, though cautiously, regarding incidents that involve injured pupils.

7.5 School Closure Procedure

If it is necessary to close the school, i.e., in the case of severe weather, the Headteacher takes responsibility for completing the action.

The decision to close:

- The aim is to announce a decision by 7.45am, ideally earlier.
- The decision will be made by The Headteacher or the most senior person on site.

Release of information about open / closed school

- School web-site to be updated
- Teachers2parents text and email message to be sent.

Closures on a second or subsequent day

- A delayed start will be considered where additional time is needed to make the site safe or allow staff/students to travel safely. This decision will normally be made and publicised the previous evening.

8. Safeguarding

Safeguarding children is everyone's responsibility and everyone who encounters children and families have a role to play. Our safeguarding and child protection policy are fully compliant with Keeping children safe in education.

We are committed to the safer recruitment of staff and comply with our statutory duty to operate safer recruitment procedures for all staff in our school which permit them to work with children.

Our staff complete annual safeguarding training this enables them to recognise any potential concerns. In our school our Designated Safeguarding Lead is Miss Chloe O'Connor she works with a team of Deputy Designated Safeguarding leads; Mrs Carol Barber, Mrs Emma Hill and Mrs Hannah Foster. If you have any issues of concern please contact Miss O'Connor for support and direction by emailing; chloe.oconnor@prioryschool.com

For further details please visit the website to find the Safeguarding and child protection policy.

9. Extended support

SEND procedures

We are passionate about meeting our duty, obligation and principal equality values to provide a high-quality education to all of our pupils, including pupils with SEND, and to do everything we can to meet the needs of pupils with SEND.

Teachers are familiar with and plan provision in line with the relevant EHC plans or professional reports. All teaching staff are responsible for ensuring all pupils with SEND are enabled to study the full curriculum, achieve good levels of progress and be supported in line with their specific needs. This may be through small group intervention, 1:1 support, differentiated resources or scaffolding.

The school's SENDCos for The Orchard are Debbie Esson and Kelly Higgins and for Mainstream, Jacqui Purvis-Bird and Robin Jones-Ford. You must ensure you are aware of the SENCO's identity and contact details, and should address any concerns, queries or issues regarding a pupil's possible additional need to them.

English as an additional Language

We understand that there are many levels of language acquisition, and we have resources available to support pupils at the appropriate level so that their understanding of English is not a barrier to their learning. Support to pupils is offered through visual aids, small group intervention, access to Flash Academy, peer support and additional adult support.

Pupil Premium

The school gets additional funding for pupils whose families are in receipt of specific benefits including free school meals. This funding goes towards ensuring that all pupils have the best outcomes which may mean that some pupils will receive additional academic support, resources, subsidised trips and uniform. Our Pupil Premium statement is published on the school website.

More able pupils

All teachers identify children with strengths and talents and ensure that they are challenged within the classroom. Our curriculum has been designed to create opportunities for pupils to develop independent learning strategies so that they can deepen their own understanding to a mastery level. Pupils will have access to enrichment activities and challenge days.