



Parent Handbook 2026-27

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Headteacher's Welcome

Welcome to Priory School. Thank you for choosing us and trusting us to be part of your child's education.

Priory is a school with a clear and ambitious vision: **Opportunity for All**. We want every child to have the opportunity to belong, participate, learn and thrive. We know that children have different strengths, starting points, experiences and needs, and we work closely with pupils and families to understand and remove the barriers that may prevent them from being successful.

We maintain high expectations for every pupil and place no artificial ceiling on what a child may achieve. Children who need additional support should receive the right support at the right time, while those who are ready to go further should be challenged, inspired and given opportunities to deepen their knowledge, pursue their interests and develop their talents.

Our pupils experience a broad, ambitious and inclusive curriculum that builds strong foundations in communication, reading, writing and mathematics while encouraging curiosity, enquiry, creativity and meaningful application. We recognise the importance of play, movement, practical experience and positive relationships throughout childhood, and we adapt our teaching and environments in response to children's developmental stages, strengths and needs.

Our approach is underpinned by the Priory Ready Framework. We create the conditions that help children to be **Ready to Regulate**, so that they feel safe, known and able to belong; **Ready to Communicate**, so that they can understand, express themselves and participate meaningfully; and **Ready to Learn**, so that they can access ambitious teaching, develop independence and thrive.

Priory's mainstream classes, targeted support and specialist provisions form part of one school community. Through Acorns, Woodlands, Orchard, Nurture, the SEMH Hub and our wider graduated support, we are able to respond to a broad range of strengths and needs. These different pathways do not lower our ambition for children; they help us find the most appropriate route through which each child can participate, learn and experience success.

Opportunity for All extends well beyond the classroom. Through play, trips, residential experiences, clubs, sport, music, performance, creativity, leadership and community events, we want children to discover what they enjoy, recognise what they are good at and encounter possibilities they may not otherwise have experienced.

Learning alongside children with different strengths, needs, cultures, experiences and ways of communicating also gives every Priory pupil something important. Our children learn empathy, patience, understanding and respect. They learn that people may communicate, learn and experience the world differently, and that every person has strengths, contributions and value. These are not simply qualities for school; they are qualities for life.

Education works best when families and school work in partnership. Parents and carers hold essential knowledge about their children, and we are committed to listening carefully, communicating openly and working together in each child's best interests. We want Priory to be a place where children and families feel welcomed, known and that they belong.

We hope that your child's years at Priory will be filled with learning, friendship, discovery and warm memories. Once a child becomes part of Priory, they remain part of our community, and we hope they leave us confident, compassionate and hopeful about the opportunities ahead of them.

I look forward to welcoming you and sharing your child's journey through Priory.

Headteacher

Hannah Foster, Head Teacher

1. School Vision and Values

OUR VISION

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

This is the ambition that guides everything we do for every child.

OUR APPROACH AND OUR PROMISE

Opportunity for All

Every child at Priory should have the opportunity to belong, participate, learn and thrive.

We recognise different strengths, starting points and needs. We remove barriers, provide the right support at the right time and maintain high expectations, without placing an artificial ceiling on what any child can achieve.

Our Values and Mascots

Our four mascots help children understand how Priory's values guide their learning, relationships and everyday choices.

Value	Mascot	What the story teaches us
Curiosity	Dara the Squirrel 	Dara loves to ask questions, explore and discover. Dara reminds us to listen, think deeply, learn through reading, discussion, play and new experiences, and keep our love of learning alive.
Hope	Nadine the Butterfly	Nadine reminds us that hope does not mean pretending challenges do not exist. Difficulties can be overcome, mistakes help us grow and every day can offer a fresh start.

		
Opportunity	Kaspian the Otter 	Kaspian encourages us to be brave, move beyond what feels familiar and try new things. By embracing opportunities, children discover new interests, strengths, knowledge and experiences.
Trust	Imara the Hedgehog 	Imara teaches us that trust grows when we feel safe, understood and respected. Patience, kindness, consistency, appropriate boundaries and space help trusting relationships develop.

Our Behaviours

Our values are brought to life through three behaviours:

Courage to take part, grasp opportunities and try something new	Determination to persevere, work hard and pursue ambitious goals	Kindness to treat others with care and help create a happier world
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Each term, we shine a spotlight on one of these behaviours through assemblies, learning activities and special events. This helps children understand, practise and demonstrate the behaviours throughout school life.

Our Promise to Every Child

Opportunity for All is more than a statement. It is a promise made by every adult who works at Priory.

	Our commitment	Our promise to you
1	We will know you	We will understand your strengths, needs, interests and aspirations.
2	We will remove barriers	We will adapt our practice so that you can access learning, participate and feel included.
3	We will believe in you	We will have high expectations, provide the right support at the right time and place no artificial ceiling on what you can achieve.
4	We will help you learn	We will create calm, inclusive and purposeful classrooms, with an ambitious curriculum adapted to support you to learn and succeed.
5	We will create opportunities	Through lessons, play, trips, clubs and wider school life, you will have opportunities to explore, lead, perform, create, compete and discover your strengths.
6	We will help you belong	We will build warm, respectful and trusting relationships so that you feel known, valued, safe and ready to belong.

Our vision is who we want our children to become. Opportunity for All is how we promise to help them get there.

Our Mission

We foster courageous and curious teaching and learning. Learning at Priory is ambitious, purposeful, active and engaging, supported by skilled and motivated staff who understand that children learn and develop in different ways.

Our whole-school approach helps pupils to be **Ready to Regulate, Ready to Communicate and Ready to Learn**. We create communication-rich, sensory-aware and inclusive environments, adapting our teaching and provision in response to each pupil's strengths, starting points and needs.

Together, we celebrate diversity and community, inspire hope, create opportunity and build trusting relationships. We want our children to leave Priory confident, compassionate and well prepared for the opportunities and challenges ahead—believing that they can make a positive difference in the world.

Equality, Diversity and Belonging

Priory is a diverse, welcoming and inclusive community where every child and adult should feel safe, respected and valued. We want pupils, families, staff, governors and visitors to feel that they belong and can be themselves without fear of prejudice or discrimination.

Our curriculum reflects diverse lives, identities, families, cultures and experiences. It helps children understand difference, challenge stereotypes and treat others with dignity and compassion.

Prejudice-based language and behaviour – including racism, homophobia, biphobia, transphobia, sexism, disablism and all other forms of discrimination – have no place at Priory. Where they occur, we respond promptly, fairly and robustly. We protect and support those affected while ensuring appropriate accountability, education and support.

We ask every member of our community, including parents and carers, to uphold these expectations and help us create a school in which everyone can belong, participate, learn and thrive.

At Priory, inclusion, equality and opportunity are active commitments. Together, we stand against prejudice and discrimination.

2. Our Shared Approach

Our Shared Approach

At Priory, our approaches to teaching and learning, inclusion, and relationships, regulation and behaviour are closely connected. Children are most able to learn when they feel safe, known and valued; when they can understand, communicate and participate; and when teaching responds to their strengths, starting points and needs.

Our values of **Curiosity, Hope, Opportunity and Trust** shape how we work with children and families. Our commitment to **Opportunity for All** means that we remove barriers, provide the right support at the right time and maintain high expectations for every child.

We recognise that children do not all learn, develop or communicate in the same way or at the same rate. Fairness does not always mean every child receiving exactly the same support or experiencing school in an identical way. It means ensuring that every child can access the teaching, relationships, provision and opportunities they need to belong, participate, learn and thrive.

Our Approach to Teaching and Learning

We want every pupil at Priory to experience teaching that is **ambitious, inclusive, purposeful, active and responsive**.

Our broad, knowledge-rich curriculum is designed to help children acquire essential knowledge and skills, make meaningful connections between different areas of learning and understand how their learning relates to their lives and the wider world. It also provides opportunities for children to discover and develop their individual strengths, interests and talents.

We want children to be active participants in their learning. Where appropriate, they are given opportunities to:

- ask questions, investigate and explore;
- discuss, explain and justify their thinking;
- learn through practical and first-hand experiences;
- solve problems and make decisions;
- collaborate and work independently;
- create, perform and present;
- apply their knowledge and skills in different contexts; and
- reflect on their learning, respond to feedback and try again.

Teachers regularly assess what children know, understand and can do. They use this information to identify starting points, address gaps or misconceptions and decide when children require further support or greater challenge.

Teaching may be adapted through additional explanation or modelling, visual or practical resources, changes to language or pace, manageable steps, additional processing time, targeted practice or different ways of recording and demonstrating understanding. These adaptations help children access the intended learning without unnecessarily reducing its ambition.

Support and scaffolding are provided when needed and reduced as children develop greater confidence and independence. We want adults to help children access the thinking and learning rather than completing it for them.

When teaching is not having the intended impact, we remain curious about the barrier and consider what may need to change. A child may sometimes understand the learning but find the demand, environment or expectations difficult to manage at that moment. In these circumstances, the route, timing or support may need to change while the intended learning remains ambitious.

Our Approach to Inclusion

At Priory, inclusion means that every child is known, valued and supported to **belong, participate, learn and thrive**.

Inclusion does not mean expecting every child to experience school in exactly the same way or providing every pupil with identical support. It means recognising individual strengths, starting points, experiences and needs; identifying potential barriers; and adapting the environment, teaching and provision so that every child can be successful.

We do not reduce opportunities because a child's needs are complex. Children who need additional support should receive it, while those who are ready to go further should be challenged, inspired and given opportunities to deepen their knowledge and develop their talents.

Our inclusive approach supports all pupils, not only children with identified special educational needs or disabilities. We recognise that SEND, disadvantage, attendance, language acquisition, medical needs, emotional wellbeing and children's previous experiences may combine to affect their participation and progress.

The Priory Ready Framework

Our approach to inclusion is underpinned by three interconnected strands:

- **Ready to Regulate – creating the conditions to belong**
- **Ready to Communicate – enabling meaningful participation**
- **Ready to Learn – supporting every child to thrive**

Every child has the right to feel safe, known, accepted and part of the Priory community. We create calm, predictable and sensory-aware environments, build trusting relationships and provide appropriate routines, movement, co-regulation and regulation support.

Every child also has the right to understand, express themselves, make choices, contribute and have their voice heard. Communication is not limited to speech. Children may communicate through language, gesture, behaviour, signs, symbols, movement, technology or an individual communication system. We use clear language, modelling, visual support, vocabulary teaching, structured talk and appropriate processing time to support meaningful participation.

Every child has the right to access an ambitious curriculum, experience success and make meaningful progress from their starting point. We use responsive assessment, adaptive teaching and appropriately personalised pathways to remove barriers while preserving ambition and challenge.

The Ready Framework is not a sequence or checklist that children must complete before they can be included. A child does not have to regulate independently, communicate in a particular way or demonstrate conventional “readiness” before they can belong, participate or access learning.

Instead, the framework helps us consider what the adults, environment, teaching and provision around the child can do to make inclusion possible.

Inclusion extends beyond lessons. We consider how every child can participate meaningfully in play, friendships, trips, residential experiences, clubs, sport, performances, leadership, assemblies and community events. Inclusion is not defined by where a child is taught or whether they receive specialist support. It is reflected in whether they are safe, meaningfully involved, appropriately challenged and able to experience success as part of the Priory community.

Our Approach to Relationships, Regulation and Behaviour

Strong, trusting relationships are central to children’s wellbeing, behaviour and learning.

At Priory, we recognise that behaviour may communicate a need, emotion, difficulty, experience or barrier that a child is not yet able to express in another way. We remain curious about what the child may be communicating while maintaining appropriate boundaries, safety and high expectations.

Understanding behaviour does not mean ignoring it, excusing harmful choices or removing accountability. It means responding in a way that is likely to help the child regulate, learn, repair relationships and make more successful choices in the future.

Our approach is based on the following principles:

- behaviour may be linked to an additional or unmet need;

- behaviour is a form of communication;
- adults should respond with curiosity, empathy and without judgement;
- positive relationships come first;
- clear structures, routines and realistic expectations help children feel safe; and
- restoration and natural consequences help children understand impact and repair harm.

Adults aim to remain calm, predictable and respectful. We use language appropriate to the child, recognise when co-regulation or reduced stimulation may be needed and maintain clear and consistent boundaries.

We describe this as **“connect before we correct.”** This does not mean lowering expectations or avoiding challenge. It means establishing the trust, communication and regulation needed for correction, teaching and repair to be effective.

Consequences are delivered sensitively and proportionately. Wherever possible, they are related to the behaviour and help children understand its impact. Restorative conversations take place when the child is ready, supporting them to reflect, take responsibility, repair relationships and develop the skills they need to respond differently in the future.

We avoid public confrontation, unnecessary escalation and approaches that rely on shame or isolation. Our aim is not simply to stop the behaviour we can see, but to understand the need beneath it and teach children safer and more successful ways to communicate and respond.

Children's needs and readiness may change across the day, between environments or in response to different demands. We therefore remain observant, curious and responsive, working with children and families to understand patterns and agree consistent approaches.

Parents and carers hold essential knowledge about their children's strengths, needs, communication, regulation and previous experiences. We value this knowledge and will listen carefully, communicate respectfully and involve families appropriately in planning and reviewing support.

Working in partnership does not mean that every requested action will always be appropriate or possible. It means that views are taken seriously, decisions are explained and we work together towards a shared understanding of the child's needs and best interests.

2.1 Assessment and Reporting

Assessment is an ongoing part of teaching and learning at Priory. Teachers continually assess what pupils know, understand and can do through observation, discussion, questioning, practical activity and children's work.

This day-to-day assessment helps teachers to identify children's starting points, recognise strengths, address misconceptions and decide whether a child needs additional support or greater challenge. Teaching is then adapted in response.

Feedback is usually provided during lessons so that children can understand and act upon it straight away. At other times, teachers may provide written feedback or review work after the lesson. Feedback is intended to help children reflect, improve and become increasingly independent learners.

Teachers assess pupils against the Early Years Foundation Stage, National Curriculum expectations and, where relevant, the individual outcomes identified in support plans or Education, Health and Care Plans. Standardised or summative assessments may also be used to support teachers' professional judgements and monitor progress over time.

Parents and carers receive information about their child's learning, progress and attendance through:

- parent consultation meetings in the autumn and spring terms;
- a written report at the end of the summer term;
- the outcomes of relevant statutory assessments; and
- additional discussions where there are concerns about a child's progress, attendance, development or wellbeing.

Attendance and Learning

Regular attendance is essential because every day in school provides important learning, routines, relationships and experiences. Frequent or prolonged absence can create gaps in knowledge, interrupt friendships and routines, and make it more difficult for a child to feel confident and fully involved in school life.

Your child's current attendance will be shared and discussed at each parent consultation meeting alongside their learning and progress. Where attendance is causing concern, we will speak with parents and carers at an earlier stage rather than waiting for a formal consultation.

We recognise that children and families may experience illness or other circumstances that affect attendance. Our aim is to work in partnership with families, understand any barriers and agree appropriate support so that every child can attend regularly and benefit fully from the opportunities available at Priory.

Statutory Assessments

The statutory primary assessments currently include:

- the Reception Baseline Assessment;
- the Early Years Foundation Stage Profile;
- the Year 1 Phonics Screening Check;
- the Year 4 Multiplication Tables Check; and
- the Year 6 national curriculum tests and teacher assessments.

Parents and carers will be given further information before their child takes part in a statutory assessment. Relevant outcomes will be shared in accordance with national requirements.

2.2 Curriculum Information

Priory provides a broad, ambitious and inclusive curriculum that reflects the needs of our pupils and community. It is designed to develop secure knowledge and skills, encourage curiosity, build confidence and independence, and prepare children for their next stage of education and life beyond school.

Our curriculum includes:

- **Reading:** Reading is central to our curriculum, and our ambition is that every child leaves Priory as a reader. Early reading and phonics are taught through Little Wandle, supported by regular practice, carefully matched books and access to rich and diverse texts.
- **Writing:** Writing is developed through communication and language, vocabulary, oral rehearsal, reading, physical development, handwriting, spelling, grammar and purposeful opportunities to write for different audiences.
- **Mathematics:** We use a mastery-based approach informed by White Rose. Children develop conceptual understanding, fluency, arithmetic, reasoning, problem-solving and the ability to apply mathematics in everyday and unfamiliar contexts.
- **Science, History, Geography and Religious Education:** These subjects use an enquiry-rich approach rooted in clearly identified knowledge, vocabulary and purposeful questions. Children are taught the knowledge and skills they need to investigate, make connections and deepen their understanding.
- **Personal Social Health and Relationships Education:** Our PSHRE curriculum supports children's personal development, relationships, wellbeing and understanding of how to live safe, healthy and responsible lives. We use Jigsaw to support the delivery of this curriculum.
- **The wider curriculum:** Pupils experience art, design and technology, computing, music, physical education, languages and a range of enrichment opportunities intended to develop their interests, talents and cultural understanding.

Curriculum overviews for each year group are available on the school website. Parents are also kept informed through termly curriculum information, school communications, workshops and opportunities to visit school and take part in learning.

Our Relationships Education, Health Education and relevant Science teaching follow current statutory requirements. Further information about the content taught in each year group and parents' rights is available in the school's PSHRE and RSE Policy on the website.

2.3 Home Learning

At Priory, we have made a deliberate decision not to routinely set traditional homework such as worksheets, written tasks or projects.

Research indicates that traditional homework has a limited impact on outcomes for primary-aged children, particularly when weighed against the time it can take and the pressure it may place on children and families. We believe that, after a full school day, children also benefit from time to play, rest, be active, follow their interests and spend time with their families.

This does not mean that learning at home is unimportant. Regular practice of a small number of essential skills can make a meaningful difference to children's confidence, fluency and progress.

We therefore focus home learning on:

- **Reading:** reading regularly, sharing books and talking about what has been read;
- **Spelling:** practising words, sounds or spelling patterns provided by school; and
- **Times tables and number fluency:** practising age-appropriate number facts and multiplication tables.

As a guide, families should aim to spend approximately **30 minutes in total** on these activities each day. This should be adjusted according to the child's age, developmental stage and individual needs. Short, regular and positive practice is more valuable than a long or stressful session.

Pupils will be provided with login details for relevant online resources, which may include:

- Collins eBooks;
- Times Tables Rock Stars; and
- NumBots.

Teachers will explain the expectations for each year group and identify any particular skills a child would benefit from practising. Families who would like to undertake additional learning can find recommended resources and links on the school website, but this is optional and children will not be disadvantaged if they do not complete additional activities.

Our aim is to support learning without creating unnecessary pressure or conflict at home. If reading, spelling or number practice is regularly causing anxiety, taking significantly longer than expected or becoming difficult to manage, parents and carers should speak to the class teacher so that appropriate advice or adjustments can be considered.

3. Term Dates

Autumn 2026	
Term 1	
INSET	Tuesday 1 st September and Wednesday 2 nd September 2026
Start of Term (Years 1-6, All EYFS and Orchard children will have a staggered start)	Thursday 3 rd September 2026
End of Term	Friday 23 rd October 2026
October Holiday	Monday 26th October – Friday 30th October 2026
Term 2	
Start of Term	Monday 2 nd November 2026
End of Term	Nursery only – Thursday 17 th December 2026 – normal finishing time Friday 18 th December 2026 (Children finish by 13:30)
Christmas Holiday	Monday 21st December 2026 to Friday 1st January 2027
Spring 2027	
Term 3	
INSET	Monday 4 th January 2027
Start of Term	Tuesday 5 th January 2027
End of Term	Friday 12 th February 2027
February Holiday	Monday 15th February – Friday 19th February 2027
Term 4	
Start of Term	Monday 22 nd February 2027
End of Term	Nursery only – Wednesday 24 th March 2027 – normal finish time Thursday 25 th March 2027 (Children finish by 13:30)
Spring Holiday	Friday 26th March to Friday 9th April 2027 (Good Friday – 26th March; Easter Monday – 29th March 2027)
Summer 2027	
Term 5	
INSET	Monday 12 th April 2027
Start of Term	Tuesday 13 th April 2027
Bank Holiday – school Closed	Monday 3 rd May 2027 (school Closed)
End of Term	Thursday 27 th May 2027
INSET	Friday 28 th May 2027
May Holiday	Monday 31st May – Friday 4th June 2027
May Bank Holidays	Monday 31st May 2027
Term 6	
Start of Term	Monday 7 th June 2027
End of Term	Nursery only – Tuesday 20 th July 2027 – normal finish time Wednesday 21 st July 2027 (Year 6, 13:15, All other years finish by 13:30)

4. The School Day

NURSERY	
Full Day	08:30 – 15:30
AM Session	08:30 – 11:30
Lunch	11:30 – 12:30
PM Session	12:30 – 15:30
THE ORCHARD	
Registration	08:30
Lunch	12:00 – 13:00
Finish	15:00

Orchard

The Orchard day starts at **08:30**, and children should arrive by **08:45**. The school day finishes at **15:00**.

We recognise that some children may need additional support with arrival. If an Orchard child arrives slightly after 08:45 and a member of staff is still supervising the gate, they may enter through that gate to support a calm transition into school. Once the gate has been locked and the supervising adult has left, children must enter through the School Office.

Nursery

The Nursery day runs from **08:30 to 15:30**, with different start and finish times depending on each child's agreed attendance pattern.

Parents and carers choose their child's sessions in agreement with the school, and the agreed hours and any individual arrangements are confirmed directly with each family. Please follow your child's confirmed start and finish times when bringing them to Nursery and collecting them.

For Reception to Year 6

Gates open at **08:30** and close at **08:45**.

To alleviate some traffic issues, we are allowing 15 minutes as a 'soft start'. All children must be in class by **08:45** as this is when registration will take place. We aim to have some music and exercise activities from 08:30 -08:40 for children (and willing parents) who wish to participate. Any child preferring to go into class can do so from 8:30, if it is raining, then the exercise sessions will be cancelled, and children can go straight into class.

At the end of the day the gates will open at **15:10** and close at **15:30**. All classes will be dismissed at **15:15**.

Although there will be time to collect other children from other classes in this time. The doors will remain open until **15:25**.

RECEPTION	
Registration	08:45
Lunch	11:30 – 12:30
Finish	15:15
YEAR 1	
Registration	08:45
Lunch	11:40 – 12:40
Finish	15:15

YEAR 2	
Registration	08:45
Lunch	11:40 – 12:40
Finish	15:15
YEAR 3	
Registration	08:45
Morning break	10:30 – 10:45
Lunch	12:10 – 13:10
Finish	15:15
YEAR 4	
Registration	08:45
Morning break	10:30 – 10:45
Lunch	12:10 – 13:10
Finish	15:15
YEAR 5	
Registration	08:45
Morning break	10:30 – 10:45
Lunch	12:10 – 13:10
Finish	15:15
YEAR 6	
Registration	08:45
Morning break	10:30 – 10:45
Lunch	12:10 – 13:10
Finish	15:15

4.1 Movement around the school site

Nursery and Reception access their classrooms via the front of the school through Gate 4 and via the porches on the left of the school as you head towards the main entrance of the school.

Years 1 – 6 including Orchard access their classrooms via the back of the school through Gate 1 or 2.

Gate 1 and Gate 2

Can be used to access Year 1, Year 2, Year 3, Year 4, 5 and 6. Orchard.

Gate 4

Nursery and Reception

Gate 5

Year 6 pick up

Year 5 pick up

Gates will be open from 08.30 and closed at 08:45. Please ensure your child is in class by this time or they will be marked as late. Anyone arriving after this time must go to the School Office. **However, arriving too early causes too many pupils to queue in one place.** Please arrive from 8:30 when the gates are open to avoid too many people queuing.

Orchard arrival arrangements

Orchard pupils should arrive between **08:30 and 08:45**. To support a calm transition into school, pupils arriving slightly after 08:45 may still enter through the gate while it remains open and a member of staff is supervising. Once the gate has been locked and the supervising adult has left, pupils must enter through the **School Office**.

Access to the school within school hours must be via the School Office. All visitors must be signed in and given the relevant identification.

To keep the site safe for our young people, the staff carpark is closed to all vehicles (except Council Transport vehicles) between 08:20 – 09:00 every day and at 15:00 – 15:40.

Gates are reopened at 15:10 and closed promptly at 15:30.

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

A member of staff will supervise the KS2 playground from 8:30am.

4.2 Registration and punctuality

At Priory School we record attendance electronically using Arbor. This is done promptly each morning and afternoon; 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 between 08:30 and 08:45 Pupils should be in their classroom by **08:45**.

- *Registers are marked at **8:45**. Pupils will receive a **late mark** if they are not in their classroom by this time.*
- *Pupils arriving after 9am receive a **mark of absence**.*
- *We keep a record of late arrivals which is monitored by the attendance team.*

4.3 Attendance and absence

Every Day Matters

Regular attendance is essential to children's learning, wellbeing and sense of belonging. Children who attend school consistently benefit from the full sequence of teaching, build secure relationships, develop positive routines and take part in the wider opportunities available at Priory.

Even relatively small amounts of absence can accumulate quickly. An attendance figure of 90% means that a child has missed approximately one day of school every fortnight—around 19 school days, or nearly four weeks of education, across an academic year. When children miss school regularly, gaps in knowledge can develop and it can become harder for them to keep up, feel settled and participate confidently.

Our ambition is for every pupil to achieve attendance of at least **96%**, wherever this is possible. We recognise that some children, including those with significant medical needs, may have individual circumstances that affect their attendance. These circumstances will always be considered carefully, but we will remain ambitious for every child and work with families to maximise attendance.

Attendance and punctuality are monitored throughout the year. Your child's attendance will be shared and discussed at parent consultation meetings alongside their learning and progress. We will contact families earlier if attendance begins to cause concern.

Parents' Responsibilities

Parents and carers have a legal responsibility to ensure that children of compulsory school age receive a suitable full-time education.

We ask parents and carers to:

- ensure that their child attends school every day and arrives on time;
- notify the school promptly whenever their child is absent;
- provide an accurate reason for each absence;
- keep the school's contact and emergency-contact information up to date;
- arrange holidays, family visits and other commitments during school holidays;
- arrange routine appointments outside school hours wherever possible; and
- speak to us as early as possible if there are barriers affecting attendance or punctuality.

Reporting an Absence

If your child is unable to attend school, you must notify us before the start of the school day, giving the reason for the absence. This can be done by contacting the school office or sending a message through Arbor.

Parents should continue to update the school during an absence, particularly if the child remains unwell for more than one day or the expected date of return changes.

If we have not received a reason for a child's absence, the school will contact the family. Where we cannot establish that a child is safe, further safeguarding action may be taken.

Notifying the school does not automatically mean that an absence will be authorised. The school must decide whether an absence can be recorded as authorised in accordance with national requirements.

Illness

We recognise that there will be times when a child is genuinely too unwell to attend school, and we would not expect a child who is genuinely unwell to be in school.

However, parents should consider carefully whether an illness prevents their child from attending. Children can sometimes feel worse first thing in the morning but improve once they are up, have eaten and had time to get going. If your child feels better later in the morning, please bring them to school. Attending for part of the day is better than missing the whole day.

If you are unsure whether your child is well enough for school, NHS guidance can help with decisions about common childhood illnesses. In many cases, it is appropriate to send a child into school; we will contact you if their condition worsens or it becomes clear that they are too unwell to remain.

Where illness-related absence is frequent or prolonged, the school may ask for further information so that we can understand the child's needs, consider appropriate support and record the absence correctly.

Punctuality

Being at school every day also means arriving on time.

Arriving late can be unsettling for a child and means that they miss important teaching, instructions and routines at the beginning of the day. It can also disrupt the learning of the rest of the class.

Children arriving after the register has closed will receive an unauthorised absence mark for that session. Persistent lateness can therefore contribute towards the national threshold for considering a penalty notice.

If there are ongoing circumstances making punctuality difficult, please speak to us promptly so that we can understand the situation and consider what support may help.

Medical and Dental Appointments

Routine GP, dental and optician appointments should be arranged outside school hours wherever possible.

When an appointment during the school day is unavoidable, parents should notify the school in advance and provide evidence of the appointment if requested. Children should attend school before and after the appointment wherever possible and be absent for only the minimum amount of time necessary.

Requests for Leave During Term Time

Schools may only authorise leave during term time in exceptional circumstances. All requests must be made in advance and will be considered individually by the Headteacher, taking account of the specific circumstances and relevant background information.

We recognise that many Priory families have close relatives living abroad and that important family circumstances may arise. However, visiting family members, attending celebrations, taking a holiday or travelling for leisure will not normally be considered exceptional.

When considering a genuine request, the school may take account of:

- the reason for the request;
- the child's attendance record;
- the amount of learning that would be missed;
- the child's attainment and progress;
- the timing and length of the proposed absence;
- previous requests for leave; and
- any relevant individual or family circumstances.

Where further absence is likely to be detrimental to a child's education, this will be an important consideration. If leave is authorised, the school will determine the number of days permitted.

Families should not book travel before permission has been requested and granted. Any leave taken without permission will be recorded as unauthorised absence and may result in a penalty notice.

Religious Observance

Absence may be authorised for a day that is set apart exclusively for religious observance by the religious body to which the family belongs.

Parents and carers should inform the school in advance if their child will be absent for religious observance. The school will take account of national guidance and, where appropriate, advice from local faith leaders when determining the period of authorised absence.

Persistent Absence and Attendance Support

A pupil is classed nationally as **persistently absent** when they miss 10% or more of the school sessions available to them. This is broadly equivalent to attendance of 90% or below.

We do not wait until a child reaches this point before acting. Attendance is monitored regularly so that emerging concerns can be identified and addressed early.

Where attendance or punctuality is causing concern, we may:

- contact parents to discuss the pattern of absence;
- meet with the child and family;
- explore any medical, emotional, SEND, safeguarding or family barriers;
- agree actions and support through an attendance agreement;
- monitor attendance over an agreed period;
- involve other services where additional help is required; and
- take formal action where support has not been successful, has not been engaged with or is not appropriate.

Our priority is to understand what is preventing attendance and work with families to improve it. However, where absence remains unauthorised or there is insufficient engagement with support, the school and local authority may use formal legal interventions.

Penalty Notices

There is a national framework for penalty notices relating to school attendance.

A penalty notice must be considered when a child accumulates **10 sessions of unauthorised absence within a rolling period of 10 school weeks**. Ten sessions are usually equivalent to five school days.

The sessions do not need to be consecutive and may include a combination of:

- unauthorised leave during term time;
- other unauthorised absence; and
- arriving after the register has closed.

The rolling period may span different terms or academic years.

Meeting the threshold does not mean that a penalty notice will be issued automatically in every case. The individual circumstances, support provided and the most appropriate action will be considered. However, for unauthorised term-time holidays, where support would not be relevant, a penalty notice would normally be issued.

For a first penalty notice issued to a parent in respect of a particular child, the fine is:

- **£80 if paid within 21 days; or**
- **£160 if paid within 28 days.**

A second penalty notice issued to the same parent for the same child within a three-year period is charged at **£160**.

Only two penalty notices can be issued to the same parent for the same child within a three-year period. If the national threshold is met again during that period, other legal action, including prosecution, may be considered.

Penalty notices are issued per parent, per child.

Working Together

Our aim is to protect every child's education, not simply to penalise families. We recognise that barriers to attendance can be complex and that families may need support.

Mrs Kingsley, our Attendance Officer, is available to help families experiencing difficulties with attendance or punctuality. Please contact her as early as possible:

- by calling the school on **01628 600300**;
- by emailing attendanceofficer@prioryschool.com; or
- by sending a message through **Arbor**.

We would much rather work with families at an early stage than wait until attendance has become a significant concern.

Further information is available in the school's Pupil Attendance and Absence Policy.

4.4 Playtimes and Playground Safety

For safety reasons, children should not use the school's outdoor play equipment before or after school.

Staff regularly check play equipment and outdoor areas for visible damage, hazards or animal contamination before children use them.

At break and lunchtime, staff are positioned across the playgrounds to provide effective supervision. Children are taught how to play safely and respectfully, where to find help and what to do if they feel worried or unsafe.

Our lunchtime provision is organised into zones so that children can choose activities suited to their interests and regulation needs. These include:

- **Active and Games** for physical activity, movement and organised games;
- **Construction and Imaginative** for building, creative play and shared exploration;
- **Sensory and Calming** for children who benefit from quieter sensory and regulation activities; and
- **Quiet Art and Craft** for drawing, making and calm social activities.

Where appropriate, an indoor quiet-lunch option is available for children who need a calmer environment or additional support during lunchtime.

A Learning Mentor and a member of the Senior Leadership Team are outside during every lunchtime. They work alongside the wider duty team to support children's wellbeing, relationships, behaviour and safe participation in play.

Staffing levels are planned through a rota and monitored by the Senior Leadership Team. A member of the Inclusion Team is also present in the Key Stage 2 playground before and after school to supervise pupils, support families and monitor behaviour.

4.5 Assembly Timetable

There will be an assembly for most of the school community every Monday morning at 9.00 am. Individual Year Groups/Phases will organise their own timetable for year group assemblies.

4.6 Enchanted Library Timetable

Pupils will have the opportunity to visit the library with their class each week. There will be further opportunities for children to visit the library during lunchtimes and after school. More details about the days and times that each year group visits the library can be found on the school website.

4.7 PE Timetable

Children should come to school wearing their PE uniform on their designated PE days. Parents of children not wearing the appropriate PE uniform will be contacted and asked to bring the correct kit into school.

Children must come to school **without jewellery on PE days**. Please see **section 6.8, School Uniform**, for the full PE uniform and jewellery requirements.

On days when children are attending an after-school sports club, please send their kit with them to change into before the club. Football kits should not be worn.

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

PE develops children's cognitive, creative, social, personal and physical skills, alongside their 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.

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

Pupils are given the opportunity to be as active as possible therefore PE coaches supervise sports activities at lunchtimes and structured after-school clubs take place in a variety of sports. This is enhanced in class with the encouragement of active movement.

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, girls' football, netball, tag rugby, basketball and tennis.

4.8 Music Lessons and After-school Clubs

Priory School offers music lessons from Year 3 and a range of after-school clubs to children from Year 1. These are all communicated to parents via the newsletter, the school website, texts, and letters. All services are available on Arbor and further information is available from the School Office.

4.9 Wraparound Care

In2Care is an external provider offering childcare before and after school, as well as holiday clubs, for children aged 4–11.

The breakfast club runs from **07:30 to 08:30**. After-school sessions run from **15:30 to 16:30** or **15:30 to 18:00**.

In2Care staff collect children booked into the after-school club from their classrooms at **15:15** and accompany them to the In2Care room, ready for the session to begin at 15:30. Children remain supervised throughout this transition.

Sessions can be block-booked or booked on an ad hoc basis. Please visit the school website for further information or contact In2Care directly to discuss arrangements.

4.10 Our Approach to Positive Behaviour

At Priory, we want every child to learn in a safe, calm and supportive environment. Our approach to behaviour is based on trusting relationships, clear expectations, consistent boundaries and an understanding that children may require different support to manage their emotions and behaviour successfully.

We teach children how to regulate, communicate, make positive choices and understand the effect of their actions. When difficulties occur, adults help children reflect, repair relationships and return successfully to learning and school life.

Our commitment to inclusion does not mean ignoring behaviour that is unsafe, disruptive or unkind. Understanding the needs or emotions behind a child's behaviour does not remove boundaries or accountability. It helps us respond in a way that protects others, addresses the behaviour and teaches the child the skills they need to make safer and more successful choices in the future.

Behaviour and the Ready Framework

Our approach to behaviour is closely connected to the Priory Ready Framework:

- **Ready to Regulate:** We create calm, predictable and sensory-aware environments and support children to understand and manage their emotions. Some children may need movement, sensory support, reduced stimulation or co-regulation with a trusted adult before they are able to respond successfully.
- **Ready to Communicate:** We recognise that behaviour may communicate a need, emotion, difficulty or experience that a child cannot yet express in another way. Adults remain curious about what the child may be communicating and use language and communication appropriate to the individual child.
- **Ready to Learn:** Once a child is regulated and able to communicate, adults support them to reflect, repair and re-engage with learning. Expectations remain ambitious, but the route back into successful participation may be adapted.

The framework does not mean that children must regulate independently or communicate in a particular way before they are included. It helps adults consider what support, teaching or changes to the environment may enable the child to participate successfully.

Our Behaviour Principles

Our approach is based on six principles:

1. **Behaviour may be linked to an additional or unmet need**
Some children experience difficulties with regulation, communication, sensory processing, anxiety or other additional needs that affect their behaviour. We adapt support to the child rather than relying on a single response for everyone.
2. **Behaviour is a form of communication**
We consider the child, the situation and what the behaviour may be communicating. Understanding the underlying need helps us choose a response that is more likely to improve behaviour over time.
3. **A curious empathetic and non-judgemental approach**
Adults remain curious about the feelings, experiences or barriers that may be contributing to behaviour. We respond calmly and respectfully, without shaming or labelling the child.
4. **Relationships first**
Strong relationships create the trust children need to accept guidance, manage mistakes and make positive changes. We describe this as **connect before we correct**. This does not mean avoiding correction; it means creating the conditions in which correction can be effective.
5. **Structure routines and clear expectations**
Predictable routines and consistent boundaries help children understand what is expected and feel safe. Adults explicitly teach, model and reinforce appropriate behaviour rather than assuming that every child already has the skills they need.
6. **Restoration and natural consequences**
Where possible, consequences are related to the behaviour and help children understand its impact. Children are supported to take responsibility, repair harm and restore relationships when they are ready.

Expectations, Boundaries and Consequences

We have high expectations for every pupil and teach children to:

- treat others with kindness and respect;
- follow reasonable instructions from adults;
- keep themselves and others safe;
- participate positively in learning and school life;
- respect the school environment and other people's belongings; and
- take responsibility for their choices and help repair any harm caused.

Responses and consequences will be fair, proportionate and appropriate to the child, the behaviour and the circumstances. They may not always look identical for every pupil because children have different developmental, communication and regulation needs. Fairness means giving each child the support and response they need while maintaining safety and clear expectations for everyone.

Understanding a child's needs does not excuse behaviour that has harmed or affected somebody else. We will support those who have been affected, address the behaviour with the child and help them understand its impact. Restorative conversations will take place when those involved are calm and ready; they will not be forced before a child is able to participate meaningfully.

Serious or persistent incidents may require additional intervention, individual planning or formal consequences. Suspension and permanent exclusion remain available where necessary and will be considered in accordance with the school's Behaviour Policy and statutory guidance. Permanent exclusion would only be considered in exceptional circumstances.

Working with Families

Positive behaviour is supported most effectively when school and families work together. We will communicate with parents and carers when behaviour is causing concern, when a child may require additional support or when a significant incident has occurred.

We ask parents and carers to work with us by supporting the school's expectations, sharing relevant information and discussing concerns respectfully. Where behaviour is repeated, we may work with the child, family, SEND team, Learning Mentors or external professionals to understand patterns, identify barriers and agree a consistent plan.

Our aim is to keep children safe, protect learning and relationships, and ensure that every child is supported to regulate, communicate, learn from mistakes and remain a valued member of the Priory community.

Further information is available in Priory's Behaviour Policy.

5. School Staff

Who Should I Contact?

In most circumstances, your child's **class teacher** should be your first point of contact. They know your child best and can usually answer questions about learning, friendships, behaviour, routines or day-to-day support.

If further support is needed, the class teacher may involve the relevant **Phase or Year Leader**, **SENDCO** or member of the **Senior Leadership Team**.

Your question or concern	First point of contact	Further support
Learning, progress or classroom routines	Class teacher	Phase or Year Leader
Friendships, wellbeing or behaviour	Class teacher	Phase or Year Leader, Learning Mentor or relevant senior leader
Attendance or punctuality	Attendance Officer	Aimee Proffitt
Special educational needs or provision	Class teacher	Relevant SENDCO – see below for who to go to
Safeguarding concern	Any member of staff	Chloe O'Connor, Designated Safeguarding Lead
Payments, admissions, trips or general administration	School Office	School office staff
A concern that has not been resolved	Phase or Year Leader	Relevant member of the Senior Leadership Team

Appointments with staff can be requested through the School Office or by using the school's agreed communication systems. Staff may not be available to hold detailed conversations at classroom doors while they are welcoming or dismissing children, but they will arrange an appropriate opportunity to speak with you.

5.1 Senior Leadership Team

Priory is a large school, supported by a team of senior and middle leaders with responsibility for different aspects of school life. We want families to know who our leaders are and how to contact the right person when they have a question or concern.

Leader	Role	Responsibilities
Hannah Foster	Headteacher	Leads the strategic direction, culture and improvement of Priory. Has overall responsibility for the quality of education, inclusion, safeguarding, staffing, specialist provision and ensuring that every child has the opportunity to flourish.
Chloe O'Connor	Deputy Headteacher and Designated Safeguarding Lead	Leads safeguarding, inclusion and SEND across the school. Oversees provision for pupils with SEND, disadvantaged pupils, pupils receiving Pupil Premium funding and pupils with English as an additional language. She also oversees targeted support through Nurture and the SEMH Hub and our specialist provisions Acorns, Woodlands and Orchard.
Aimee Proffitt	Deputy Headteacher	Leads curriculum, teaching and learning, assessment, pupil achievement and attendance. Oversees statutory assessments, staff development, enrichment and the development of Science, Technology, Computing, Design and Technology, Art, Music and Mathematics.

Leader	Role	Responsibilities
Jake Philpott	Assistant Headteacher	Leads whole-school behaviour, universal pupil wellbeing and personal development. Oversees English, phonics, reading, French, PSHRE, PE, History, Geography and Religious Education. He also supports staff development and Priory's relational and restorative approaches to behaviour.
Sarah Moore	Business Manager	Leads the operational management of the school, including finance, staffing and human resources, the school site, health and safety, IT systems, administration, resources, trips and visits.

The Senior Leadership Team works collectively to monitor the quality of education, pupils' progress and wider experiences across mainstream classes and Priory's specialist provisions.

5.2 SENDCO Team

Priory has a larger SENDCO team because of the breadth and complexity of provision across the school. The team works with children, families, teachers, specialist staff and external professionals to identify needs, coordinate support and review its impact.

Parents should usually speak to the class teacher first if they have a concern about their child's learning, development, communication, regulation or wellbeing. The class teacher will involve the appropriate SENDCO where further advice, assessment or support may be needed.

Member of staff	Area of responsibility
Sarah Leonard	Lead SENDCO for pupils in mainstream classes from Year 1 to Year 6
Javairia Mohammed	Lead SENDCO for Early Years and Lead for Acorns
Rebecca Morris	Lead SENDCO for Orchard and Orchard Lead Teacher
Molly Moore	Assistant SENDCO for mainstream and Woodlands Lead Teacher
Carina De Jesus	Assistant SENDCO for mainstream and Woodlands Teacher
Rakhee Saroay	Assistant SENDCO for mainstream
Katie Snowden	Assistant SENDCO for Orchard and Phonics Lead

The SENDCO team supports the identification of needs and the assess, plan, do and review process. Teachers remain responsible for the learning, progress and inclusion of every child in their class, including pupils who receive intervention or specialist support.

5.3 Phase, Year and Provision Leaders

Phase and Year Leaders support the day-to-day organisation of their areas. They monitor teaching, learning, progress, inclusion and pupils' wider experiences. They also provide the next level of contact for parents after a discussion with the class teacher.

Phase or provision	Leader
Early Years	Celia Barker
Key Stage 1	Hollie Meikle

Phase or provision	Leader
Years 3 and 4	Emma Reith
Year 5	Mohini Lodhia
Year 6	Shanice Jhalli
Acorns	Javairia Mohammed
Woodlands	Molly Moore
Orchard	Rebecca Morris

Working With Families

We aim to communicate with families in a timely, respectful and accessible way. We ask parents and carers to raise questions or concerns early so that we can understand the situation and work together towards a solution.

Where a matter involves confidential information, safeguarding or several children, staff may not be able to share every detail about the action taken. However, we will listen to concerns, explain the school's approach where appropriate and confirm how matters relating to your own child are being supported.

6. General Information

6.1 Communication

We work hard to maintain clear, timely and positive communication with parents and carers. Our regular communication includes:

- the **Friday newsletter**, which shares whole-school news, celebrations, reminders and forthcoming events;
- the weekly **Peek at the Week**, which provides year-group information and helps families understand what children are learning;
- **Seesaw**, which is used to share learning and appropriate updates from the classroom;
- the **school website**, where families can find policies, curriculum information, key dates and other important documents; and
- emails, Arbor messages, telephone calls and text messages when information needs to be shared directly.

If you have a question or concern about your child, please speak to the **class teacher** or contact the team through the relevant **year-group email address** in the first instance. Class teachers know the children best and can usually resolve day-to-day questions about learning, friendships, behaviour, routines or support.

Where further help is required, the class teacher may involve the Phase or Year Leader, SENDCO or appropriate member of the Senior Leadership Team.

Tea with SLT is held once each term and provides an informal opportunity for parents and carers to meet members of the Senior Leadership Team, hear about school developments, ask questions and share feedback. Dates are communicated through the newsletter and school calendar.

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 expect all members of our community to treat each other with dignity and respect. Challenges and concerns should always be raised in a constructive and considerate manner.

We ask that all conversations and interactions (online or in person) reflect our school values and help us to maintain a respectful and positive community.

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.

There should be no smoking or vaping anywhere on school site, this includes the visitors' car park

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 too. 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. Where appropriate the school will impartially investigate in conjunction with parents and other parties involved any allegations of inappropriate behaviour on these platforms.

6.6 Parent consultation meetings

Formal parent consultation meetings are held in the Autumn and Spring Terms. These meetings provide an opportunity to discuss your child's learning, progress, wellbeing and attendance, as well as any support or next steps that may be needed.

A full written report is provided at the end of the Summer Term. Parents and carers do not need to wait for a formal consultation if they have a question or concern; they may contact the year-group email address, telephone the School Office or request a meeting with the appropriate member of staff.

6.7 Lunches and allergy safety

The school provides healthy, nutritious lunches for £2.50. Universal Infant Free School Meals are available from Reception to Year 2. Families who may be eligible for means-tested Free School Meals should contact the School Office, because a successful application also enables the school to receive additional funding to support the child.

Priory is an allergy-aware school. **Food containing peanuts or tree nuts as an ingredient must not be brought onto, shared or consumed on the school site.** This applies to packed lunches, snacks,

gifts and food brought to school events. **Chocolate spread is not permitted.** Children must not share food.

Where food is provided at a school-organised event, celebration or activity, it must be agreed in advance and ingredient and allergen information must be available. Parents and carers must provide accurate, up-to-date information about their child's allergies and medical needs and work with the school to maintain any required Individual Healthcare Plan or allergy action plan.

6.8 School uniform

School uniform is an important part of life at Priory. It helps children feel that they belong to our community, supports high expectations and reduces social pressure to wear particular fashions or brands.

Our uniform expectations are intended to be affordable, practical and inclusive. They accommodate the cultural and religious diversity of our community, and we review them regularly to ensure that families have suitable choices and receive value for money.

Children should attend school wearing the correct uniform and should look smart and ready for the school day.

School Logo

Uniform displaying the Priory logo is not compulsory. We encourage children to have one school jumper or cardigan with the logo where possible, but plain green alternatives are equally acceptable.

If you choose plain uniform, it must not display branded or designer logos of any kind. Iron-on Priory logos can be purchased from the School Office at a reasonable cost.

School Uniform Expectations

Children should wear:

- plain black shoes or trainers;
- grey or black trousers or shorts;
- grey or black knee-length skirts or culottes;
- white or green shirts or blouses;
- a grey school dress;
- a green and white checked cotton dress;
- a white or green polo shirt, either plain or displaying the school logo;
- a green jumper or cardigan, either plain or displaying the school logo;
- plain white, green, grey or black socks; and
- grey, white, green or black tights.

The following expectations also apply:

- boots, heels and sandals should not be worn;
- clothing and footwear should not display branded logos;
- make-up, nail varnish and false nails should not be worn;
- long hair should be tied back;
- religious headwear should be grey, green, black or white; and
- leggings worn underneath school uniform should be white, black, grey or green.

PE Uniform

Children should come to school wearing their PE uniform on their designated PE days and will remain in it throughout the school day.

PE uniform consists of:

- a plain white round-neck T-shirt or a white round-neck T-shirt displaying the school logo;
- a plain black sports jumper or hoodie, or one displaying the school logo;
- plain black shorts or a sports skirt;
- plain black tracksuit bottoms or leggings; and
- sensible trainers.

Jewellery must not be worn during PE lessons or sporting activities. It can become caught on equipment or clothing and cause injury to the wearer or other children.

To help keep everyone safe and ready to participate:

- Children must come to school **without jewellery on PE days**, including earrings (studs and hoops), necklaces, bracelets, rings and watches.
- Earrings must be **removed before school** on PE days.
- Staff are **not permitted to remove or replace earrings** for children.
- **Taping over earrings is not an acceptable alternative** to removing them.
- Long hair must be tied back during PE and sporting activities.

PE uniform must be plain, smart and in line with the school's uniform expectations. Football kits, brightly branded sportswear and clothing displaying large logos should not be worn as PE uniform.

Thank you for helping children arrive ready to take part safely and make the most of their PE lessons.

After-school Clubs

Children should wear their normal school uniform on days when they are attending an after-school sports club unless it is their designated PE day. They should bring the appropriate sports or PE clothing with them, they will be given time to change before the club begins.

Children should not attend school in PE uniform or a football kit solely because they have a sports club after school.

Supporting Families

School uniform and PE uniform are monitored consistently. Where a child is not wearing the expected uniform, we will work with the family to resolve the matter.

Parents and carers may be contacted so that the appropriate uniform can be provided. Where this is not possible, or a family needs additional support, the school can provide suitable spare uniform for the child to wear during the school day.

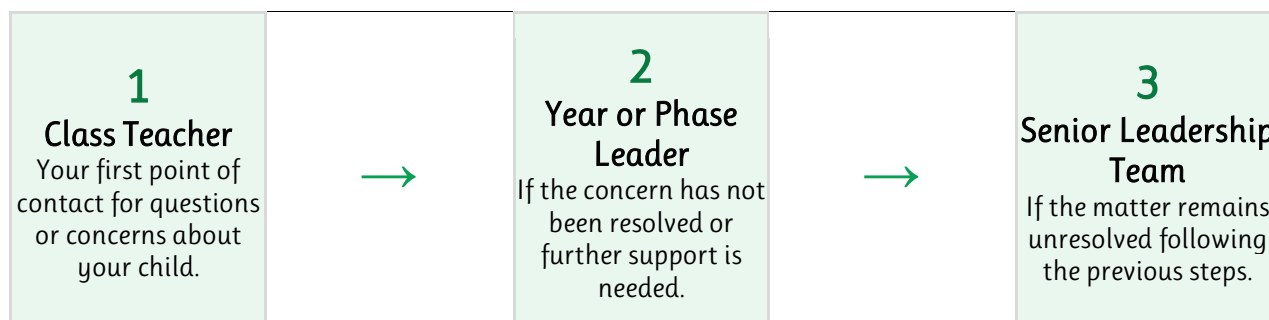
Families experiencing difficulty obtaining uniform should contact the School Office. We will respond sensitively and do our best to provide practical support so that every child can attend school feeling comfortable, included and ready to learn.

Further information is available in the School Uniform Policy.

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 or phase leader. If you are still dissatisfied, 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.

Most concerns can be resolved quickly by speaking to the person closest to the issue first.



If your concern is urgent or relates to safeguarding, please contact the School Office or a member of the Senior Leadership Team immediately.

6.10 School Trips and Events

School trips, visits and events enrich our curriculum and give pupils opportunities to explore, participate and learn through experiences beyond the classroom. Parents and carers will be informed about forthcoming activities in advance and given as much notice as possible.

All trips and events are carefully planned and risk assessed. Pupils' medical, allergy, SEND and accessibility needs are considered at an early stage. Staff review relevant healthcare plans, risk assessments and agreed support, and work with families and appropriate professionals where further information is needed.

Reasonable adjustments are planned so that pupils can participate safely and meaningfully. Where a child cannot take part in exactly the same way as their peers, we will consider how the intended experience and benefit can still be achieved.

Parents and carers should provide requested information promptly and let the school know about any new or changing needs that may affect their child's participation.

In accordance with our Charging and Remissions Policy, voluntary contributions may be requested for activities taking place during the school day. Further information is available in the policy on the school website.

6.11 School House System

Every pupil belongs to one of Priory's five houses, each named after a tree:

- **Holly – red**
- **Hornbeam – yellow**
- **Cedar – blue**
- **Maple – orange**
- **Rowan – purple**

The House system brings together children from different classes, year groups and provisions and helps strengthen their sense of belonging to the wider Priory community.

The aims of the House system are to:

- build community and belonging across the school;
- create opportunities for teamwork;
- develop pupil leadership;
- encourage friendly and inclusive competition; and
- celebrate collective effort, participation and achievement.

Children can earn house points through positive contributions to all aspects of school life, including their learning, behaviour, participation, kindness and demonstration of the Priory values.

House events take place throughout the year, giving children opportunities to work together, represent their house and take part in friendly competition. For some events, children may be invited to wear their house colour.

Each week, the house that has earned the most points receives a coloured ball, which is added to its section of the whole-school House display. This provides a clear and visual way for children to follow their house's progress throughout the term.

At the end of each term, the house with the most coloured balls earns a shared celebration. Rewards may include a party, an extended play session, a whole-house game, hide-and-seek or a water activity, depending on the season, weather and practical arrangements.

The emphasis is on children contributing to their house together. Every child should have opportunities to earn points and take part, whether through learning, creativity, sport, leadership, friendship, kindness or personal achievement.

6.12 Community Events

Priory is more than a place where children come to learn; it is a community of pupils, families, staff, governors and local partners. We create opportunities throughout the year for families to come together, celebrate, enjoy children's achievements and become involved in school life.

Our programme of community events includes:

- a whole-school **Diwali celebration**;
- a **Christmas Fayre**;
- a **Holi colour run**;

- an **Eid Fayre**;
- a **Summer Fayre**;
- a **Music Soirée**, giving pupils an opportunity to perform for their families;
- **Year 3 and 4 productions**; and
- the **Year 6 production**.

These events allow us to celebrate the cultures, faiths, creativity and talents represented across our school. They also give children valuable opportunities to perform, contribute, lead, work with others and develop confidence.

Parents and carers are warmly encouraged to attend these events and, where opportunities arise, to contribute their time, skills and ideas. Information about how families can become involved will be shared in advance.

We also build positive relationships with local businesses, organisations and residents. These partnerships can provide additional experiences and opportunities for our pupils while enabling Priory to make a positive contribution to the wider community.

Dates and arrangements will be shared through the school calendar, Friday newsletter and other school communications. Events may occasionally change according to practical arrangements and the needs of the school.

6.13 Priory Parent Partnership

We value the important contribution that parents and carers make to school life. The Priory Parent Partnership provides a flexible and inclusive way for families to become involved without needing to join a formal committee or make a regular commitment.

Parents and carers can offer as much or as little time as they are able. Opportunities may include:

- helping at school and community events;
- supporting educational visits and activities;
- sharing professional knowledge, practical skills, interests or cultural experiences;
- helping with clubs, workshops and enrichment activities;
- supporting reading, gardening, the library or second-hand uniform;
- contributing ideas or practical help with fundraising; and
- supporting the Priory School Fund through voluntary donations.

The school coordinates these opportunities and will contact registered volunteers when suitable activities arise. All involvement is arranged in accordance with the school's safeguarding procedures, and some roles may require appropriate checks or additional information.

We recognise that families have different commitments and that not everyone is able to volunteer. There is no expectation or pressure to take part. Our aim is simply to make it easier for parents and carers who would like to contribute their time, experience or ideas to do so in a way that works for them.

Information about joining the Priory Parent Partnership and forthcoming opportunities will be shared with families throughout the year.

6.14 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. All lost property is either reunited with the child or taken to the school office. If you do lose uniform, please ask at the office.

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.

6.15 Mobile phones and smart watches

Parents and carers

To help us safeguard pupils, parents and carers are asked not to use mobile phones while on the school site. Please give children your full attention when collecting them and remain alert to those around you.

Photographs, videos and audio recordings must not be taken anywhere on the school site unless permission has been expressly given by the school.

Pupils

Children should not normally bring mobile phones to school. However, we recognise that some pupils in Years 5 and 6 may need a phone for their journey to and from school.

Any phone brought to school must:

- be switched off before the pupil enters the school site;
- be handed directly to the class teacher on arrival;
- remain securely stored during the school day; and
- be collected from the class teacher at the end of the day and remain switched off until the pupil has left the school site.

Pupils must not keep mobile phones in their bags, pockets or lockers. If a pupil does not follow these expectations, the school will contact their parent or carer and may withdraw permission for the phone to be brought into school.

The school cannot accept responsibility for the loss of, or damage to, any mobile phone or other personal electronic device brought onto the school site.

All communication with pupils during the school day must take place through the School Office.

Smart watches

Smart watches or wearable devices that can connect to a phone or the internet, make or receive calls or messages, take photographs, record audio or video, or share a pupil's location are **not permitted in school**. A basic watch that only tells the time may be worn except on PE days.

6.16 Specialist provisions and targeted support

Priory provides inclusive mainstream education alongside targeted support and three specialist provisions. Children remain part of the wider Priory community and are supported to access shared learning and experiences where these are appropriate and meaningful.

Acorns is a 10-place specialist SEND provision for Nursery-aged children with significant and emerging additional needs. Placements are considered through the Local Authority Early Years panel. A child does not need to have an Education, Health and Care Plan before referral, but must meet the Local Authority's criteria and will normally have received significant and sustained support in their current Early Years setting.

Woodlands is a 40-place resource-base provision for pupils from Reception to Year 6. Pupils require an Education, Health and Care Plan and placements are made by the Local Authority following formal consultation with the school. Woodlands provides specialist small-group teaching alongside access to mainstream classes. Pupils may access Woodlands for up to 50% of the school day, according to an individually planned pathway.

Orchard is a 50-place specialist SEND unit for pupils from Reception to Year 6 with significant and complex needs. Pupils require an Education, Health and Care Plan and placements are made by the Local Authority following formal consultation with the school. Orchard provides a highly structured, personalised and sensory-aware environment with specialist teaching, communication support and adult assistance.

Priory also provides targeted support through Nurture and the SEMH Hub as part of the school's graduated response. These are internal support arrangements rather than separate Local Authority placements. Provision is matched to identified need, planned with clear intended outcomes and reviewed with pupils and families.

7. Health and Safety

Health, Safety and Medical Care

Priory School takes the health, safety and wellbeing of pupils, staff and visitors extremely seriously. We maintain clear procedures for site safety, emergencies, first aid, medical needs and allergy management. Parents and carers also play an essential part by following the arrangements set out below and keeping the school informed about their child's needs.

7.1 Site Safety and Security

Staff are positioned at key points around the school at the beginning and end of the day to help keep pupils safe. Please allow staff undertaking supervision duties to remain focused on the children. A member of staff will be available at the gate if you need to pass on an urgent message; other matters should be raised through the School Office or your child's year-group email.

Parents and carers must follow these safety expectations:

- Drive slowly and carefully along Orchard Avenue.
- Do not park on restricted areas, block the road, obstruct residents' driveways or prevent other vehicles from leaving.

- Leave sufficient room on pavements for pedestrians, wheelchairs and pushchairs to pass safely.
- Do not use a designated Blue Badge space unless you are displaying a valid Blue Badge.
- Ensure that children travelling by car use an appropriate car seat or restraint and wear a seat belt.
- Do not ride bicycles, scooters, trikes or skateboards on the school site.
- Do not bring dogs onto the school site, except for authorised assistance or therapy dogs.
- Do not leave dogs tied up unattended outside the school gates.

Vehicles and personal belongings are left on the school site at the owner's risk.

Pupils in Years 5 and 6 may walk home independently where the school has received written permission from a parent or carer. Families are responsible for ensuring that their child understands how to travel safely, including crossing roads carefully, remaining aware of their surroundings and not using a mobile phone while crossing a road.

Any concern about the safety or condition of the school site should be reported to the School Office promptly.

7.2 Fire, Lockdown and Other Emergencies

The school regularly practises its emergency procedures so that pupils and staff know how to respond calmly and safely.

Fire drills are conducted at least termly. The evacuation signal is a continuous alarm, and the designated assembly point is the playing field at the rear of the school.

Lockdown procedures are practised at least annually. Where appropriate, parents will be informed before a planned lockdown practice and children will be prepared in a calm, age-appropriate way.

Our principal emergency signals are:

- **Evacuation:** the fire alarm will sound.
- **Lockdown or invacuation:** an announcement will be made through the school communication system.

During an emergency practice or live incident, parents and visitors will not be permitted to enter the site until the all-clear has been given. If an incident affects collection or requires parents to take action, the school will communicate with families through its agreed email and text channels and the school website.

7.3 Allergy and Anaphylaxis Safety

Priory is an **allergy-aware school**. Allergies can be serious and, in some cases, life-threatening. We follow current statutory allergy-safety guidance and work with families and healthcare professionals to reduce risks and enable pupils with allergies to participate fully and safely in school life.

No peanuts or tree nuts

Food containing peanuts or tree nuts as an ingredient must not be brought onto, shared or consumed anywhere on the school site. This applies to packed lunches, snacks, treats, birthday items, food gifts, events and food brought in by pupils, parents, carers or visitors.

Examples include whole nuts, peanut butter, nut spreads, cereal or protein bars containing nuts, chocolates containing nuts, marzipan and pesto containing tree nuts. Parents must check ingredient labels carefully. If you are uncertain whether an item is suitable, please do not send it into school.

This rule is necessary to protect children and adults who may experience a severe allergic reaction. It applies even if your own child does not have an allergy. All families must follow it consistently.

Because allergens may be present in many foods and accidental exposure can occur, no school can guarantee a completely allergen-free environment. "Allergy-aware" means that we take proportionate precautions, expect our whole community to follow them and plan carefully for pupils with identified allergies.

Parents and carers must:

- tell the school immediately about any diagnosed or suspected allergy;
- provide accurate, current medical information;
- work with the school to develop or update an Individual Healthcare Plan or allergy action plan where required;
- supply prescribed medication, including adrenaline auto-injectors, in date and in its original labelled packaging;
- replace medication before it expires; and
- notify the school promptly if their child's condition, treatment or medication changes.

Allergy needs are considered when planning lessons, food activities, trips, clubs, celebrations and school events. Food intended for sharing or serving at a school event must be agreed with the school in advance. Homemade food must not be provided for general consumption unless the school has specifically approved it and reliable ingredient and allergen information can be provided.

In an emergency, trained staff will follow the child's individual plan, administer appropriate emergency medication and call 999 when required. Parents or carers will be contacted as soon as practicable, but contacting them will not delay emergency treatment.

Please refer to the school's policies for further information:

Supporting pupils with medical conditions.
Allergy Safety Policy.

7.4 Accidents and Parent Notification

Pupil accidents and first-aid treatment are recorded appropriately.

Minor injuries, such as small cuts, grazes, bruises or bumps, are recorded on Arbor. Parents will receive information where appropriate through the school's agreed Arbor email or text communication.

All head injuries are assessed by a Level 3 Paediatric First Aider and recorded on Arbor. Where a head injury is minor and the child remains well and stays in school, parents will normally be notified by Arbor email or text.

The school will telephone a parent or carer when:

- an injury is significant or causes concern;
- a child becomes unwell following an injury;
- further medical advice or assessment may be required;
- emergency treatment is needed; or
- the child needs to be collected from school.

Significant accidents and incidents are also recorded on Smartlog so that they can be reviewed and any necessary action taken.

Please ensure that the school always has current contact information and more than one emergency contact for your child.

7.5 First Aid and Medical Needs

Priory has staff trained to provide first aid, including a number of Level 3 Paediatric First Aiders. Minor injuries can usually be treated using first-aid supplies available within each area of the school. More significant injuries, illnesses and all head injuries are referred to an appropriately trained first aider.

The school has a designated Medical Room and two automated external defibrillators, located in the Medical Room and the Front Office.

Parents and carers are responsible for giving the school complete and up-to-date information about their child's medical conditions, allergies and medication. Medication must be handed directly to the Welfare Assistant or School Office by an adult; it must never be left in a child's bag. The required consent and administration documentation must also be completed.

Broken bones and other significant injuries. If your child has a broken bone, is wearing a cast or needs crutches or another mobility aid after an injury, please contact the School Office before they return to school. When you bring your child in, report to the office rather than taking them straight to class. Please share any advice from their healthcare professional, including restrictions on movement or activities. We will discuss their needs with you, complete a risk assessment and agree arrangements for safe access to learning, play, personal care and emergency evacuation before they go into class. Please tell us if their condition or medical advice changes so that we can review the arrangements.

If a pupil requires urgent hospital treatment:

- the school will call an ambulance immediately where necessary;
- a parent or carer will be contacted as soon as practicable;
- a member of staff will accompany the pupil if a parent or carer is not present; and
- the incident and action taken will be formally recorded.

Calling parents, senior leaders or a first aider will never be allowed to delay a necessary 999 call.

7.6 Emergency School Closure

The Headteacher, or the most senior authorised leader, will decide whether the school can open safely during severe weather or another exceptional circumstance.

We aim to communicate a closure decision by **8:00am**, and earlier wherever reasonably possible. Families will be informed through:

- the school website; and
- the school's agreed email and text communication channels.

Where disruption continues for a second or subsequent day, the school may consider a delayed opening if additional time is needed to make the site safe or enable pupils and staff to travel safely. Wherever possible, this decision will be communicated during the previous evening.

Parents and carers should ensure that their contact details are current and check the school's official communication channels during severe weather or other disruption.

8. Safeguarding

Safeguarding children is everyone's responsibility, and everyone who encounters children and families has a role to play. Our Safeguarding and Child Protection Policy is 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 everyone who works with children in our school.

Our staff complete annual safeguarding training, enabling them to recognise potential concerns.

Our Designated Safeguarding Lead is Miss O'Connor. She works with a team of Deputy Designated Safeguarding Leads: Mrs Carol Barber and Mrs Hannah Foster. If you have a safeguarding concern, please contact Miss O'Connor for support and guidance by emailing safeguarding@prioryschool.com

For further details, please visit the school website to read the Safeguarding and Child Protection Policy.

9. Inclusion and Additional Support

At Priory, inclusion means that every child is known, valued and supported to belong, participate, learn and thrive.

We recognise that children may experience barriers connected with SEND, disadvantage, attendance, language acquisition, medical needs, emotional wellbeing or their experiences outside school. These factors can overlap, so we seek to understand and support the whole child.

Our commitment to **Opportunity for All** does not mean that every child will receive exactly the same provision or follow the same pathway. It means that we will work to identify and remove barriers, make reasonable adjustments and provide the support and challenge each child needs.

9.1 Special Educational Needs and Disabilities (SEND)

Our approach to inclusion is underpinned by the **Priory Ready Framework**:

Ready Framework	What we want for every child
Ready to Regulate	To feel safe, understood and that they belong
Ready to Communicate	To express themselves, be understood and participate
Ready to Learn	To access an ambitious curriculum, experience success and thrive

The Ready Framework is not a checklist that children must complete before they can be included. It focuses on what adults, teaching, environments and provision can do to enable every child to take part successfully in school life.

Our universal provision for all pupils includes:

- calm, welcoming and sensory-aware environments;
- clear and predictable routines;
- communication-rich teaching and visual support;
- appropriate movement and regulation resources;
- adaptive teaching and scaffolding;
- careful checks on children's understanding; and
- appropriate support and challenge.

Staff respond to the barriers they observe. A child does not need to have a formal diagnosis before appropriate classroom adjustments can be considered and introduced.

Where universal classroom provision is not sufficient, we use the graduated **assess, plan, do and review** approach. We work with the child and their family to:

- understand the child's strengths, needs and barriers;
- agree the outcomes we are working towards;
- plan and provide appropriate support; and
- review the difference that support is making.

We consider the impact on the child's regulation, communication, participation, learning, progress, independence and wellbeing—not simply whether an intervention has taken place.

Additional support may include classroom adjustments, targeted interventions, Nurture, the SEMH Hub, advice from the SENDCO team, involvement from external professionals or a more personalised pathway.

Priory also has three specialist provisions:

- **Acorns**: specialist SEND provision for Nursery-aged children;
- **Woodlands**: specialist resource-base provision for pupils from Reception to Year 6; and
- **Orchard**: specialist SEND-unit provision for pupils from Reception to Year 6.

Places within specialist provision are determined through the relevant assessment and admission arrangements. Some pupils may access carefully planned combinations of mainstream, targeted and specialist provision. The type and level of support may change as a child's strengths, needs and independence develop.

Families hold essential knowledge about their children. We listen carefully, communicate decisions and work towards a shared understanding of each child's needs and best interests. Partnership does not mean that every requested action will automatically be appropriate or possible, but it does mean that families' views will be taken seriously and decisions will be explained.

Further information is available in the school's SEND Information Report and SEND Policy.

9.2 Medical Conditions

Our Welfare Assistant coordinates medical support across the school. Staff administer medication only when the required parental consent has been provided and staff have received any necessary information or training.

Individual Healthcare Plans are developed where required for children with ongoing or significant medical needs. These are created and reviewed in partnership with parents, carers and relevant healthcare professionals.

Medical information is stored securely and relevant details are shared with members of staff who need the information to care for the child safely.

Parents and carers **must**:

- give the school complete and accurate information about their child's medical needs;
- tell us promptly if their child's condition or treatment changes;
- provide prescribed medication in its original, labelled packaging;
- ensure medication remains in date; and
- complete the required consent and administration forms.

Medical and accessibility needs are considered when lessons, clubs, trips and events are planned. Reasonable adjustments will be made so that pupils can participate safely and meaningfully wherever possible.

9.3 English as an Additional Language

We value the many languages spoken by children and families across the Priory community. Speaking more than one language is an important strength.

Children who are new to English or are continuing to develop their English receive appropriate classroom and targeted support. This may include:

- visual prompts and practical resources;
- clear modelling and vocabulary teaching;
- structured opportunities for speaking and listening;
- additional processing time;
- support from peers and adults; and
- appropriate language-development resources.

Support is matched to each child's stage of English-language development while ensuring that they continue to access an ambitious curriculum.

9.4 Pupil Premium and Free School Meals

Pupil Premium is additional funding provided to improve the education and wider opportunities of eligible pupils.

We use this funding in response to identified needs and barriers. Support may include additional teaching or intervention, pastoral support, enrichment opportunities, help with the cost of trips and activities, or assistance with school uniform.

From September 2026, there are two categories of benefits-based free school meals: targeted and expanded.

- **Targeted free school meals are available to children in households receiving Universal Credit with annual household earnings of £7,400 or less. This refers to earnings, not the amount of Universal Credit received. Targeted eligibility can also bring Pupil Premium and other support to the school. Some families receiving other qualifying benefits may also be eligible.**
- **Expanded free school meals are available to children in households receiving Universal Credit whose annual earnings are above £7,400. They are entitled to a free meal, but expanded eligibility alone does not attract Pupil Premium funding.**

If your household receives Universal Credit, please apply so that your child's eligibility can be checked, even if they already receive a free meal in Reception, Year 1 or Year 2 through Universal Infant Free School Meals. An application and eligibility check are needed for benefits-based free school meals, and targeted eligibility may bring additional funding to support pupils. Please also contact us if you receive another qualifying benefit or think you may be eligible.

Please contact the School Office if you would like further information or confidential help with an application.

9.5 Ambition, Challenge and Mastery

Inclusion includes ensuring that children who are ready for additional challenge receive it.

Our curriculum is designed to maintain ambition for every pupil. Children are encouraged to think deeply, solve problems, make connections and apply their knowledge and skills in increasingly complex and meaningful ways.

Additional challenge is not simply about completing more work or moving prematurely onto content from a later year group. Teachers deepen learning through carefully chosen questions, reasoning, investigation, creativity and opportunities for greater independence.

We do not place an artificial ceiling on what any child may achieve.

9.6 Wellbeing and Pastoral Support

Children are more able to learn when they feel safe, understood and connected to their school community.

Priory provides a range of support for pupils' social, emotional and mental health. Depending on the child's needs, this may include:

- support from the class team;
- individual or small-group intervention;
- learning mentor support;
- Nurture or SEMH Hub provision;
- support with relationships and social interaction;
- regulation and emotional-literacy work; and
- advice or involvement from external professionals.

Children are supported to recognise and communicate their emotions, develop regulation strategies, build positive relationships and become increasingly resilient and independent.

Transitions between classes, year groups, provisions and schools are planned carefully. Children who may find change particularly difficult can be offered additional preparation, visits, visual information or transition sessions.