



Parent Handbook 2025-26

Version	Author	Date Updated
1	SLT	July 2022
2	SLT	September 2023
3	SLT	July 2024
4	SLT	August 2025

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Priory Parent Handbook – 2025- 26

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Headteacher's welcome

Thank you for choosing us and it is with great pleasure I welcome you to Priory School, a truly exceptional school that is an exciting place to be as a pupil, a parent and a member of staff. Priory has an innovative approach to teaching and learning to create a really truly inclusive experience for everyone.

We are more than often the choice of school a parent wants to send their child if they have a SEND. We are surrounded by good and outstanding schools, but we are exceptional because we can meet those needs and the needs of every child in our school using our unique pathways. We are also an excellent choice for parents looking to send their child to a Grammar School with on average 25% of our Year 6 pupils attending Grammar schools each year.

We provide opportunities for all our pupils ensuring all our children reach their potential through our dedicated team of staff. We have teachers and leaders with a wealth of knowledge and experience working in a variety of backgrounds that we have brought together to Priory to ensure we can offer the right support at the right time for each child.

Priory is unique in our approach to inclusivity, all our children access the best of a mainstream curriculum in a highly inclusive environment enabling all pupils to reach their potential. No ceiling is placed on any child, every child has the opportunity excel in areas of strength, skill or interest whilst ensuring access to broad curriculum and accumulated knowledge.

We can assure you that whatever support or challenge your child may need we have the pathway for them. In addition to our resource bases we have specific provisions for social and emotional needs, cognition and learning, autism, communication delays as well as specific and targeted provisions for children who wish to develop and extend their skills in a specific curriculum areas.

We are the school that the whole community can attend – there is no need to send your children to different schools we have the provision here for every child. Whatever a child or parents aspiration is for their child we strive to make it happen.

We are able to provide our pupils who do not have a SEND the unique opportunity to be able to really learn about diversity, inclusion and empathy. Our children leave this school being able to value all types of people, all types of intelligences and disabilities. Our pupils will be as skilled as the teachers we have in our school and will have enhanced communication skills that go beyond what most pupils will leave primary school with.

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

I look forward to meeting you all and being with you every step of your child's journey with us.

Hannah Foster, Head Teacher

1. School Vision and Values

Values:

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

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

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

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

Behaviours

These are the behaviours we wish to see our children demonstrate:

Courage to grasp opportunity and experience.

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

Kindness to make a better happier world.

Each term we shine a spotlight on one of these behaviours (kindness, determination, courage) through dedicated assemblies, curriculum links and special events. This helps embed our values deeply in our school community.

Opportunities for all

Priory School is a unique, inclusive school that caters to all pupils by offering a mainstream curriculum within a highly supportive environment, enabling every child to reach their full potential. With specialised provisions for various needs and a wide array of extracurricular activities, Priory ensures every child has the opportunity to excel, making it the school of choice for all.

Priory values Badges

In KS1 children are taught about the school values in age-appropriate language and given Priory value stickers are given to recognise their achievements towards the values.

In KS2 children are given opportunities to work towards all the Priory values and achieve the Priory Value badge for each value. Once they have shown they are regularly and consistently demonstrating those values and they have a value for badge for all 7 of our values and qualities, they are awarded a prestigious Priory star Badge.

Mission Statement

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

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

Diversity and Inclusion:

Priory School is a welcoming and inclusive community where every child and adult is valued and respected. We are committed to creating a positive environment where all members of our school—pupils, parents, staff, governors and stakeholders—can thrive and be themselves without fear of judgement or discrimination.

We do not tolerate prejudice or discrimination of any kind, including racism, sexism, homophobia or transphobia. As parents and carers, you are expected to uphold these values and work with us to ensure our community remains respectful, fair, and inclusive for everyone. **At Priory, prejudice has no place. Together, we stand against all forms of discrimination to ensure our school is safe, inclusive and empowering for everyone.**

2. Shared Vision for Teaching and Learning

Our Teaching and Learning Vision

At Priory School, we understand that learning and development come hand in hand. We also know the benefit of having an inclusive classroom environment and curriculum to meet the needs of all our pupils but to ensure opportunities are provided to all our learners to ensure purposeful and challenging learning experiences.

We adapt our teaching and the environment to provide meaningful learning opportunities for all pupils appropriate to their developmental stage. We have developed a teaching and learning approach that progresses with the child. We do not expect our 5-year-olds to learn in the same way as our 11-year-olds. We believe all children flourish when they are happy, safe and are in the centre of their own learning. We value the importance of play in a child's development. Whatever their age, opportunity for play and social interactions are key to a child's overall sense of wellbeing and achievement. We ensure our pupils have opportunities to learn through active and immersive experiences to make links and consolidate learning. Our curriculum also develops children's confidence in speaking and listening (oracy) and reflects the diversity of our community and the wider world.

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

Working together with parents

- Staff aim to build positive relationships with parents' right from the start. Ensuring that parents have no doubt that the adults who work with their children have their well-being at heart.
- We understand that parents know their children best and ask them for genuine participation.
- We listen to families and respect their views.
- We foster family contributions through a welcoming ethos.
- Priory school ensures that we communicate regularly with our parents through newsletters and the website.
- We will offer parents the opportunity to come to workshops to help them support their children at home.
- Parents will have lots of chances to come into school for performances, events, celebrations and to see their children's classroom and learning.
- We share resources with parents to support learning at home. This may include Maths and English strategies, statutory spellings, recommended reading lists etc.
- Parents informed of homework expectations at the start of the year.
- Parents able to e-mail/phone/make face to face appointments with staff if needed.
- SATs info provided to parents (Year 6)
- The school provides information on 11+ and secondary school visits (Year 5).

Teaching Pedagogy – how children learn best

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

Teaching of Maths and English skills

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

Transition

- Each year group works on ensuring children are ready for the next stage in their life so that whatever year or key stage they are moving onto we know that they have the skills and knowledge to do so successfully.
- At the start of the year we give teachers time to assess and analyse the skills and needs of their year group so that they can identify what the curriculum will need to provide the children in order to ensure this happens.
- We understand that children who have strong positive relationships have better social and emotional health and a better resilience to transition times. Therefore, we ensure that we develop strong positive relationships with all children.
- Opportunities to build relationships with staff in next year group throughout the year because transition is a process and not a single event.
- Transition should be viewed as positive and exciting.
- All adults work together and are involved in the process to ensure it is a smooth journey for the children.
- Transition is done in consultation with children and parents.
- Children taught skills of social interaction.
- Children taught to work with an adult in a group, take turns to answer in line with their developmental stage.
- Years 5 and 6 go to secondary schools for challenge events as well as them coming into our school.
- Develop independence in lessons and responsibility for own learning.
- As they get older they develop skills and strategies needed to resolve friendship issues themselves rather than relying on adult intervention.
- Develop organisational skills – remembering homework, spellings
- Opportunities to complete research tasks and to present work independently to others
- Year 6: Transition lessons linked to PSHE – how to follow a timetable, strategies to cope with change, we have a great video featuring Year 6 staff!
- Work alongside secondary schools and community links (church, Kooth etc.) to ready the children
- Children are given the opportunity to reflect on and celebrate their time with us through productions, events and their leaver's celebration.
- Children are given the opportunity to leave a legacy by raising money in a summer fayre that they have organised.
- Children learn independence and to challenge themselves through their residential trip.
- Additional support is given to SEN and vulnerable children to assist with transition via effective functioning groups with the learning mentors and additional visits.
- Year 6 staff meet with nearly all local secondary schools and complete forms to share handover information as well academic data.

2.1 Assessment and reporting

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

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

Teachers use their professional judgement to assess pupils against Early Learning Goals, National Curriculum objectives and EHCP targets. These outcomes are reported to parents verbally in the Autumn and Spring Term parent consultation appointments and in the written end of year report in the Summer Term. Additionally, teachers

will use summative assessment tests with pupils in Y2 – Y6 in the Summer Term as a benchmark to support their teacher assessment and to provide pupils with practise for statutory assessments.

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

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

Please be aware that from September 2023 the Y2 SATS are no longer a statutory requirement as they have been replaced by the Reception Baseline Assessment. Parents will be informed of the outcomes of statutory assessments in their child's end of year report.

2.2 Curriculum information

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

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

English – we use Jane Considine's 'Write Stuff' and Power of Reading to support our approach to reading and writing.
Phonics – we have adopted the Little Wandle systematic synthetic phonics scheme.

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

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

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

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

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

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

2.3 Homework expectations

We have made the decision to focus only on reading, spelling and times tables. No other homework will be formally given to do at home.

Rationale for Change

Based on research and our own understanding homework does not significantly impact pupil outcomes in Primary school. The workload associated with homework does not justify its minimal benefits. Consequently, we have decided to discontinue the setting of traditional homework assignments.

Addressing Parental Concerns

We understand that homework can be a contentious issue among parents. Some feel overwhelmed by the quantity of homework, while others believe more should be provided. Our new policy aims to alleviate these concerns by eliminating the pressures associated with homework.

Focus on Essential Skills

Instead of traditional homework, we encourage parents to focus every day for **30 minutes** on the core skills that truly matter for their child's development:

- **Reading:** Encourage daily reading habits. This helps improve literacy, comprehension, and fosters a love for learning.
- **Spellings:** Regular practice of spellings to enhance vocabulary and writing skills.
- **Tables:** Consistent practice of times tables to build a strong foundation in mathematics.

We will provide pupils with log-in details for on-line platforms which support these core skills including: Collins e-books, Times Table Rockstars and NumBots.

Supporting Additional Learning at Home

For parents who wish to engage in additional learning activities at home, we have provided links to educational websites that offer a variety of resources:

- <https://www.bbc.co.uk/bitesize>
- <https://www.thenational.academy/pupils/years>
- <https://www.activityvillage.co.uk/>
- <https://home.oxfordowl.co.uk/>
- <https://www.topmarks.co.uk/>
- <https://www.natgeokids.com/uk/>
- <https://nrich.maths.org/primary>
- <https://www.mathsontost.org.uk/>

These resources offer supplementary activities that can enhance your child's learning experience in a fun and interactive way.

We believe that this approach will provide a more balanced and effective educational experience for our pupils. Thank you for your support and understanding as we implement this new policy.

3. Term dates 2025 - 2026

Autumn 2025	
Term 1	
INSET	Wednesday 3 rd September 2025 and Thursday 4 th September 2025
Start of Term (Years 1-6, All EYFS children will have a staggered start)	Friday 5 th September 2025
End of Term	Friday 24 th October 2025
<i>October Holiday</i>	<i>Monday 27th October to Friday 31st October 2025</i>
Term 2	
Start of Term	Monday 3 rd November 2025
End of Term	Nursery only - Thursday 18 th December 2025 - normal finishing time Friday 19 th December 2025 (Children finish by 13:30)
<i>Christmas Holiday</i>	<i>Monday 22nd December 2025 to Friday 2nd January 2026</i>
Spring 2026	
Term 3	
INSET	Monday 5 th January 2026
Start of Term	Tuesday 6 th January 2026
End of Term	Friday 13 th February 2026
<i>February Holiday</i>	<i>Monday 16th February - Friday 20th February 2026</i>
Term 4	
Start of Term	Monday 23 rd February 2026
End of Term	Friday 27 th March 2026 (Children finish by 13:30pm)
<i>Easter Holiday</i>	<i>Monday 30th March to Friday 10th April 2026 (Good Friday - 3rd April; Easter Monday - 6th April 2026)</i>
Summer 2026	
Term 5	
INSET	Monday 13 th April 2026
Start of Term	Tuesday 14 th April 2026
Bank Holiday - School Closed	Monday 4 th May 2026 (School Closed)
End of Term	Thursday 21 st May 2026
INSET	Friday 22 nd May 2026
<i>May Holiday</i>	<i>Monday 25th May - Friday 29th May 2026</i>
<i>May Bank Holidays</i>	<i>Monday 25th May 2026</i>
Term 6	
Start of Term	Monday 1 st June 2026
End of Term	Tuesday 21 st July 2026 (Year 6, 13:15, All other years finish by 13:30pm)
Transition day	Wednesday 22 nd July 2026 Transition day

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	11:30 – 12:30
Lunch	12:00 – 13:00
Finish	15:00

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
Morning break	10:30 – 10:45
Lunch	11:40 – 12:40
Finish	15:15
YEAR 3	
Registration	08:45
Morning break	10:15 – 10:30
Lunch	12:10 – 13:10
Finish	15:15
YEAR 4	
Registration	08:45
Morning break	10:15 – 10:30
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 class rooms 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.

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 Slough Borough council transport vehicles) between 08:20 – 09:00 every day and at 15:00 – 15:40.

Gates are reopened no earlier than 15:10 and locked at 15:25 pm. A staff rota will be drawn up and those members of staff will ensure that gates are opened and shut promptly.

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 the Inclusion Team will be on rota to supervise the KS2 playground before and after school.

4.2 Registration and punctuality

At Priory School we record attendance electronically using 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 register of late pupils and will be monitored by the Inclusion team.*

4.3 Attendance and absence

Attending school every day is crucial for your child's academic success and future opportunities. Research consistently shows a strong link between regular school attendance and higher exam results, which in turn lead to better job prospects and career outcomes. By attending school consistently, pupils benefit from continuous learning, build strong relationships with their teachers and peers, and develop essential life skills. Good attendance habits established

early on can significantly enhance your child's educational journey and set the foundation for a successful future. We appreciate your support in ensuring your child attends school every day, ready to learn and thrive.

Please see the attendance and absence policy for more details.

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

Pupils are responsible for:

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

Parents are responsible for:

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

Absence that causes a concern:

- If pupils are persistently absent, they will be referred to the attendance team who will attempt to resolve the situation through a parent agreement. If the situation cannot be resolved and attendance does not improve, the attendance officer has the power to issue sanctions such as prosecutions or penalty notices to parents.
- Persistent absence is described as being 90% or below.
- The attendance team will monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence and will provide regular reports to staff across the school to enable them to track the attendance of pupils and to implement attendance procedures.

Term time leave will not be granted. Only the **most** exceptional circumstances will be considered. Please note, we do not authorise longer periods of absence at all. So if you do find yourself in a situation needing time out of school only ask for what is absolutely necessary.

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

Routine appointments to the GP, dentist, and optician **must be** organised for afterschool times only.

4.4 Playground Supervision

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

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

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

4.5 Assembly Timetable

There will be 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 lunch times and after school. More details will be sent out when we know what days and times we can open the library after school.

4.7 PE Timetable

Children may come to school on a PE day wearing **PE uniform**. However, parents of any child not wearing the appropriate PE uniform will be contacted and **asked to immediately bring in the correct PE uniform**.

On days that your child is attending a sports club, please send them in with their kit to change into. No football kits please.

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

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

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

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 afterschool 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, girl's football, netball, tag rugby, basketball and tennis.

4.8 Music Lessons & 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 Wrap-around care

In2Care are an external provider who offer childcare before and after school as well as holiday clubs. They provide a breakfast club from 7.30 am to 8.30 am and an afternoon school club with the option of a 1 hour session from 3.30 pm – 4.30 pm or 3.30 pm – 6.00 pm. Sessions can be block booked or can be booked on an adhoc basis. Please visit our website to find out more details or alternatively contact them and arrange a visit.

4.10 Positive Behaviour Policy

At our school, we believe that every child deserves to be in an environment where adults work tirelessly to help them understand and learn appropriate behaviours, while also developing their social and emotional needs. We are committed to being an incredibly inclusive school, championing all our children without exception. Our approach is rooted in the belief that every child has the right to be educated alongside their peers, regardless of their individual challenges. Our approach is built on trusted relationships, high expectations, and restorative practices that help children to reflect, repair and learn from their mistakes.

We recognise that whilst some parents may feel that children with special needs or behaviour difficulties should be separated, isolated, or taught in special settings, we firmly believe that this is not the answer. Every child has the right to be in education and to be educated with their peers. We are dedicated to ensuring that all children receive the right support and interventions to help them succeed.

While we will continue to challenge misbehaviours and do our utmost to keep all children safe, we will not give up on those who struggle. Our commitment is to provide a nurturing and supportive environment where all children can thrive, learn, and grow together. By working collaboratively with parents and the community, we aim to build a school culture that is inclusive, supportive, and dedicated to the success of every child.

That said, we must also ensure the safety and well-being of the entire school community. Therefore, while we strive to avoid permanent exclusions and consider them a last resort, they may be necessary in extreme cases to maintain a safe and conducive learning environment for all. Our priority remains the well-being and educational success of every pupil, and we will always seek the best possible outcomes for all involved.

At Priory School all staff understand these key principles when understanding behaviour:

- Behaviour as a special need
- Behaviour as a form of communication
- A curious, empathetic and non-judgemental approach
- Relationships first
- Structure, routines and realistic expectations
- Restoration and natural consequences

We aim to provide clear expectations and boundaries rewarding children for positive choices and engagement in learning. Please read behaviour policy.

- **Behaviour is likely the result of a Special Educational Need.** Therefore, a one size fits all policy to behaviour (equality) is not going to reach most children who demonstrate behaviour challenges as a result of a SEN. Therefore, we promote a behaviour approach that provides children with the support and the tools that they need. (Equity) This policy allows the flexibility of being able to adapt to the pupils needs rather than expecting the pupils to adapt to the system.
- **Behaviour as a form of communication.** All behaviour should be viewed within the context of the child and the situation, understanding the difference between a relational communication pattern rather than an internal problem.
- **A curious, empathetic and non-judgemental approach.** We encourage all our staff to respond to behaviours in a way that focusses on the feelings and the emotions that may be driving the behaviour, rather than on the behaviour itself.
- **Relationships first.** We promote the importance of creating relationships between all stakeholders in our school community. We expect staff to engage and connect with our pupils, our staff need to be emotionally available to them. We like the phrase 'connect before you correct'. It is human nature to connect with people. ***All the research points us towards the significance of the direct correlation between emotional growth and learning. We know that developing safe and meaningful relationships is central to emotional growth. The same is true for learning. (Bomber & Hughes, 2013)***
- **Structure, routines and realistic expectations.** Children can experience strong emotions and anxiety if they do not know what is expected of them. Having consistent routines and expectations ensures that children know what is expected of them at all times, which helps them to manage and regulate those emotions. Children feel safe when they understand the structure of the day and have regular routines. Therefore it is very important that staff spend time establishing structure, routine and expectations into the daily timetable and continue to ensure that they are embedded in daily practice.

- **Restoration and natural consequences** are key to ensuring that children genuinely understand the impact of their behaviour. Some punishments or consequences evoke strong feelings of shame, guilt and can make children feel isolated from their peers. It is important to us at Priory that children are supported to gain an insight and self-awareness of their own emotions and behaviours. We will use wherever possible natural consequences to repair poor choices, a reparative and restorative approach to help children understand others' perspectives. Our approach will give children the tools to regulate their own behaviours, build meaningful relationships based on trust.

5. School Staff

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

Your Senior Leadership Team

Hannah Foster – Headteacher

Leads the school with a strategic vision to ensure every child achieves and thrives, with a particular focus on inclusion, early intervention, and high expectations for all.

Chloe O'Connor – Deputy Headteacher

Deputy Headteacher and Designated Safeguarding Lead. Responsible for safeguarding, inclusion, attendance, and ensuring all children feel safe, supported, and able to succeed.

Aimee Proffitt – Deputy Headteacher

Deputy Headteacher with responsibility for curriculum, teaching and learning, assessment, and staff development. Oversees progress for all pupils, including those in receipt of Pupil Premium funding. Leads on curriculum development in STEAM subjects (Science, Technology, DT, Computing, Art, Music, and Maths) and ensures these subjects are inclusive and inspiring.

Sarah Moore – Business Manager

Leads finance, staffing, site, health and safety, and resources. Ensures decisions are sustainable, inclusive, and provide the best opportunities for pupils.

Jake Philpott – Assistant Headteacher

Assistant Headteacher with responsibility for behaviour, wellbeing, and social, emotional and mental health (SEMH). Oversees nurture provision and supports pupils' personal development. Also leads curriculum development in Languages and Humanities (English, phonics and reading, French, History, Geography, RE, PSHE, and PE), ensuring high standards and inclusive practice across these subjects.

SENCOs			
Miss Leonard	Miss Miller	Miss Morris	Miss Moore
Mainstream SEND support EYFS, KS1, Year 3 and 4 EHCPs	Year 5 and 6 EHCPs, phase transfer	Orchard	Woodlands

Phase leaders			
Early Years	KS1	Year 3 and 4	Woodlands
Mrs Barker	Miss Meikle	Mrs Reith	Miss Moore
Year 5	Year 6		Orchard
Mrs Saroay	Miss Jhalli		Miss Morris

6. General Information

6.1 Communication

We work hard to maintain clear and positive communication with parents. Regular updates are provided through newsletters, our website, and Peek at the Week. We also use texts, calls and emails for important information. Parents are encouraged to speak with class teachers in the first instance if they have any queries or concerns. In addition, **Tea with SLT** is held once a term – this is an informal opportunity to meet with the Senior Leadership Team, share feedback and ask questions.

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' carpark

6.5 Online safety

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

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

Please do monitor your child's use of social media platforms such as WhatsApp and the internet. 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, with a full written report provided at the end of the Summer Term. In addition, parents may email the year group, phone the office or request a meeting if further communication is needed.

Parents are also invited to attend **Tea with SLT** each term as an informal way of engaging with school leaders about school life.

6.7 Lunches

A lunch costs £2.50 (for Years 3, 4, 5 and 6)

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

We encourage all pupils to have a school lunch as we believe this not only the healthiest option it is a good way to introduce them to new foods in a social and shared setting. We carefully select foods that will give children the required energy to help with concentration and focus throughout the afternoon. Menus can be viewed via Arbor and the website.

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

If you believe that you are entitled to free school meals please contact the School Office.

6.8 School uniform

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

Is important to send your child into school in full smart uniform. Uniform with the logo is not essential, however we encourage pupils to have one jumper or cardigan with the school logo. However, if buying a plain top please ensure that there **are no branded logos of any kind**. You can also buy iron on logos for a reasonable price from the School Office.

I do wish to impress on you that uniform will **be monitored carefully**, our policy is flexible and inclusive allowing everyone to access the uniform easily. We will be strict about uniform expectations and will call home and expect you to bring to school appropriate uniform if necessary. We will pay particular attention to footwear and PE uniform. We will be contacting parents if school and PE uniform do not meet the standards expected. We will expect parents to bring in appropriate school uniform if their child is not in appropriate uniform. In the event parents cannot get to school we will ask children to change into spare uniform, they can change back at home time.

PE uniform is to be worn on PE days, again this must meet the uniform expectations. We do not want to see children in PE uniform or football kits on club days – they must bring this in and change into the kit in school before the club starts.

Children should wear plain black shoes or trainers only.

The uniform expectations are the following:

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

PE Uniform– it has been beneficial to families, pupils, and the school to wear kit to school on PE days, therefore, we will continue to ask children to wear PE kit on school days.

However, PE uniform must be smart and in line with the school uniform policy and expectations, you will be called to bring in appropriate uniform immediately.

On club days children must wear school uniform but bring a PE uniform to change into,

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

- Long hair must be tied back.
- Sensible trainers

6.9 Complaints

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

6.10 School Trips and events

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

6.11 School House System

Each pupil belongs to one of five houses which are named after native British trees. Holly, Hornbeam, Cedar, Maple and Rowan.

Each house has been assigned a colour – Holly is red, Hornbeam is yellow, Cedar is blue, Maple is orange, and Rowan is purple.

The aims of the House system are:

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

House points can be earned for positive contributions in all aspects of school life and by demonstrating the Priory Values. There will be various house events throughout the year and children will be encouraged to wear their house colours and participate for their houses.

6.12 Community Events

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

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

6.13 Priory Friends

All parents are automatically a member of Priory Friends. How much time and engagement you have with Priory Friends is down to the individual. However, we are always looking for willing helpers and volunteers. Priory Friends is a charity that has its own chair and treasurer. If you are keen to get involved please contact prioryfriends@prioryschool.com

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, smart watches

Parents

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

Pupils

We ask that children do not bring mobiles to school, however, we recognise that mobiles may be necessary before and after school for some of our Year 5 and Year 6 children. Pupils must have phones turned off on arrival to school until they are offsite at the end of the day. For safeguarding and security reasons mobile phones must be left with the class teacher and collected at the end of the school day. Failure to do so may result in a temporary mobile phone ban.

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

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

We ask that **no smart watches** that are connected to a phone are worn in school. For safeguarding reasons, smart watches that can make or take a call or text, or can take a photograph will be not allowed in school.

6.16 Woodlands and Orchard Provision

At Priory we have fantastic and unrivalled provisions available to our children through our quality core offer which includes screening and assessments for all children, interventions, targeted support, and afterschool clubs. We are also able to offer children additional support with a Learning Mentor, Canine Therapy, Nurture and resource base provisions. We have several resource base provisions at Priory. Our largest provision is Woodlands, we have the facilities to offer pupils approximately 50% of their school week accessing targeted provisions and therapies in the resource base. We currently have a provision in the Orchard. This is an inherited and informal provision that has developed organically rather than through strategic place planning. Therefore, children in our Orchard provision are receiving a level of support and provision found in special schools. We are currently working with the Local authority on future admissions to Orchard.

7. Health and Safety

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

7.1 Site safety and security

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

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

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

Cars parked in the visitors are park are parked at the owner's own risk.

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

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

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

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

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

7.2 Fire and other emergencies

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

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

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

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

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

7.3 Accident Reporting

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

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

7.4 First aid

Priory School has a team of qualified first aiders who can administer basic first aid as required. There is a designated medical room for pupils. A first aid kit and children's medication are stored in class and staff will take this when they go to P.E. etc. We follow clear infection control procedures and staff use protective equipment when required to support children safely. Each class keeps secure information about medical and safeguarding needs so that all staff working with your child are aware of the right support

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

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

In the event that an incident requires a hospital visit:

- The most senior staff member present at the scene will call an ambulance, where necessary.

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

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

7.5 School Closure Procedure

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

The decision to close:

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

Release of information about open / closed school

- School website to be updated
- Primarysite text and email message to be sent.

Closures on a second or subsequent day

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

8. Safeguarding

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

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

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

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

9. Extended support

At Priory, we are proud to be an inclusive school. We provide a wide range of support to ensure that all pupils can thrive, whatever their needs or circumstances.

9.1 Special Educational Needs and Disabilities (SEND)

We celebrate the diversity of our pupils and are committed to removing barriers to learning. Our staff are trained in understanding neurodiversity and adapt classrooms and planning to meet the needs of individual children.

We follow a **graduated approach** ("assess, plan, do, review") so that children's needs are identified early and support is regularly reviewed in partnership with parents. Our SENDCO team work closely with staff, families and outside professionals to ensure the right provision is in place.

9.2 Medical Conditions

We have a Welfare Assistant who coordinates medical support across the school. Staff administer medication only where there is parental consent and appropriate training.

Each class keeps **secure information** about medical and safeguarding needs so that all staff working with your child are aware of the right support. Individual Health Plans are created for children with ongoing conditions, and parents are asked to ensure medical information is kept up to date.

9.3 English as an Additional Language (EAL)

For children who are new to English or developing their language skills, we provide additional support through visuals, scaffolding, peer and adult support, and resources such as Flash Academy. We also celebrate and value the many languages spoken across our community.

9.4 Pupil Premium and Free School Meals

We use Pupil Premium funding to improve outcomes for children who are eligible, for example by providing additional learning support, subsidising trips and activities, and supporting with school uniform. We encourage all families who are eligible for Free School Meals to apply, as this helps us to access extra funding to support your child.

9.5 Challenge and Mastery

As well as supporting children who need extra help, we are committed to challenging those who are working at greater depth. Our curriculum is designed to stretch pupils through mastery, problem solving, and opportunities to apply their skills in meaningful ways.

9.6 Wellbeing and Pastoral Support

Your child's wellbeing is at the heart of our school. We provide a range of social, emotional and mental health (SEMH) support, including nurture provision, mentoring, and tailored interventions.

We also offer **small group and individual sessions** to help children build resilience, develop their social skills, and manage their emotions. Our staff use approaches such as the Zones of Regulation to help pupils recognise and communicate how they are feeling.

Transitions – whether between year groups or into secondary school – are supported carefully, with additional visits and sessions for children who may find change more difficult.