

Marish Academy Trust Newsletter

Issue 86 - Jan 2026

Message from the Senior Leadership Team

Dear Parents & Carers,

Happy New Year 2026 from the Marish Academy Trust staff team.

With a new year and fresh starts in mind, may I urge all parents and carers to maximise their child's opportunities at school, by ensuring they attend every day and arrive promptly?



We all know about the traffic in Slough, especially around our schools, but if we work together to park, drive and even walk, considerately, it makes everyone's life much easier. Children who consistently arrive in school on time, have a better start to their day and those who attend more than 95% of the time have considerably better outcomes, both now and into adulthood than those who miss out on even a few school days, especially in the primary phase. These outcomes transfer into life chances and what parent doesn't want the best possible life chances for their child?

So, If you are having any difficulty getting your child into school for whatever reason, please talk to your child's teacher or another member of staff you trust. We know that sometimes this can be very challenging, or even embarrassing, but you are not alone and we will help you.

Let's make 2026 a really positive year for all our children, by working together in empowering partnership, including improving attendance and punctuality.

Best wishes for a very happy and prosperous 2026
Mrs Denham

Marish Values

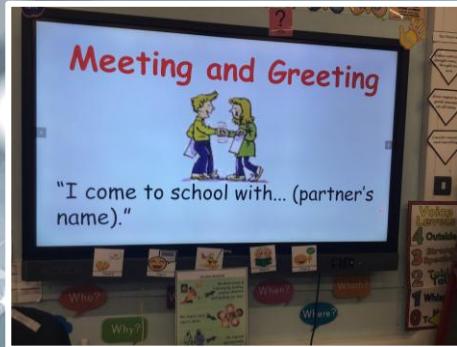


We are delighted to share some wonderful images of our children demonstrating what it truly means to be part of the Marish Primary School community. Throughout the school, you will see our pupils being **Motivated** in their learning, showing **Aspiration** as they reach for their goals, displaying **Resilience** when facing challenges, being **Inclusive** to everyone, celebrating their **Success**, and remaining **Hope-filled** about their futures. These photographs capture the heart of our school and show our values in action every single day.

We would love you to talk with your child about how your family incorporates these values into daily life at home. Perhaps you could discuss a time when they showed resilience by not giving up on something difficult, or how they've been inclusive by including a sibling or friend in an activity. Sharing these conversations helps reinforce the important character traits we are nurturing together.

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R-Time Sessions



Over the past week, our pupils have been exploring what it means to treat everyone fairly and with respect. The children have been learning about the protected characteristics under the Equality Act 2010.

Through engaging discussions, the children have discovered how we are all **RAISED** differently – and how these differences help shape who we are today:

R – Religion or belief
A – Age
I – Identity (Gender)
S – Sexuality
E – Ethnicity (race)
D – Disability

Our pupils now understand that treating everyone with respect means not discriminating against, harassing or victimising anyone because of these characteristics. They have explored how celebrating our differences and showing kindness to everyone creates a positive school community where all feel valued and included. This important learning helps our children develop into respectful, thoughtful individuals who understand that diversity makes our school – and our world – a richer place.

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Autumn 2 Diamond Pupils



These are our proud Diamond Pupils from the last half term.

The Diamond Pupil Award is for pupils who have consistently followed the Diamond Rules throughout the half term. The chosen children are treated to a special activity and treat with Miss Court and Mrs Denham in the first week back after the Christmas break.

They will also receive a Headteacher's Award and Certificate.

Will it be you next time?

SEN Unit Activities



Children have been exploring sensory stories during their Literacy lessons. One of their favourite stories has been *Shark in the Park* on a Windy Day. The children had great fun engaging with sensory resources and taking part in activities linked to the story, which helped bring the learning to life.

Nursery Activities



This half term, linked to our theme of animals and spring, the children have been learning all about jungle animals. They began the week by reading Walking Through the Jungle, which sparked lots of excitement and curiosity. The children have enjoyed singing Down in the Jungle Where Nobody Goes, exploring and listening to different jungle animal sounds, and learning about which animals live in the jungle. They worked together to use their knowledge to create their very own jungle. The children also enjoyed observational paintings of jungle animals, creating their own tigers and snakes, and developing their scissor control by rescuing jungle animals that were tied up with string.

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Temple Visit



Year 5 visited the Slough Hindu Temple as part of their Religious Education curriculum on Hinduism. The visit helped pupils deepen their understanding of Hindu beliefs and practices by making meaningful links between classroom learning and real-life worship.

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International Christmas Connections

Dear Santa,
My name is Alexander.
I am ten years old and I live in Germany.
I have one sister, but I don't have any brothers.
I have two dogs. I have a big golden retriever.
In my free time, I like to play PS5. I really like
to play that in my free time. I like to play games but I
don't like to do homework and I have to do
homework.

Answer:

1. What is your name?
2. How old are you?
3. Do you have any brothers?
4. Do you have a dog?
5. What are they called?
6. Do you like me?
7. Why?
8. What do you like to do in your free time?

Merry Christmas

Dear friend

My name is Akanksha. I am ten years old and I live in Langley. I have one sister, but don't have any brothers. I have pets: I have a rabbit, two parrots and one dog. In my free time, I like to draw. I really like to read books, love to watch television but I don't like to study and I hate to do homework.

What's your name? How old are you? Do you have any brothers and sisters? What are they like? Do you have ANY pets? What do you like to do in your free time?

From Akanksha

Querido amigo/querida amiga,
Me llamo Zubaida.
Tengo once años y vivo en Slough.
Tengo uno hermano y una hermana.
No tengo animales en casa.
En mis ratos libres, me gusta nadar,
me gusta mucho leer, me encanta
ir al parque pero no me gusta ver la
televisión y detesto jugar al fútbol.
¿Cómo te llamas? ¿Cuántos años
tienes? ¿Tienes hermanos? ¿Cómo
son? ¿Tienes animales en casa?
¿Qué te gusta hacer en tus ratos
libres?

Un abrazo,
Zubaida.

¡Feliz Navidad!

Me llamo Leonie.
Tengo diez años y vivo en Langley.
Tengo dos hermanas, pero no tengo hermanos.
No tengo animales en casa.
En mis ratos libres, me gusta leer, me gusta mucho bailar, me encanta ver la tele pero no me gusta jugar al tenis y detesto nadar.
¿Cómo te llamas? ¿Cuántos años tienes?
¿Tienes hermanos? ¿Cómo son? ¿Tienes animales en casa? ¿Qué te gusta hacer en tus ratos libres?
Un abrazo,
Leonie

¡Feliz Navidad!



Year 5 have been busy writing Christmas cards to their partner school in Ghana, sharing festive wishes and learning about another culture. Year 6 have also enjoyed writing Christmas cards to their partner school in Mallorca, spreading seasonal cheer and strengthening their global links.

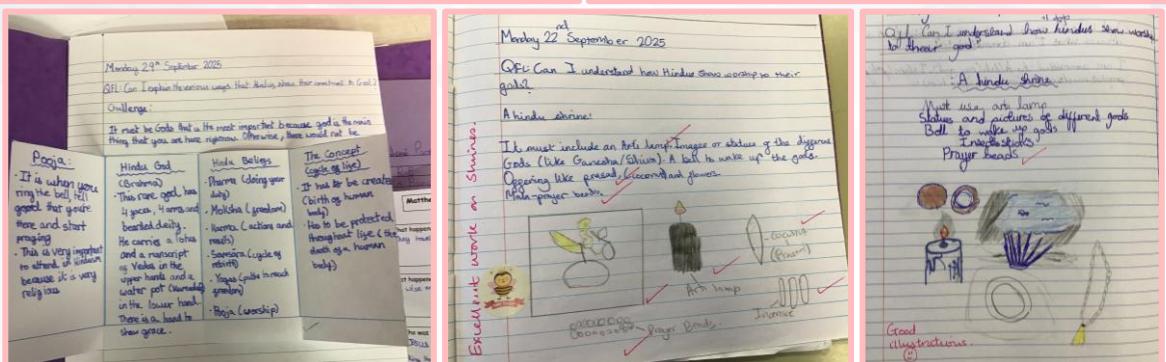
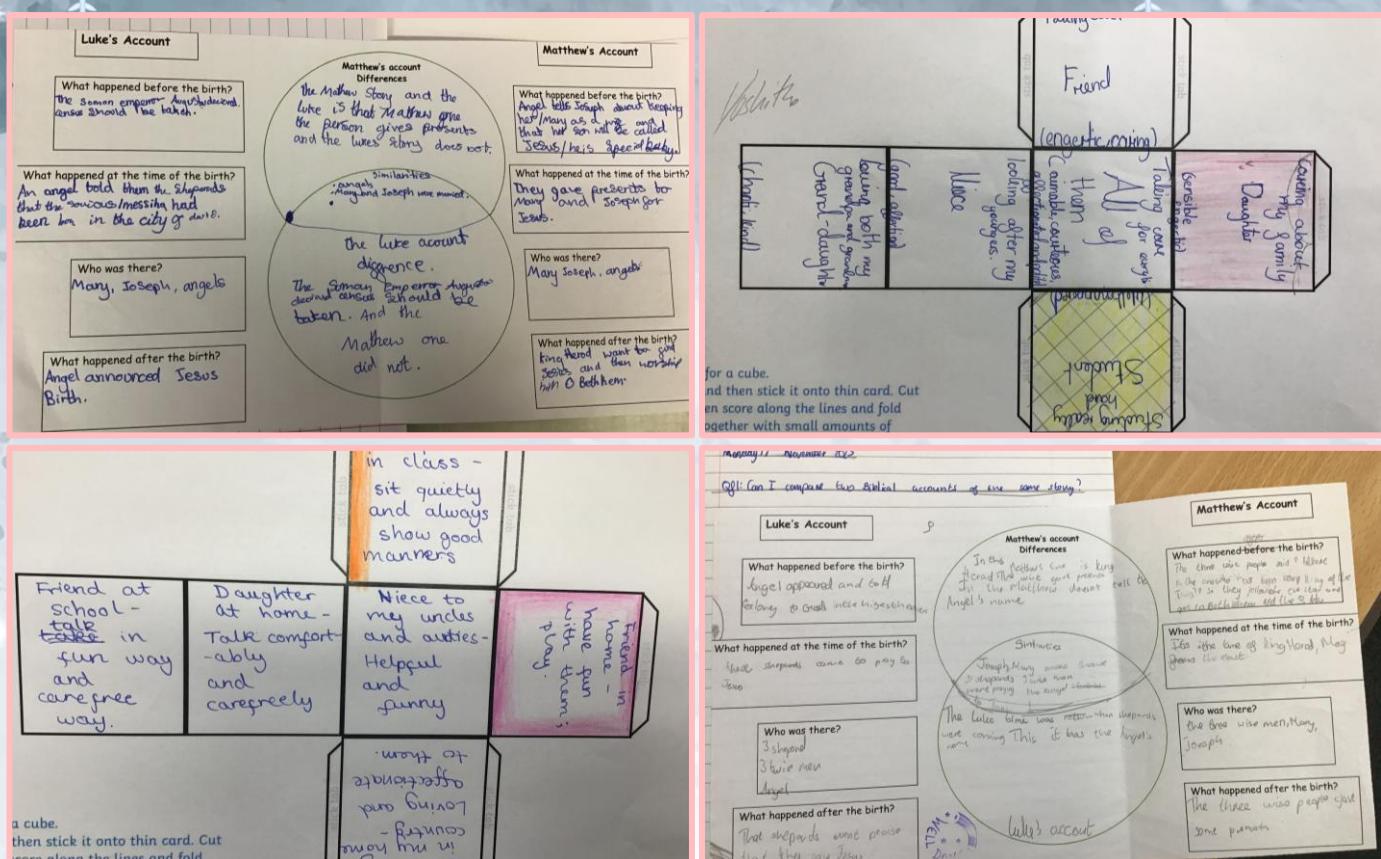
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RE

This year, Year 5 pupils have been learning about Hinduism, focusing on commitment to God and the belief that Brahman is present everywhere. To deepen their understanding, they will be visiting a temple to make links with their learning. They have also explored and compared different accounts of the Christmas story.

Examples of pupils' work below showcase their learning and understanding.



Art



Year 3 are proudly showcasing their entries for the art competition inspired by Faith Ringgold, focusing on landscapes, family, and collage.

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Art Competition



Yayoi Kusami is a Japanese artist who creates original paintings, sculptures and installations. She is famous for her use of polka dots which can be found everywhere in her work. She has always struggled with her mental health -designing and making her artwork allows Yayoi to keep this stable.



The latest art competition based on the work of Japanese artist Yayoi Kusami was extremely popular! The entries were of a very high standard with children across the school creating imaginative and colourful collages, paintings, sketches and sculptures with great success.

PE Competition



Congratulations to the Year 6 dodgeball team on their fantastic performance. The team remained unbeaten across six matches, winning every game by at least three points. This is an impressive achievement, especially as it was their first competitive dodgeball event, including a strong win against the traditionally sporty Lynch Hill. Well done to all involved!

ILM - HUNGARIAN



International Language of the Month – Hungarian

Facts about Hungary:

OFFICIAL NAME: Hungary

CAPITAL: Budapest

POPULATION: 9,825,704

MONETARY UNIT: Forint

OFFICIAL LANGUAGES: Hungarian

AREA: 68,890 square kilometres

MAJOR MOUNTAIN RANGES: North Hungarian, Transdanubian

MAJOR RIVERS: Danube, Tisza, Drava, Raba

Hungarian is a unique language spoken mainly in Hungary.

People who speak it call it *Magyar*.

It belongs to a special group of languages called Uralic languages.

Other languages in this family include Finnish and Estonian.

Unlike most languages in Europe, Hungarian is not an Indo-European language.

However, it has borrowed many words. These words come from languages like Slavia, Turkic and German. Around 13 million people speak Hungarian.

Most of them live in Hungary.

Another 1.5 million speakers live in Romania.

You can also find Hungarian speakers in Slovakia, Serbia (especially in a region called Vojvodina), and Ukraine. In some areas, like Vojvodina in Serbia and parts of Slovenia, Hungarian is also an official language.

Hungarian is one of the official languages of the European Union.

Hungarian grammar is quite different from languages like English.

One interesting thing is that Hungarian has no grammatical gender. This means there are no separate words for "he" or "she." Instead, there is one word, *ő*, that means both.



Now let's learn a few phrases...

Szia! = Hi! / Bye! (informal, used with friends and family)

Sziasztok! = Hi, everyone! / Bye, everyone! (informal plural)

Jó napot! = Hello / Good day
(more formal, for general public)

Kérem = Please (formal)
/ Kérlek (informal)

Köszönöm! = Thank you!

Igen = Yes

Nem = No

Elnézést! = Excuse me! / Sorry!

Szeretlek = I love you

Ölelés = Hug

Boldog = Happy

Szomorú = Sad

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Parent Notices

Timings of the School Day

Soft start is from 8:15am to 8:30am for all year groups except Nursery.

SEN Unit:	Doors open 8:15am to 8:45am and then at 3:00pm
Nursery:	8:00 – 11:00am and 12:00pm – 3:00pm
Nursery full time	8:00am – 3:00pm
Reception:	8:30am – 3:15pm
Year 1 and Year 2:	8:30am – 3:15pm
Year 3 and Year 4:	8:30am – 3:25pm
Year 5 and Year 6:	8:30am – 3:25pm



Ensure that you drop your child off at the designated entrance. Do not leave them unsupervised on the school grounds.

Fees for Breakfast club and Meerkats

Meerkats	Before 4pm	After 4pm
	£2	£5
Breakfast Club	£1 per day	-
Late collection	£5 per 15 minutes	-

Full time only sessions, £2, parents still need to order and pay for school dinner in addition to this.

If you would like your child to attend Breakfast club or Meerkats you will need to apply for a space. For more information or an application form, enquire at the school office.

Please note, there is a different payment schedule for Pupil Premium/ Free School Meal pupils. Please contact the office before applying.

All pupils must be booked in advance otherwise they will not be allowed to attend. If your child attends Meerkats without a booking you will be charged the late fee.

Children must not attend Breakfast Club without a booking as numbers are limited. Please book a week in advance.

You are required to sign your child in to Breakfast Club and out of Meerkats each day.

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Playground Fundraising Initiative

We are excited to share that both schools will be fundraising throughout the year to support the purchase of new playground equipment. A variety of events will be held across the year to help us reach this goal. We look forward to your support and involvement in these upcoming activities.

A Polite Reminder to Parents and Carers

We kindly request that no dogs (or any other pets) are brought onto the school premises, even if they are being carried.



Please also ensure that bikes and scooters are not ridden anywhere within the school grounds. There have been a few concerns raised about near accidents involving pedestrians. When leaving bikes in the designated bike area, please make sure they are securely locked.



Additionally, we ask all parents and carers to be considerate of our neighbours during drop-off and pick-up times. Please park responsibly and drive calmly and safely around the school.



Thank you for your cooperation in helping us maintain a safe and respectful environment for everyone.

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Parent Notices

A REMINDER ABOUT SAFE AND RESPECTFUL PICK-UP AND DROP-OFF

We would like to remind all families about the importance of safe, sensible and respectful behaviour during pick-up and drop-off times.

For everyone's safety, please ensure that:

- Pavements are kept clear and not used for parking, so that children, pushchairs and families who cannot step into the road can pass safely.
- Local residents' driveways are not blocked and the surrounding community is respected.
- Rubbish is taken home and not left in the local area.

We also ask that all adults speak to one another in a calm, polite and respectful manner at all times. As a school community, we are role models for our children, and they look to us to demonstrate kindness, patience and understanding.

Our school serves many children with additional needs, including those who may move unpredictably or require the safety of the pavement at all times. Please be mindful of this and show consideration to all families.

Thank you for your cooperation in helping to keep our school community safe, welcoming and supportive for everyone.

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Marish School Uniform

Our Marish school uniform is:

- Red Sweatshirt or cardigan
- Navy blue trousers, shorts or skirt
- White shirt or polo shirt
- Black sensible shoes (no boots, high heels or platforms)
- (Nursery – the above with dark coloured jogging bottoms)
- PE Kit – plain red T-Shirt (round neck or polo), navy/black shorts.
- A dark tracksuit (plain or with a small logo) to wear over the PE Kit for outdoor lessons in cold weather. Trainers/plimsolls are needed for all PE lessons.

All items of clothing must be clearly labelled with the child's name.

The only jewellery allowed is one small stud in each ear, a watch and that which is a specific religious requirement. **These must all be removed for PE.** The child must take full responsibility for looking after these items. the school will accept no responsibility for their loss or damage.

PE and Games – PE is not an optional subject, it is a part of the national curriculum.

Swimming in KS2 – Swimming is not an optional subject. A letter with swimming costume requirements will be sent when your child is in year 4.

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Dear Parents/Carers,

We will be running a club during February half term for any children aged 5 and over. The Holiday Club will be open from **Monday 16th February to Friday 20th February from 8.30 am-3.45pm.**

This club will run at Marish School.

The costs are:

£25.00 per day per child
£35.00 per day for 2 children
£45.00 per day for 3 children
£55.00 per day for 4 children

Please provide your child with a packed lunch.

The numbers will be limited so please return the slip as soon as possible. Clearly indicate which days your child (ren) will be attending so we can maintain appropriate staff-to-child ratios.

Full payment must be paid on Parent Pay by Friday 6th February and is non-refundable.

The children will have lots of activities that they can participate in including cooking, art & craft, dance and fun sports.

If you have any questions, please ring the office number and ask for Mrs Beard.

Yours sincerely

S Beard

Sharon Beard
Holiday Club Manager

Healthy Lifestyle

Activities to keep fit at home

Exercise: Hank's 7-Tentacle Challenge

Players: 2 or more

Where to play? Indoor or Outdoors

How to play

1. You and your friends are going to be like Hank's tentacles, so line up and hold hands.



2. The first person shouts out a move, like "Jump!", then everyone does it together.



3. The next person repeats the move, then adds their own, like "Twist!". Everybody jumps then twists.

jump and twist!



4. Keep repeating and adding moves – see if you can get to 7 in a row. If someone forgets a move or breaks the chain, then you have to start again.



Healthy Lifestyle

CHUNKY CHICKEN AND SWEETCORN SOUP RECIPE

Preparation time – 15 mins

Cooking time - 25 mins

Makes – 4 servings

Ingredients

- 15g lower-fat spread
- 1 small onion, finely chopped
- 250g potatoes, scrubbed and chopped into small chunks
- 600ml reduced-salt vegetable stock
- 100g sweetcorn (fresh or tinned)
- 100g cooked chicken, chopped
- 300ml semi-skimmed milk
- 2 tablespoons cornflour, mixed with 2 tablespoons cold water
- 2 tablespoons fresh parsley, chopped
- 1 pinch ground black pepper



Method

1. Melt the spread in a large saucepan and gently cook the onion for 2 to 3 minutes, until starting to soften.
2. Add the potatoes and stock. Bring to the boil, then turn down the heat and simmer, part-covered, for about 20 minutes, or until the potatoes are tender.
3. Add the sweetcorn (drained if tinned), milk and chicken, and cook gently for 3 or 4 minutes, stirring often.
4. Add the cornflour mixture and stir until thickened. Add the parsley (if using) and cook for another few moments. Ladle into bowls and serve with the rolls, if having.

<https://www.nhs.uk/healthier-families/recipes/chicken-and-sweetcorn-soup/>

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Attendance

Marish

Jan 2026

Reception: **93.2%**

Year 1: **95.4%**

Year 2: **92.6%**

Year 3: **96.1%**

Year 4: **94.9%**

Year 5: **94.9%**

Year 6: **93.2%**

Target: 96%



November's 100% attendance reward was a pack of a malteasers!



Below 90% Serious Concern

Drastic effect on academic success

95- 90% Cause for Concern

Negatively affecting academic success

100%- 96% WELL DONE

Achieving full potential

E-Safety

At The National College, our WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit nationalcollege.com.

10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

1. DESIGNATE A TRUSTED ADULT

It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to that, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

5. BE A DYSREGULATION DETECTIVE

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child's behaviour during their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to model these to your child, if you're emotional with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke plan. It's hugely important to know in advance what might help and what could worsen the situation.

Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the much-valued SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



#WakeUpWednesday

The National College®

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Some Useful Information

 **GEMS**
Autism & ADHD Support Service
East Berkshire

GEMS works with parents and carers, sharing understanding of autism & ADHD and collaborating on strategies that respect each child or young person's ways of being in the home environment.

GEMS supports families living or has a registered GP in Slough, Royal Borough of Windsor and Maidenhead and Bracknell Forest.

UPCOMING WORKSHOPS AND COURSES

AuDHD - 7pm to 9pm
Tuesday 3rd February 2026

Autistic Burnout - 7:30 to 9:30pm
Wednesday 4th February 2026

Sleep - Autism and ADHD , 7-9pm
Wednesday 4th February 2026

Sensory Processing - 7 to 9pm
Tuesday 24th February 2026

Interoception - 7 to 9pm
Tuesday 3rd March 2026

Barriers to School, Can't Go, Not Won't Go - 10am to 12noon
Wednesday 25th March 2026

Visit our website to book your space - www.Gems4Health.com

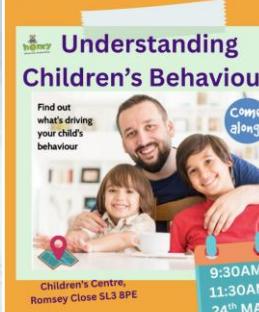
UPCOMING WORKSHOPS 2026

Fussy Eating

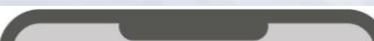
Come along!
Fed up with stressful mealtimes? We're here to help...
9:30AM-11:30AM 9th JAN
Children's Centre, Chalvey Grove SL1 2TE

Let's Get Active

Come along!
Have fun while you discover the benefits of activity for you and your little ones
9:30AM-11:30AM 2nd FEB
Penn Road SL2 1PG

Understanding Children's Behaviour

Come along!
Find out what's driving your child's behaviour
9:30AM-11:30AM 24th MAR
Children's Centre, Romsey Close SL3 8PE

HOME START
Berkshire East

 **Upcoming Events** **2026**

19 January	Screen, Scrolling & Staying Sane FREE Parenting Clinic 12:00pm Online
23 February	Raising Resilient Kids (Confidence) FREE Parenting Clinic 12:00pm Online
23 March	Power Struggles (Behaviour) FREE Parenting Clinic 12:00pm - Online
20 April	Emotional Regulation & Meltdowns FREE Parenting Clinic 12:00pm - Online

ANISA LEWIS
POSITIVE PARENTING COACH

STUDY SMART
Free Online Courses

STARTING MONDAY 12TH JANUARY

Fully Funded Education Support Course
Online LIVE Webinars
6 Week Course
Mon - Fri 9.30 - 11.30 & 12.30 - 2.00
Support Session 4.00 - 4.30

Aspire Education **Ofsted Good Provider**

Levels 1, 2 & 3 Available
Accredited Awards & Certificates in:
Prepare to Work in Schools
Wellbeing
Safeguarding & Prevent
Occupational Studies
Understanding Challenging Behaviours
Principles of SEN

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Some Useful Information

THE CONNECT COURSE

A 5-week journey for parents whose children do better with routine, structure or extra support

Starting
24th FEB
12:30PM-
14:30PM

EVERY
TUESDAY
FOR JUST
5 WEEKS

What is The Connect Course?

A warm, supportive 5-week course for parents whose child is on the pathway to a diagnosis or who are raising a neurodivergent child or parents with children who need additional support to thrive.

You'll gain:

- Stronger, more connected relationships
- Healthier relationships between brothers and sisters
- Practical tools to lead with confidence and calm
- Confidence parenting a neurodivergent child in a world that often doesn't cater to their needs
- A safe space

To learn more and register your space call 01753 572958
or email: office@homestartberkshireeast.org.uk

Parenting can feel isolating – you're not alone!

Join The Connect Course and find clarity, confidence, and community.



5 weekly sessions | Gentle guidance | Real connection

WHERE?

Romsey Close Children's Centre, Marish Primary School, Romsey Close, Langley SL3 8PE.

FREE DISCOVER EASY HEALTHY IN SLOUGH

Parents and Carers - Come and join us in Slough's Children's Centres to participate in fun and educational workshops focusing on healthy teeth, fussy eating, and eating well for less.

2ND
FEB
LETS GET
ACTIVE

Join us to discover fun, simple ways to get the whole family moving – at home and out and about

9:30am to 11.30am
Penn Road Children's Centre, SL2 1PG

6TH
FEB
FUSSY
EATING

Discover fun ways to tempt picky eaters and make mealtimes happy!
For parents with children up to 7 years

9:30am to 11.30am
Chalvey Grove, SL1 2TE

BOOK:

Call 01753 572958 or
Text: 07814 428962
Email: office@homestartberkshireeast.org.uk

24TH
MARCH
CHILDRENS
BEHAVIOUR

Learn positive strategies for managing children's emotions and behaviour.

9:30am to 11.30am
Romsey Close Children's Centre SL3 8PE

HOME
START

Berkshire East

ROYAL BERKSHIRE
FIRE AUTHORITY



Royal Berkshire Fire Authority is consulting on your Fire Service's funding for the next year.

Royal Berkshire Fire and Rescue Service provides protection, prevention and response services to the people of Berkshire. To maintain the current level of service, the Fire Authority is proposing a £5 increase for 2026/27, based on a Band D precept, to £91.31.

[Read more](#)

The consultation closes at 9am on Monday, 2 February 2026. If you require assistance with accessing the information in a different format or language, please [contact us](#):



rbfrs.co.uk/haveyoursay

precepting@rbfrs.co.uk

0118 945 2888

Newsham Court,
Pincent's Kiln, Calcot,
Reading, Berkshire,
RG31 7SD