

Parent Handbook 2020-2021

UPDATED: MAY 2020

Nadeen School, Bahrain



Welcome to Nadeen School!

We are happy that you have chosen to join us this year and welcome you to our “small school - big family.”

The school has prepared this handbook to provide you with an overview of the school’s policies, rules, and regulations governing all families of the school. It is intended to familiarise you with important information about the School, as well as provide guidelines for your experience with us in an effort to offer a safe, healthy, and happy learning environment for the children. Please note that content of policy and procedure is subject to change.

SPECIAL NOTE: MAY 2020

Due to COVID-19 and enforced campus closure we have moved all administration, teaching, and learning into virtual classes. Our ethos, holistic approach, and child-centered approach to education remains at our core. Please visit this link for more information:

<https://www.nadeenschool.com/vitalschool/>

School Mission Statement

Since 1978, Nadeen School has been dedicated to providing a nurturing, safe, stimulating, and encouraging environment in which children of all ages, nationalities, abilities, and strengths can develop a lifelong love for exploration and learning.

Our newly revised mission statement (from June 2019) is:



“We are a child-centered, inclusive, and diverse family with a shared love of learning. Together, we think, explore, and grow.”

School Accreditation Ratings

All schools in Bahrain are reviewed on a 3-year cycle by the Bahrain Education and Training Quality Authority. You may hear this referred to as the QQA or BQA. The review process follows an OfSTED process and all areas of the school are reviewed. Nadeen School is currently (March 2019) rated as Outstanding in all areas, and is one of six private schools in Bahrain to have this rating.

Nadeen School is also an accredited member of the British Schools of the Middle East (BSME) and a registered British School Overseas (BSO.) We are one of only two schools in Bahrain with these accreditations. The BSME accreditation runs on a 5-year cycle and the BSO on a 3-year cycle. We are currently (as of May 2017) rated as Outstanding by the BSO.

Open Door Policy

Nadeen School maintains an Open Door Policy, whereby all children, staff, parents, and visitors have access to the Directors, Senior Leadership Team (SLT), and school management at any time. In order to ensure the smooth running of the school parents are expected to alert their class teacher, lead teacher, Deputy Head Teacher, Head Teacher, or the Directors with any matter of concern. If a matter of concern requires private discussion an appointment should be made in advance to ensure adequate time and privacy.

How we communicate with parents

Our preferred method of communication with parent is in-person, and you can do this at drop-off, pick-up, and through making an appointment. We also communicate via telephone, SMS/Text message, email, Classe365 (our school data management system which has a parent portal), Class Dojo (an informal communication method between you and the class teacher), Facebook and Instagram, and via hardcopy letter. Please ensure that you update us with your current telephone, email, and emergency details at all times.

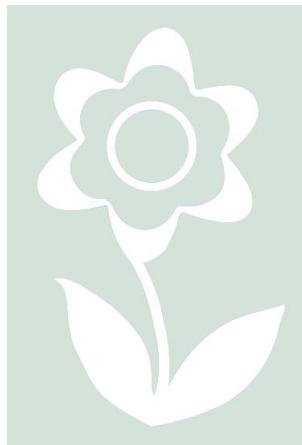


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Home:School Agreement; Code of Conduct

Code of conduct for Learners

All children at Nadeen School are responsible for upholding the following code:

- To show respect towards classmates, other students, and staff at all times, and to be respectful of our school's diverse and international culture
- To respect the property of others, neither taking it nor using it without the consent of the owner
- To respect the dignity and rights of others by avoiding verbal abuse, whether name-calling, unkind remarks, or unfavourable comparisons
- To be a team player and support class and school activities
- To use language which is appropriate to the occasion and to refrain from inappropriate language at all times
- To behave in a responsible and tolerant manner, and refrain from fighting, bullying, and dangerous or violent action directed towards others
- To work sensibly and diligently in class, assisting others when necessary, and to follow all instructions given by the class teacher
- To work to the best of their ability at all times, and to remember that help, assistance, and support is always available if necessary from other classmates and staff

Code of Conduct for Educators

By accepting a position at Nadeen School, staff are responsible for upholding the following code:

- To show respect at all times towards the children, staff, parents, and visitors to the school, and to be respectful of our school's diverse and international culture
- To respect each learner's right to develop their own abilities to the fullest
- To recognize that parents are partners in the education process and promote open communication between the two
- To set high expectations for behaviour, conduct, and communication by behaving in a professional, courteous, caring, and sincere way in and around the school
- To work to their utmost ability to instill a love of learning and exploration in the learners at Nadeen School, and to remember that help, assistance, and support is always available from other staff and the school administration
- To always maintain a high academic standard within the class
- To accept responsibility for ensuring the safety of learners during the school day
- To accept and promote the school's policies concerning safeguarding, e-safety, and social media and images use
- To support and maintain the ethos of the school

Code of Conduct for Parents

By enrolling your child in Nadeen School parents are responsible for accepting the following responsibilities:

- To show respect at all times towards the children, staff, other parents, and visitors to the school, and to be respectful of our school's diverse and international culture
- To support the ethos of the school both on the premises and at home, in order to consolidate the learning which takes place at school and to promote a valuable school-home relationship
- To ensure that your child arrives punctually at school and is collected on time, and that other school rules regarding behaviour expectations, uniform requirements, and standards are met
- To accept joint responsibility with the school's teaching staff to ensure your child has the best possible educational and social-emotional experience at Nadeen School
- To accept and promote the school's policies concerning safeguarding, e-safety, and social media and images use

General Information

Year Group definitions

Nadeen School is a primary school with an Early Years department.

Class name	Stage	Also known as...
Nursery	Early Years Foundation Stage (EYFS)	Pre-School
Reception	Cross over: EYFS and Primary	Infant
Year 1	Primary	Infant
Year 2		Key Stage One (KS1)
Year 3	Primary	Junior
Year 4		Key Stage Two (KS2)
Year 5		
Year 6		

Houses

Nadeen School uses a house system for rewards and team events. There are 4 houses: Dilmun (Green), Tylos (Blue), Awal (Yellow) and Aradous (Red). Children remain in the same house as they move through the school and siblings are placed in the same house as each other. Milestone certificates are awarded at end of term assemblies for children that have reached 25 house points (Bronze), 50 (Silver), 75 (Gold), 100 (Emerald), 150 (Platinum) and 200 (Diamond). Our inter-house competitions, such as Sports Day and Speech Day, are very popular and exciting!

Awards

Awards are given at Nadeen School in the form of DoJo points, house points, Star of the Week awards, Golden Leaf Awards (which focus on behaviour), and annual awards for such things as subjects, attendance, effort, behaviour, and overall achievement. We also celebrate awards our children achieve outside of school and encourage them to bring in their medals and certificates.

Reports

Teachers meet parents on an informal basis throughout the year to talk about the children and their progress.

Oral Reports are conducted twice a year between the teacher and one/both parents. Dates are set in advance by the school leadership team and are usually over two weeks in both the Autumn and Spring Terms. This is a time for the teacher to formally go through all aspects of the child and their learning. Learning support needs, attendance and tardiness are also written and discussed. The Oral Reports are written by the teacher and any notes taken during the meeting are added. The document is signed by the parents at the end of the oral delivery and the original is placed in the child's hard copy student file. A copy is also kept in the child's soft copy file on Classe365. Oral reports are also delivered by Arabic teacher and Learning support teachers.

Cause for Concern reports are written and delivered verbally and in writing if there is a moderate-major concern about a child. Copies of these reports are given to the parents and also kept in the child's hardcopy student file. A copy is also kept in the child's soft copy file on the School's Microsoft One Drive account.

Mid-Year; Written: If a child is leaving the school or country mid-year a report is prepared ready for their last day. Mid-Year reports are not prepared for children who are applying for a new school in Bahrain unless they are applying for Year 7.

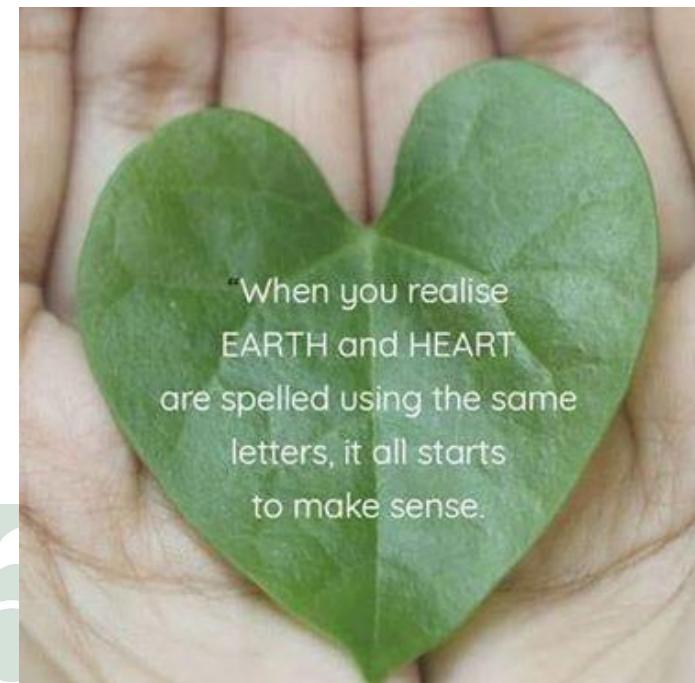
End of Year; Written: All children receive an end-of-year report at the end of the academic year.

No written reports are delivered to any parent if there are any outstanding fees or books and resources damaged/owing.

Environmental Awareness and Recycling

We pride ourselves on being as sensitive as possible towards the environment. As part of our environmental awareness program we:

- take pride in our school grounds, gardens, playgrounds, and learning spaces
- create spaces within nature for children and staff to work
- have recycling bins at the school and we encourage families to use these
- actively discourage single-use plastic and have regular counts of how much single-use plastic comes in to school
- compost our school fruit and vegetable waste on a daily basis
- expect children, parents, and staff to be tidy, respectful, and careful with all school and personal property
- make every effort to reduce waste, and recycle where appropriate
- we no longer use one-time use cups at our water dispensers
- make sure our school gardens are welcoming and safe for people as well as animals
- discuss the anti-social aspects of littering and vandalism, and how we all have an impact on the environment on both a local and global level



"When you realise
EARTH and HEART
are spelled using the same
letters, it all starts
to make sense."

Uniform

Nadeen School uniform is available for purchase from House of Uniforms, located at Tala Plaza, a 5-minute drive from the school. The PTA also run a Second-Hand Uniform facility and arrange a set day and time per month to run their sales.

- Nursery-Year 2 uniform is the same; Junior/KS2 (Year 3 Year 6) is the same
- **PE/Sports** uniform is the same for all age groups
- **SHOES:** Children are expected to wear “proper shoes” – not slip-on shoes, Crocs, shoes with heels, boots, or other unsuitable footwear. Please note that children are permitted to wear sandals without socks on the proviso that the sandals are well-fitting.
- **BAGS:** Reception, Year 1, Year 2, and Year 3 children require the school bag and Year 4, Year 5, and Year 6 require the school rucksack available from House of Uniforms. Children who attend Arabic classes must purchase a separate bag from HOU which is red. Children may bring the standard-size lunchbox of their choice (Nursery require a small lunch bag only).
- **JEWELLERY:** No jewellery may be worn in school aside from small metal stud earrings for those with pierced ears. Necklaces, bracelets, rings and other jewellery may **not** be worn
- **HAIR:** Girls’ hair should be tied back from the face. Excessive hair clips and hair adornments are not permitted, except on party days

Dress code for parents

We expect parents to abide by a modest dress code while in the carpark and on campus out of respect to the country and culture in which we all live. This includes covering the shoulders and upper arms, torso, and areas above the knee.

Playtime

All children have at least one outdoor playtime per day. In the event of adverse weather (heavy rain or dust storm) playtime will be held indoors. In the event of excessive heat outdoor playtimes may be shortened with the remainder of time held indoors.

Snack Time

Children bring a snack to school each day in a lunchbox. We have a healthy eating policy at school and ask that fast food, crisps, chocolates/sweets, fizzy/soft drinks, and other “unhealthy food” is not brought in on a daily basis. We do, on occasion, have bake sales and class parties in school where party food is permitted as we teach the concept of moderation and healthy food choices as opposed to complete banning of certain food items (other than nuts which are banned due to severe allergies – see Health and Safety, below.) We ask that all children bring an additional fruit snack each day to enjoy prior to break time during “Fruit Snack.”

Water Bottle

Please make sure that your child brings a water bottle to school each day. We encourage children to drink water during class time and in the playground in order to remain refreshed. Please make sure your child’s water bottle is clearly named and labelled, washed and refilled each day before school. Water bottles can be filled at the school from the water coolers. As part of our eco-awareness we no longer stock one-time use paper cups at our dispenser points.

Activities and Clubs: Early Morning Drop-Off; After School Activities; After School Stay-and-Play

Please note that all clubs and activities are booked and paid in advance per term. Please see the school office for more details and to enquire about times, rates, etc.

- Our Early Morning Drop-Off club runs from 7.00am-7.40am daily and is open to children Reception-Year 6.
- Our After School Stay-and-Play facility is open to children in younger year groups who need to stay late in order to wait for their older siblings
- Our After School Activities run after school for all children Nursery-Year 6 and change each term. These are fun activities which complement the curriculum and enrich your child’s learning

Pencil cases and school supplies

If your child is in Reception – Year 6, please send him/her in to school with a pencil case containing a pencil, sharpener, eraser, coloured pencils, 15cm ruler, 1 white board marker, and 1 glue stick. Additional items may include a handwriting pen, coloured pens/markers, highlighter, and other stationery according to specific needs. Please make sure your child’s books and supplies are clearly named and labelled. We encourage the children to be responsible for their own items.

All children from Year 4, 5, and 6 are required to have a Chromebook – please contact the Main Office for more information.

Home supplies

There may be occasions when your child will need supplies at home to complete homework, a school project or other activities. In order to be prepared, we suggest that your child has the following readily available – lined A4 paper, plain A4 paper, supervised internet access, an assortment of art and craft material such as coloured paper and card, pens, pencils, glue etc., and a folder in order to carry work safely to and from school.

Damaged Books

A BD10/- fine will be charged to the parent if an **instructional reading scheme book** is lost or returned to school damaged. In the event a **library book** is lost or returned damaged the book may be replaced (with the same book) by the parent or the BD10 replacement fee will be charged.

Parent involvement and the Parent Association

A lot of Nadeen parents ask how they can become involved with their child's education and school activities. If you would like to know more about the parent participation opportunities available at Nadeen School then keep on reading!

Support school events

Parents can support school events in a number of different ways. You will receive a calendar of school events and theme days or you can download one here, and all parents are invited to participate. If you have an interest in any of our theme days then please let your class teacher know. You can join in with class activities, do a presentation for the class or year group, or bring things in to "show and tell."

Attend open days and welcome evenings

During the first term, we hold a series of welcome evenings and events. We invite all parents to attend. We also host informal open days on our activity days, such as International Day, where parents are welcome to stay at school, watch our costume parade and participate in class activities throughout the school. We host parent workshops on a frequent basis, too.



Support individual class days or arrange a presentation for your child's class

You may like to host a presentation or day for your child's class. For example: we had a parent in Year 6 who came in to the class and told the children about her job as an archaeologist. She then arranged an archaeological dig for the children in the playground, and led them in a discussion about history, artefacts, and so on. Another parent went on a great trip to Egypt and gave a talk to both of her sons' classes about Ancient Egypt, the pyramids, and Pharaohs. We also like it when parents come in to school to tell us about their own country and culture.

Ask your class teacher how you can be involved

Can you help with anything in the class? Hear children read? Take an art and craft class? Make posters or models? Ask your class teacher how you can help in the class. We have outlined above a few ways you can support your child and the school throughout this school year. We all welcome your ideas and suggestions – remember that this is your school, too!

Parents and educators need to establish a culture in which security and clarity of expectations are balanced with the encouragement of playfulness, inquisitiveness and self-reliance.

Guy Claxton
PICTUREQUOTES . com

Parent Association

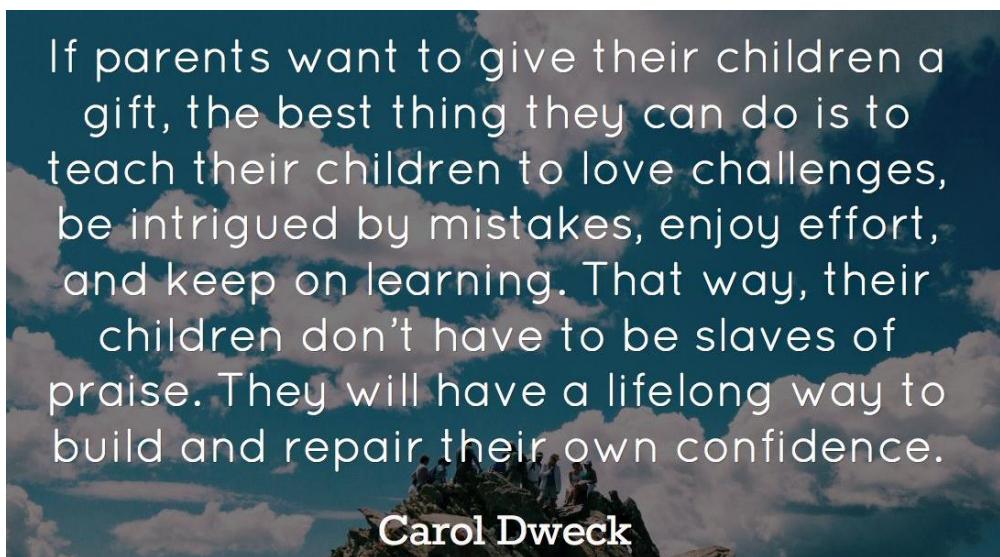
Nadeen School has an active and involved Parent Association. We encourage parents to join us at regular events and to assist us with developing our "Small School – Big Family" atmosphere. Join in with Parent Association trips, tours, events, and gatherings...they are really good fun and are a great opportunity to meet and make new friends, too! We do termly trips to places of interest in Bahrain such as Bahrain Fort, and Manama and Muharraq Souq, as well as cycling tours of traditional farms, traditional breakfast outings, and Ramadan cooking lessons. There really is something for everyone to enjoy.

Learning at Nadeen

Our learning environment, both inside and outside, enables children to learn and play creatively and purposefully – in a range of settings, from our ever-popular tree house or mud-kitchen, to our creative play area, back garden, playground and climbing areas, role play areas and play houses, and design technology area. We also have a school farm, where we grow vegetables and keep chickens and ducks and the occasional visiting goat!

We teach children to develop a growth mindset by modelling and encouraging these five principles:

- Embrace challenge
- Persevere in the face of setbacks
- Effort is the only path to mastery
- Learn from your mistakes and from criticism
- Be inspired by and learn from the success of others.



The “8Cs” form the foundation of the educational journey that our children make. Please visit our website for more information.

Assessment

At Nadeen, we teach and learn in a creative, child-centred and innovative way and we assess children’s learning in the same way. We use a UK online tracking programme, Classroom Monitor, to track children’s attainment and progress through the curriculum – right down to the last objective – all through the year. This rigorous system involves analysing gaps in children’s knowledge and skills, planning to fill these identified gaps, and assessing how they do and it runs seamlessly alongside our creative curriculum, in a way that helps our teachers know exactly where your child is against the national curriculum, without the need for frequent tests. We also use reading benchmarking and phonics assessments, together with formative assessment tasks. We have an annual testing week, where all children in key stages 1 and 2 sit UK standardised tests in English and maths and the Arabic pupils do end-of-year assessments in Arabic.

Arabic classes

We teach Arabic to all Arabic children from Year 1, and social studies and citizenship from Year 2. We also teach Islamic Studies to all Muslim pupils from year 2 upwards, and this is taught in Arabic. It is important to us that Arabic and Muslim pupils develop a love of learning for all Arabic Studies and Islamic Studies lessons. Although we follow the Bahrain National Curriculum during these lessons, we ensure that the styles of teaching and learning behaviours are similar to those throughout the school.

For our non-Arabic children, we have Arabic culture lessons that teach them (in English) about important Arabic culture, traditions and festivals. They also learn some basic conversational Arabic language.

Learning Support

Our learning support programme is an ever-evolving intervention which is right for each individual child at that particular point in time. The type, frequency, setting and reason for support is continually changing for each child's unique needs. The learning support programme runs seamlessly alongside classroom teaching and learning, in conjunction with our pastoral initiatives and creative approach to the curriculum. The fluidity and specific nature of the support we provide enables each child to be included and interact with every aspect of school life.

Learning Support Enrolment

When required, children are enrolled on our learning support programme on a term by term basis. At the end of each term the learning support staff meet with the class teacher, in addition to their regular meetings, to discuss each child's needs and whether they should continue with the programme for the following term. In addition to our formal oral report meetings parents are encouraged to meet with class teachers and learning support teachers to find out more about their child's learning needs.

Learning Support Assessment and Monitoring

Before a decision is made as to which level of support your child requires, your child's needs will have been rigorously assessed through a variety of methods which could include:

- baseline assessment on entry to the school
- ongoing teacher assessments throughout the school year
- in-class observations by our learning support leader
- comprehensive analysis of pupil's attainment and progress data by senior leadership team
- yearly UK standardised testing
- specialised testing e.g. Dyslexia Screener and educational psychologist report where necessary.



Levels of Support

Our learning support has three levels:

- intermediate (BD174 per term)
- intensive (BD435 per term)
- intensive plus (BD600 per term)

Learning support sometimes takes place in the child's classroom, with the learning support teacher working alongside the class teacher to help make the curriculum being taught to the class is accessible and relevant for the child's specific needs. Sometimes, the child is withdrawn from the class in a small group to work on specific targets in one of our learning support rooms. We want children to be in class with their peers wherever possible, so withdrawal lessons happen only if the required target can't be covered in the class setting or if a specific intervention programme is being used.

As part of their learning support programme, children may receive intervention from different people, including their class teacher, learning support teachers, English as an additional language teachers, subject leaders, or specialists (such as speech and language therapists).

All of our learning support teachers have additional qualifications and/or experience in working with special needs and/or teaching English as an additional language.

Children on our intensive and intensive-plus programme receive more sessions than children on our intermediate programme, or they may be receiving support in several subjects. They may also have an Individual Education Plan (IEP) if this is appropriate for them.

Health and Safety

All parents are reminded that our health, safety, and security measures are for the safety of the children, staff and school and that **rules will be enforced, without exception.**

The school has two trained Designated Safeguarding Officers (DSO.) The primary DSO is the Head Teacher and the secondary DSO is the Director of Administrative Affairs. The DSOs are entrusted with ensuring the safety and wellbeing of the children in our care and have the authority to report any cases of abuse or suspected abuse to the Child Protection Center.

Student drop-off and pick-up

At Nadeen School the safety of our children is our main concern.

In conjunction with Ministerial Decree (99/2017) concerning the protection and safety of children in schools please note that there is an additional directive which directs our morning drop-off, mid-morning collection, and afternoon pick-up procedure. This is used in conjunction with our Attendance, Private Bus drop-off/pick-up procedure, and other relevant policies.

Please note that children are not permitted to walk around the school unattended at any time. Parents/guardians must accompany their child around the campus.

PRIOR TO THE SCHOOL GATE OPENNING:

1. No children may be left unattended at the main school entry gate in the morning. Any child who is left unattended at the school gate prior to 7.40am will automatically be taken to the Early Morning Club and the parents billed for the entire session
2. Children MUST be accompanied by a parent/guardian/responsible adult in the car park. No children may move through the carpark alone or unattended.
3. Families who arrive prior to the gate opening at 7.40am are encouraged to wait in their car for the gate to open. Please do not wait in the road.
4. There is a drive-through drop-off facility available from 7.40am onwards where parents may drop their child (from Year 1 upwards) at the school gate (not in the carpark.) Children must be dropped off at the designated drop-off point which is always staffed by a school staff member



Please note that there will be regular security and additional management staff deployed near the entry gate and in the car park every morning. Parent assistance and cooperation for the safety of your children is expected and appreciated

ARRIVAL AT or AFTER 8.00am PROTOCOL:

1. All class registers are taken between 8.00-8.05am. Please see below for the full attendance code
2. Parents are requested to inform the class teacher prior to 8.00am via **email** or **Class DoJo** if their child is going to be SICK (due to illness), ABSENT (for any reason), or LATE (due to an appointment, car difficulties, or other matter)
3. If children arrive at or after 8.00am parents must check in with school staff at the main gate who will sign the child in to the school attendance program. The parent will be given a late slip to hand to the teacher proving that their child has been registered on to the system
 - a. Children are not permitted to walk alone to class under any circumstances
 - b. For children who arrive via school bus the staff bus monitor will assist the children in obtaining late slips
 - c. In the event that the class has moved elsewhere (PE, Music, Library, etc.) the parent must come back to the school office for a member of the administration to take their child to class. Children are not permitted to be alone in the classroom under any circumstances

4. If children arrive from 8.30am onwards parents must check in with the school office. A member of the school administration will take the child to class. This is to ensure that the children are delivered directly to their teacher
 - a. For children who arrive via school bus the staff bus monitor will assist the children in going to the office for registration
5. **MINISTRY DIRECTIVE:** From 8.25am all families of children who are not marked as PRESENT, LATE, EXPECTED LATE, SICK, or ABSENT will be called by the school administration
 - a. The school administration must call both guardians (where applicable) at least twice in order to make contact. If this is not successful the school administration will email both guardians (where applicable) to enquire as to the student's whereabouts, copying the class teacher on the email
 - b. Parents of any student still marked as TBC at the end of the day must be contacted by and/or follow-through by the class teacher

EARLY PICK-UP:

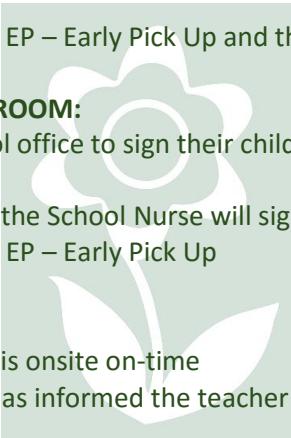
1. Parents are requested to inform their child's class teacher if they need to collect their child early
2. The child will be brought to the office for the parent to collect, at which point the on-site attendance record will be amended. The teacher will mark the student as being off-site on their internal class register
3. The parent will be given a "permission to leave early" card to present to gate security in order to leave
4. In the event the child returns to school parents are requested to come directly to the school office in order for the on-site registers to be amended. The child will be taken to class by a member of the school administration
5. Children will be marked on to C365 as EP – Early Pick Up and then P – Present if they return to school

IF A CHILD IS SENT HOME FROM THE NURSE ROOM:

1. Parents are required to visit the school office to sign their child out of school in the event that they are unwell during the school day
 - a. In the event of an emergency the School Nurse will sign the child out of school via the school office
2. Children will be marked on to C365 as EP – Early Pick Up

Attendance code on Classe365:

- P for PRESENT – marked when a child is onsite on-time
- S for SICK – marked when the family has informed the teacher that a child is not coming to school due to illness
- A for ABSENT – unapproved absence from school e.g family holiday during school term
- AA for Authorised Absence – would include, for example, compassionate leave or family emergency, specific religious observances, and government agency appointments
- L for LATE – marked when a child arrives to school after the register has been taken
- EL for EXPECTED LATE – marked when the family has informed the teacher that a child will be coming to school late
- EP for EARLY PICK UP – marked when a child leaves school early
- N for Null – to be used for students who are not enrolled on this day for example for children who are not enrolled for the whole school year
- TBC for TO BE CONTACTED – marked by the class teacher if there is no notification why a child is not in by 8.05am - these families will be contacted by the school administration from 8.25am



Emergency Drills and Procedure

We conduct regular fire and emergency lock-down drills at the school. In all emergency drills and actual events, the class teacher remains responsible for the children. Parents are expected and required to follow staff instruction at all times.

Fire: In the event of a fire drill please proceed to the nearest exit immediately and make your way to the car park. You are welcome to wait with your child but please do not remove them from the line. Please do not re-enter the

campus until you are advised to do so. If the evacuation occurs near a normal release time, children will not be released from the car park. The children will be returned to the classrooms, and then released from there. If you are in a vehicle in the car park during a school evacuation, all car must stop moving and shut off their engines immediately. These guidelines apply to all parents, and/or their support staff.

Lock-down: In the event of a lock-down procedure please proceed to the nearest building entry point and staff will direct you where to go. Please do not go back outside until you have been advised to do so.

ID badges

1. Each family will be provided with two (2) cards and lanyards to be used by the family - typically parent, family members, and nanny/driver, hereby referred to as ADULT
2. All adults must have a card and lanyard in order to enter the school campus
3. All adults must wear their card and lanyard at all times when within the school campus
Any adult arriving without a badge will be considered a visitor (even if they are accompanied by children in school uniform) and must complete the visitor sign-in procedure with school security. You will be asked to show government-issue identification (CPR card, driving licence, or Passport) and will be given a Visitor badge accordingly. Adults without school- or government-issue identification will not be permitted to enter the premises. **Parent assistance and cooperation for the safety of your children is expected and appreciated.**
4. Families needing additional badges, or needing to replace a lost/damaged badge, will have to do so at their own expense. The cost is BD1 per badge and can be ordered in the school office.
5. Badges and lanyards must be returned to the school office on your child's last day in order to obtain their leaving documentation

Use of carpark

The school rents the land opposite the school buildings as a carpark facility. Parents are expected to abide by traffic rules and drive at a slow speed. Please be reminded that children must be escorted and supervised through the car park at all times. Please keep your children close to you, hold their hand, and do not let your child walk through the parked and moving cars on their own. Please do not leave your car engine on if the driver is not in the vehicle. If you would like to drop your child off and remain in your car, please use the drive-through-drop-off facility located on the road in front of the main gate. Staff are authorized by the Directors to approach parents who do not abide by these very important safety rules.

School Nurse

If your child is unwell and will not be in school, please contact your child's class teacher directly via DoJo or email prior to 8.00am. A medical note is needed if a child has been off school with a contagious illness before the child rejoins the class.

First aid staff are on duty for medical emergencies and daily school incidences. You will be notified via Classe365 if your child visits the school nurse clinic during the day. In the event your child needs to go home or to hospital directly from school you will be notified by phone. In the event we cannot reach you, your emergency contact will be notified.

Other notes:

- Please note that if your child has vomited or had an upset stomach in the night or a temperature above 38 degrees centigrade , on their way to school, or in school, they are required to remain off school for a full school day
- Please note that school policy requires all children who have evidence of head lice/nits must be treated and clear prior to returning to school
- Please inform the school nurse when your child has a vaccination so we can update your records

Transport

As per school policy, the school does not become involved with transport issues and all transport to and from school is the sole responsibility of the parents.

Parents must inform the school if their child comes to school with a **private driver/nanny**. Please supply the school with the driver/nanny name and telephone number on the contact form.

Parents must inform the office if their child comes to and from school via a **bus company**. Please supply the school with the driver name and telephone number, the area they are being collected from and whether they use the bus in the morning and at lunchtime, and on what days. In addition, it is the responsibility of the parents to inform the bus company of changes in time, pick-up details and schedules. Please note that children will NOT be sent home on the bus unless the school office and class teacher have been notified.

Healthy Eating and no nuts

At Nadeen School we promote healthy eating choices. Examples of healthy eating options are on our website. Please note that there are children in the school who are **FATALLY ALLERGIC to NUT PRODUCTS**. Please read labels carefully to ensure that your child's snack does not contain any form of nut or nut product – this includes all forms of solid/chopped nuts, nut spreads, and nut by-products such as nut oil.

Waiting in the playground after hours

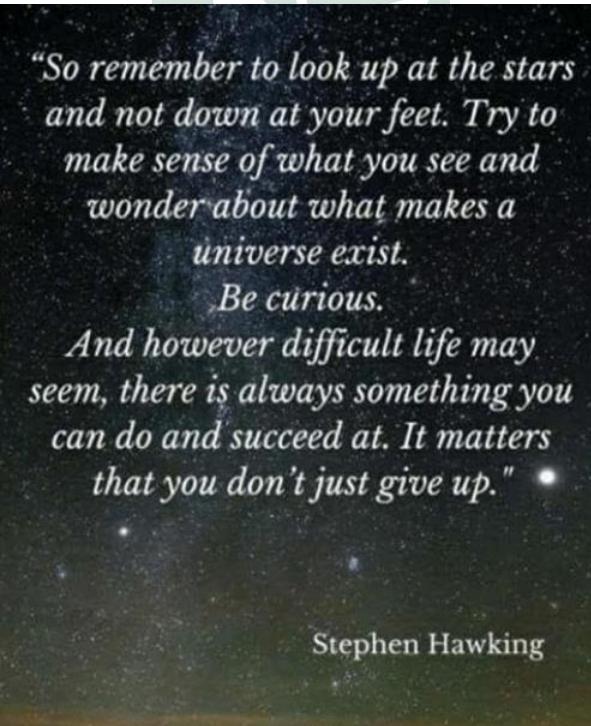
Parents are welcome to wait in the playground after class hours to wait for older children to finish school. The designated waiting area is directly opposite the Main Office in the small playground. Posters in this area indicate our behaviour expectations. Children may not be left unsupervised at any time by their parent/guardian.

Smoking

By Ministerial decree, the Nadeen School campus is a smoke-free campus, including the carpark.

Alcohol-free campus

The school does not tolerate the presence of alcohol on campus nor the use of it on campus at any time. Please note that this extends to gift-giving and that employees of the school may not accept a gift on campus if the gift contains alcohol. The school takes a zero-tolerance approach to this matter.



Registration and Attendance

Regular attendance at school is essential to ensure uninterrupted progress and to enable children to extend their potential. The attendance pattern for all children is monitored monthly by the leadership team and teacher, and the school seeks to work actively with parents to ensure a regular pattern is maintained.

We expect all children on roll to attend every day when the school is in session as long as they are fit and healthy enough to do so. We do all we can to encourage the children to attend, and to put in place appropriate procedures to support this. We believe that the most important factor in promoting good attendance is development of positive attitudes towards school and learning.

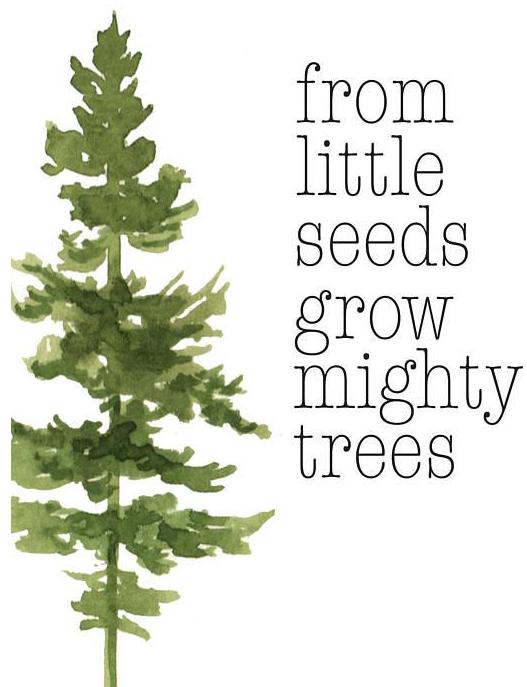
Poor attendance and tardiness can seriously affect each child's:-

- attainment in school
- relationships with other children and their ability to form lasting friendships
- confidence to attempt new work and work alongside others

Each child's attendance and punctuality can be summarised as (within an academic year):

- ◆ 96%+ Excellent –Well done! This will help all aspects of their progress and life in school. This will give them a good start in life and supports a positive work ethic
- ◆ 92-95% - Good –Well done, strive to build on this
- ◆ 88-91 – Average – Classroom teacher actively monitors absence at this point -Absences may start to effect attainment and progress at school. Strive to build on this.
- ◆ 85- 87% - Poor – Head Teacher involvement with parents to improve attendance -Absence is now affecting attainment and progress at school. Please work with the school urgently to improve the situation.
- ◆ Below 85% - Unacceptable –Absence IS causing SERIOUS CONCERN. It IS affecting attainment and progress and is disrupting your child's learning.

In every case, early intervention is essential to prevent the problem from worsening. It is essential that teachers keep the school administration informed of any matters concerning a child's attendance, and work with the parents to ensure attendance is improved. It is essential that parents keep the school fully informed of any matters that may affect their child's attendance. The Head Teacher will intervene with the parents of students whose attendance is causing concern.



Behaviour Policy

Preface to this Policy: The school must follow Decree 99/2017 which addresses Discipline Regulations in Government and Private Schools. While the school has authority to create its own behaviour policy it is not permitted to negate any portion of the decree. The school has worked to retain its own ethos and approach to behaviour while fully complying with the Decree and the article contained therein.

According to Ministerial decree, the school has a Behaviour Committee. The committee comprises the Head Teacher, Deputy Head, Pastoral Leader (Unique Child), Key Stage Head of the appropriate class, and the School Administrator. Class, subject, and specialist teachers, along with class assistants and administration staff all work together to ensure that this policy is followed.

At Nadeen School we seek to create an environment in the school which encourages and reinforces good behaviour.
Aims:

- to define acceptable standards of behaviour;
- to encourage consistency of response to both positive and negative behaviour;
- to promote self-esteem, self-discipline and positive relationships;
- to ensure that the school's expectations and strategies are widely known and understood;
- to encourage the involvement of both home and school in the implementation of this policy;
- to show appreciation of the efforts and contribution of all.

Standards of Behaviour:

We expect standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning:

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour.

Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, be understood by the children, and be differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management:

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Rules and Procedures:

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

Rewards:

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work.



Dojo Points

Awarded by classroom teachers and assistants on ClassDojo.com for everyday good behaviours (Reception, Key Stage 1 and Year 3)

House Points

Awarded by any member of staff for above and beyond behaviour, attitude to work, effort etc. (Reception, Key Stage 1 and 2)

Recognition of the following rewards are presented publicly during assembly:-

- Star of the Week certificates (Reception, Key Stage 1 and 2)
- Star of the Month certificates (Key Stage 1 and 2)
- Golden Leaf weekly award (Key Stage 1 and 2) – given to children who have followed our Golden Rules (kind, responsible or safe)
- Class of the Month Trophy (Key Stage 1 and 2)

Sanctions:

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable. The use of punishment is characterised by certain features:

- It must be clear why the sanction is being applied;
- it must be made clear what changes in behaviour are required to avoid future punishment;
- group punishments should be avoided as this breeds resentment;
- it should be the behaviour rather than the person that is punished.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. In moderate cases, the teacher may take the child to one side for a private chat – this is to ensure that the children are not publically ridiculed or reprimanded in a way which could cause embarrassment. For repeated misbehaviour the child may be brought to their Key Stage Coordinator, Pastoral Leader (Unique Child) or the SMT office for a cooling down period and for discussion about their behaviour.

Sanctions are enforced taking in to account the child's age, class, abilities, cognitive/developmental level, and in the context of the specific situation. Misbehaviours must be added to the Student Behaviour Log with actions taken.

Sanctions generally follow the following order but may start at any point given the severity of each case:

- Expression of disapproval
- Withdrawal of privileges
- Informal notification to parent via email
- In the event of a repeat incident, referral to the Key Stage Coordinator followed by referral to Pastoral Leader
- In the event of further incident, formal referral to Deputy Head and/or Head Teacher
- Included is a written notification to parents with a meeting request
- At the meeting the child (depending on age, etc.) and parents will sign the Student Behaviour Contract
- School initiates the child-specific Behaviour Modification Program (see below)
- If behaviour persists parents will be advised to seek external specialist advice in conjunction with the school
- Temporary suspension of participation in specific school events such as performances or school trips, and any other activity where the student's behaviour is assessed as being unsafe
- Temporary suspension from school as per Ministry of Education guidelines

For the following incidents the following procedure will occur:

- fighting and aggressive physical contact
- if they physically assault another child with one-on-one contact causing that child's skin to break or bleed
- if a physical assault involves biting
- in cases of extreme insolence, verbal abuse, and/or use of highly inappropriate language or behaviour
- Parents will be informed and will be required to come to school immediately
- Ministry of Education will be informed
- The child will be removed from the general school population and placed in a "cool down" room with the appropriate staff member
- School and parents will discuss next steps and wait for Ministry of Education advice

Communication and parental partnership:

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

Early warning of concerns should be communicated to the Key Stage Coordinator or Head teacher so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged.

"Cause for Concern" Meetings:

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

These meeting may be held at any time, and must be written up by the teacher and signed by all adults present. A copy may be given to the parent on request.

Behaviour Modification Programmes:

If a child persists in presenting undesirable behaviour which adversely impacts on his or her learning/safety or the learning/safety of others, teachers may implement a Behaviour Modification Program specific to that child.

In these cases, the following steps should be followed:

- Inform the Pastoral Leader (Unique Child), your Key Stage Coordinator and the Head Teacher of the particulars; and decide on a mutually agreeable course of action
- Clearly define the course of behaviour modification and include reasonable targets and outcomes for the child
- Inform the parents of the course of action and include a school-home link to ensure that the child, teacher, and parent are aware of the progress made from the behaviour modification
- Discuss the behaviour modification plan with the child and promote a more positive school experience for the child
- Reward and praise, rather than disciplinary action, should be the motivator behind the behaviour modification, and result in a change towards desirable behaviour
- At all times the behaviour modification should be age appropriate, discreet, and promote the child's wellbeing and ability to succeed

In addition to Nadeen School Behaviour Policy, the EYFS behaviour management policy was developed to meet the needs of our youngest children at Nadeen School



EYFS behaviour management policy

Management of behaviour is a part of the personal, social and emotional development programme in EYFS. We aim to use positive pro-active strategies to promote positive behaviour in children, and set these strategies within our programme for personal, social and emotional development. These include:

- supporting each child in developing self-esteem, confidence and feelings of competence
- Supporting each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- acknowledging considerate behaviour such as kindness and willingness to share
- acknowledging children's considerate behaviour towards another who is hurt or upset
- helping older children set the group's guidelines for considerate behaviour
- providing activities and games that encourage co-operation and working together
- support children in finding a solution to a problem
- Ensure a child has a turn, after it has been said that they are next.
- avoiding creating situations in which children receive adult attention only in return for inconsiderate behaviour

Strategies to use with children who engage in inconsiderate behaviour:

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
- Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- Staff offer comfort to both children in a dispute and encourage them to find a solution to their problem.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We praise children for their efforts and achievements in resolving a dispute or learning a social skill such as waiting for their turn

Hurtful behaviour

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour.

We do not engage in punitive responses to a young child's rage as that will have the opposite effect. We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.

We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry'.

We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'

We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

The main reasons for very young children to engage in excessive hurtful behaviour are that:

- they do not feel securely attached to someone who can interpret and meet their needs
- this may be in the home and it may also be in the setting
- their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger
- the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse
- the child has a developmental condition that affects how they behave

In cases of hurtful behaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame

Rough and tumble play and fantasy aggression

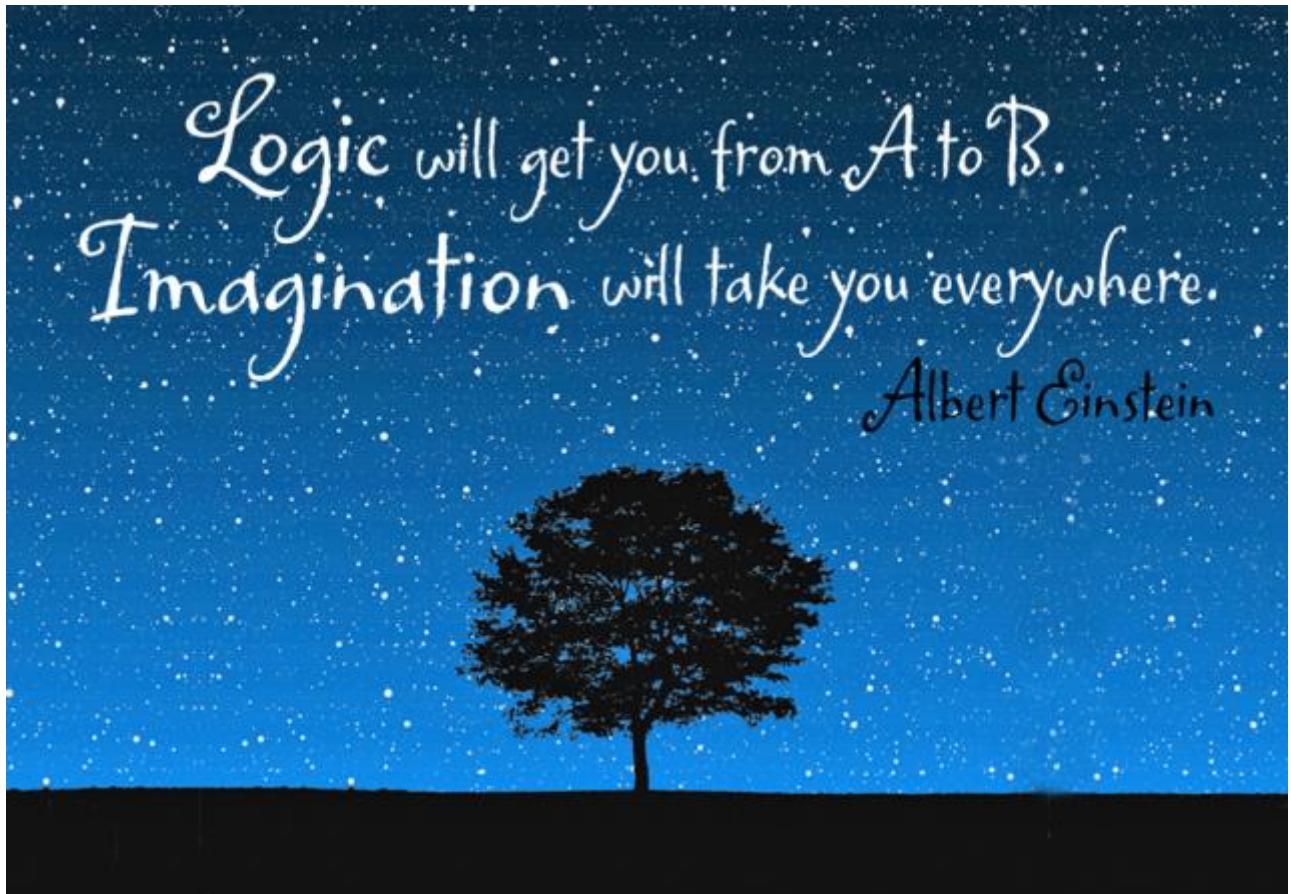
Young children often engage in play that has aggressive themes - such as superhero and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily precursor to bullying, although it may be inconsiderate, or even hurtful, at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt

Golden/Classroom Rules

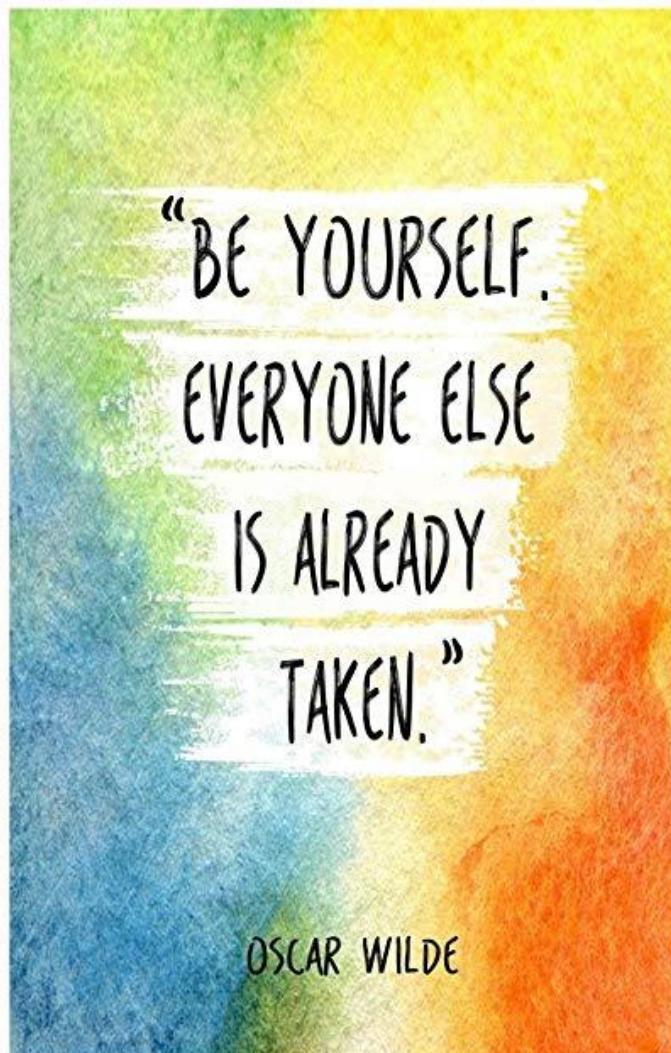
In our setting we have golden rules. These rules are designed to help children understand the need for rules and are designed to be age appropriate for the setting. Older children can contribute and create the Golden Rules with adults together. Below is an example of what Golden/Classroom Rules can be, but it is not limited and can be tailored to the needs of each class.

- We are gentle – we use kind hands.
- We listen – we respect each other.
- We have fun – we always try to do our best.
- We look after our toys – we don't break or throw them.



Fees and Payment Policy

The most up-to-date version of our fee policy can be found online on our website.



School Policies

Policies and procedures within the school are written to ensure that the Outstanding standards we have achieved are maintained. These policies and procedures fall under two general categories: administrative and academic. Within these categories are policies and procedures which are considered enforceable (usually related to health, safety, security, childcare, and government requirements) and those which are considered as good practice (usually related to ensuring Outstanding practice as well as general running.)

Complaint procedure

Nadeen School maintains an Open Door Policy, whereby parents, children, and staff are able to voice concerns to the teaching staff, school administration, and senior management at any time. This Open Door Policy ensures that the vast majority of concerns are dealt with before they become a complaint.

Where possible, parents are encouraged to make an appointment, or speak with teachers before or after class, so as to avoid interrupting teaching time. In rare cases where a meeting is required on an immediate basis, where possible teaching cover will be found for the class so as to not interrupt teaching and learning.

At all times the SLT will listen to pupils, parents, and staff in a fair, open, non-judgemental environment. All complaints and concerns will be addressed in a professional and empathetic manner. It will be under the discretion of the school leadership team and directors which other staff are involved in order to resolve the issue. Complaints received in writing or verbally received in a meeting, will be addressed and recorded in writing by the school. Anonymous complaints will not be addressed. In the event a complaint or concern has to be forwarded to the Ministry of Education (as may be required as per Ministry regulations in the event of a disciplinary matter) the Ministry have a confidentiality clause in effect.

How to contact us!

Got questions? We're here to help!

You're always welcome to come in to see us or contact us in the following ways:

Telephone:	+973 17728886
Email for general enquiries:	info@nadeenschool.com
Email for accounts enquiries:	accounts@nadeenschool.com
Email for a concern:	officelleadership@nadeenschool.com
Message directly to the teacher:	Via DoJo or to their class email address
Website:	www.nadeenschool.com
*Facebook	Nadeen School
*Instagram	@nadeenschool

*Please note that we do not communicate directly with individual parents via social media