



NADEEN
SCHOOL
BAHRAIN

A top-down photograph of various school supplies arranged on a green surface. A wooden ruler with a metal edge and a yellow ruler are visible. A pair of blue-handled scissors is placed next to a green marker. Several pencils with colorful erasers (pink, blue, orange) and a pink polka-dot pencil are also shown. A small yellow flower is in the bottom right corner.

PRIMARY SCHOOL PARENT HANDBOOK 2023 – 2024

Table of Contents

| | |
|---|-----------|
| Table of Contents | 2 |
| Welcome to Nadeen School! | 4 |
| Vision and Mission | 4 |
| Values | 4 |
| School Accreditation Ratings | 5 |
| Open Door Policy | 5 |
| How we communicate with parents | 5 |
| Home: School Agreement; Code of Conduct | 6 |
| General Information | 8 |
| Activities and Clubs: Early Morning Drop-Off; Extra Curricular Activities (ECAs) | 8 |
| Awards | 8 |
| Damaged Books | 8 |
| Dress code for parents | 8 |
| Environmental Awareness and Recycling | 8 |
| Home supplies | 9 |
| Houses | 9 |
| Pencil cases and school supplies | 9 |
| Playtime | 9 |
| Reports | 9 |
| Snack and Lunch Time | 10 |
| Uniform | 10 |
| Water Bottle | 10 |
| Year Group definitions | 10 |
| Parent involvement and the Nadeen Community Association | 12 |
| Ask your class teacher how you can be involved | 12 |
| Attend open days and welcome evenings | 12 |
| Nadeen Community Association (NCA) | 12 |
| Support individual class days or arrange a presentation for your child's class | 12 |
| Support school events | 12 |
| Learning at Nadeen | 13 |
| Assessment | 13 |
| Arabic classes | 13 |
| Cambridge Accreditation | 13 |
| High Performance Learning | 14 |
| Home Learning | 14 |
| International Primary Curriculum (IPC) | 14 |
| Inclusion at Nadeen School | 15 |
| Inclusion Programme | 15 |
| Inclusion support enrolment | 15 |
| Inclusion Programme Assessment and Monitoring | 15 |
| Levels of Support | 15 |
| Shadow support | 15 |
| Health and Safety | 17 |

| | |
|--|----|
| Alcohol-free campus | 17 |
| Emergency Drills and Procedure | 17 |
| Healthy Eating and no nuts | 17 |
| ID badges | 17 |
| Safeguarding | 17 |
| School Nurse | 18 |
| Smoking | 18 |
| Student drop-off and pick-up | 18 |
| Transport | 19 |
| Use of the Prayer Room | 20 |
| Registration and Attendance | 21 |
| Behaviour Policy | 22 |
| Standards of Behaviour | 22 |
| The Curriculum and Learning | 22 |
| Classroom Management | 22 |
| Communication and parental partnership | 23 |
| Cause for Concern Meetings | 23 |
| EYFS behaviour management policy | 23 |
| Hurtful behaviour | 24 |
| Golden/Classroom Rules | 24 |
| House Points | 25 |
| Rewards | 25 |
| Sanctions | 25 |
| Rough and tumble play and fantasy aggression | 26 |
| Fees and Payment Policy | 26 |
| Withdrawal procedure | 26 |
| School Policies | 27 |
| Complaints procedure | 28 |
| How to contact us | 29 |

NOTE: when the school operates under emergency, exceptional, or other government-mandated guidelines a separate handbook will be issued to all parents specific to that time detailing all revised health, safety, security, and operational procedures.

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 Students. Please note that content of policy and procedure is subject to change.

School Mission Statement

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

Vision and Mission

We are a child-centred, inclusive and diverse family with a shared love of learning.

Our mission is to provide a caring, nurturing and empowering environment in which all children can learn and thrive. Our children and team have the skills and mindset to:

- think, explore and grow
- celebrate and respect ourselves and the people around us
- be compassionate and have a positive impact on the world

Values

Respect - respect for ourselves, others, and the natural world

Unity - together, as a school family, we are supportive, helpful, and considerate

Compassion - the truest expression of our common humanity

Growth - growth mindset, the power of YET, and excited to be challenged

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 BQA. The review process follows an OfSTED process and all areas of the school are reviewed. Nadeen School is currently 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). The BSME accreditation runs on a 5-year cycle and the BSO on a 3-year cycle. We are currently rated as Outstanding by the BSO.

Additionally, Nadeen School is Cobis accredited, which enables students to participate in many high quality competitions and events with schools from around the world.

Nadeen has also gained Cambridge accreditation, which not only allows us to access a world class curriculum from Year 1 onwards, but also students will sit examinations with the most internationally recognised examinations board in the world. This is a high quality curriculum that bears many similarities to the UK National Curriculum, however, enables students to develop their analytical and problem solving skills through a further internationally minded framework.

The International Primary Curriculum (IPC) is in place for students from Year 1 to Year 6. This enables students to cover a range of hands-on and socially relevant topics where students can develop further into globally aware citizens.

Nadeen School has proudly adopted High Performance Learning (HPL), which believes in every student making progress and allows learners to focus on the attitudes and attributes to access high performance learning. This then leads to gaining World Class School Accreditation in the coming years.

Please see [Accreditations and Awards](#)

Open Door Policy

Nadeen School maintains an Open Door Policy, whereby all Students, staff, parents, and visitors have access to the Principal, Senior Leadership Team (SLT), and school management. In order to ensure the smooth running of the school parents are expected to alert their class teacher, phase leader, or Principal 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. **At Nadeen School we encourage parents to speak to the class teacher in the first instance.**

How we communicate with parents

Our preferred method of communication with parents is via email and 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 for emergencies, Facebook and Instagram, and via hardcopy letter. Please ensure that you update us with your current telephone, email, and emergency details at all times.

The summary of how we communicate and opportunities to engage in what students are learning/getting involved with is included below:

1. **Class Teacher weekly email** - the teachers will email all parents on a Thursday at the end of each week about the progress, activities and learning in class, this will also include messages of upcoming events and activities.
2. **Class Teacher emails** - please email the class teacher in the first instance if you have any queries about the lessons, learning or procedures at school. (Please ensure you collect the email address of your class teacher at the start of the year).
3. **Online/in person meeting** - parents can request a meeting to discuss the progress of their child, this can be in person or online depending on what is convenient.

4. **Update from the Principal** - This is a weekly update from the Principal which is published on the website in the latest new section. (<https://www.nadeenschool.com/category/nadeen-news/>)
5. **School Events** - Parents are encouraged to attend school events and all events are published on the website in advance. (<https://www.nadeenschool.com/our-calendar/>)
6. **Coffee with the Principal** - The first Thursday of each month. An opportunity to come into school, have a coffee and listen to updates from the Principal and plans ahead. An informal event with the opportunity to meet other parents who may have just joined the school.
7. **Social Media** - Posts from our teachers, students and marketing team to celebrate the learning at Nadeen School. Please follow our [instagram](#) and [facebook](#).

Home: School Agreement; Code of Conduct

Code of Conduct for Learners

All Students 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
- To engage in any home learning as set by the teacher to aid in confidence and progress of the student

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 Students, 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 Students, 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 support the organisation of your child outside of school hours to complete any set work or commitments.
- To accept and promote the school's policies concerning safeguarding, e-safety, and social media and images use

General Information

Activities and Clubs: Early Morning Drop-Off; Extra Curricular Activities (ECAs)

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-7.35am daily and is open to Students Reception-Year 9.
- ECAs start from 2.00pm to 2.45pm (Session 1) and from 2.45pm to 3.30pm (Session 2). Session 3 will start after these and run by external agencies. More information will be shared out at the start of year presentations during the first week of term and then emailed to all parents.
- Nursery students will have a provision available with their teachers from 12:45pm up until Extra Curricular Clubs if students choose to stay at school.
- Our Extra Curricular Activities run after school for all students Nursery-Year 9 and change each term. These are activities which complement the curriculum and enrich your child's learning.

Awards

Awards are given at Nadeen School in the form of house points, Star of the Week awards, and annual awards. We also celebrate awards our Students achieve outside of school and encourage them to bring in their medals and certificates.

Damaged Books

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

In the event a **secondary school textbook** is lost or damaged the parent will be charged the value of the book.

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.

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 Students 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 Students, 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 do not 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

Please see our [Environment policy on the policies page of our website.](#)

Home supplies

There may be occasions when your child will need supplies at home to complete home learning, activities, 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.

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). Students remain in the same house as they move through the school and siblings are placed in the same house as each other. Our inter-house competitions, such as Sports Day and Speech Day, are very popular and exciting!

Pencil cases and school supplies

Reception – Year 6: they are to be present at school with a pencil case containing a pencil, sharpener, eraser, coloured pencils, 15cm/30cm 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 our students to be responsible for their own items.

Year 7 - Year 9: All of the items above as well as Mathematical instruments including a compass, protractor and Scientific Calculator.

All Students from Year 3 upwards are required to have a Chromebook – please contact the Main Reception for more information via phone or email directly to IT-helpdesk@nadeenschool.com

Playtime

All Students 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 play times may be shortened with the remainder of time held indoors.

Reports

Teachers meet parents on an informal basis throughout the year to talk about the Students and their progress as mentioned in the communication section above.

Early Years through to Secondary follow the same reporting format. All students will receive three reports in a school year.

Termly: All students receive an end-of-term written report on core subjects (EY and Primary), all subjects (Secondary) and a full report with all subjects (all students) at the end of the year.

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: If a child is leaving the school and country mid-year an amended report is prepared ready for their last day. Mid-Year reports are not prepared for Students who are applying for a new school in Bahrain.

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

Snack and Lunch Time

Students bring a snack/lunch to school each day in a lunchbox. We also have a School Community Cafe for use for specific events and occasions for families and visitors. Please note: there are no microwave facilities for students to use.

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 Students bring an additional fruit snack each day to enjoy prior to break time during Morning Tea Time.

Please see our [Healthy Eating policy on the policies page of our website](#).

A student food services update will be sent to all parents in Term 1, 2023.

Uniform

Nadeen School uniform is available for purchase from Kapes uniform. In time, the Nadeen Community Association will host a Second-Hand Uniform facility and arrange a set day and time per month to run these sales.

- Details around the uniform can be found here: <https://www.nadeenschool.com/our-uniform> - updated by August 1st each year
- **PE/Sports** uniform is the same for all age groups
- **SHOES:** Students are expected to wear supportive, black, formal footwear with the daily uniform. Predominantly white trainers with white soles are required for PE.
- **BAGS: are available from House of Uniforms** Reception, Year 1, and Year 2 Students require the school book bag and Years 3-Year 9 require the school backpack.
- **LUNCHBOXES:** are brought in to school separately and may be a standard size
- **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 are **not** permitted.
- **HAIR:** Hair longer than shoulder length should be tied back from the face. Excessive hair clips and hair adornments are not permitted, except on celebration days. Hair should also be natural in colour and may be sprayed/styled for event days.

Water Bottle

Please make sure that your child brings a water bottle to school each day. We encourage students to drink water during class time and in the playground in order to remain hydrated. 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 dispensers.

Year Group definitions

Nadeen School is a primary school with an Early Years department. In 2023 we are adding Year 8 and Year 9 classes and will be adding higher year levels per year after that.

| Class name and age* | Stage | Also known as... |
|---|-------------------------------------|-------------------------------|
| Nursery (3-4yrs) | Early Years Foundation Stage (EYFS) | Pre-School |
| Reception (4-5yrs) | Cross over: EYFS and Primary | Infant |
| Year 1 (5-6yrs) Year 2 (6-7yrs) | Primary | Infant Key Stage One (KS1) |
| Year 3 (7-8yrs) Year 4 (8-9yrs) Year 5 (9-10yrs) Year 6 (10-11yrs) | Primary | Junior Key Stage Two (KS2) |

| | | |
|---|-----------|---------------------------------|
| Year 7 (11-12yrs) Year 8 (12-13yrs) Year 9 (13-14yrs) | Secondary | Middle Key Stage Three (KS3) |
|---|-----------|---------------------------------|

*please note that the cut-off date is August 31st each year

Parent involvement and the Nadeen Community Association

Nadeen School has an active and involved parent body. We encourage parents to join us at regular events and to support us with developing our school and community for the benefit of our students.

Ask your class teacher how you can be involved

Can you help with anything in the class? Hear Students 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!

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 and participate in the day. We host parent workshops on a frequent basis, too. [Please see all upcoming events here](#)

Nadeen Community Association (NCA)

The Nadeen Community Association helps to support the school community with community-building activities and events, charity work, school events, and fundraisers. We invite parents to be active members and supporters of the NCA.

The NCA also organises trips, tours, events, and gatherings for our parents. We do termly trips to places of interest in Bahrain such as Bahrain Fort, and Manama and Muharraaq Souqs, as well as cycling tours of traditional farms, traditional breakfast outings, and Ramadan cooking lessons. There really is something for everyone to enjoy to celebrate our wonderful island home.

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 into the class and told the Students about her job as an archaeologist. She then arranged an archaeological dig for the students 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 into school to tell us about their own country and culture.

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 from our website, 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.'

Learning at Nadeen

Our learning environment, both inside and outside, enables students to learn and play creatively and purposefully – in a range of settings. We encourage students to go beyond the classroom to explore and learn in a variety of ways. From academic lessons, to outdoor learning, sustainability, student led projects and hands-on experiences, students will problem solve and harness fundamental skills to develop academically and emotionally.

We teach Students 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.

Assessment

At Nadeen, students are assessed both formatively and summatively. Therefore, students are not only assessed by summative assessments, students could also be assessed via individual and collaborative project work, teacher observations, verbal presentations and other innovative ways. These occur over each half term. Student progress is logged internally and communicated to the students and parents via reports and meetings.

We also use reading benchmarking and phonics assessments (Primary). At the conclusion of the year, students in Year 3 to Year 9 complete standardised Cambridge progress and checkpoint assessments in order to measure their progress from the year in English, Mathematics and Science. Arabic class students take termly and end of year assessments according to the Bahrain Curriculum.

Arabic classes

We teach Arabic to all Arabic Students 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 Students, 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.

Frequency of Lessons (as per the Ministry of Education requirements)

| | Year 1 | Year 2-4 | Year 5 & 6 | Year 7-9 |
|----------------|--------|----------|------------|----------|
| Arabic | 5 | 6 | 4 | 4 |
| Islam | | 1 | 1 | 1 |
| Social Studies | | 1 | 1 | 1 |

Cambridge Accreditation

Nadeen has gained Cambridge accreditation which benefits all students throughout the school. This is the syllabus all students follow from Year 1 upwards, and leads to Cambridge examinations at IGCSE (Years 10 and 11) and A-Level (Years 12 and 13). It follows the UK National Curriculum very closely, and is the examination board that is the most recognised by Universities around the world. It encourages lifelong learning, and fosters their analytical and problem solving capabilities.

High Performance Learning

At Nadeen, we are very proud to be a High Performance Learning (HPL) school. This recognises that all students have the potential to achieve the very highest results and emphasises and develops the attitudes and performance characteristics required for this to happen. In addition to the development of all students to gain attributes that will benefit them throughout life beyond school, Nadeen is working towards becoming a World Class School and gaining this accreditation (World Class Schools Award) over the coming years.

Home Learning

There will, at times, be home learning activities set by the teacher to promote a student's confidence in fully acquiring new learning. We ask that parents support their children and their learning to ensure these tasks are completed in a timely fashion, as stated by the teacher. This reinforces new knowledge, whilst also promoting key organisational skills especially required to develop throughout Upper Primary and Lower Secondary.

International Primary Curriculum (IPC)

Nadeen School has also undertaken the International Primary Curriculum (IPC). Guided by international and evidenced-based research, the IPC supports the holistic development of learners aged 5-11 years old with enjoyable, relevant, and rigorous learning, preparing them to be globally competent, socially conscious, and motivated individuals that positively contribute to the world they live in.

Inclusion at Nadeen School

Inclusion Programme

Our inclusion 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 inclusion 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. Support is provided for all Cambridge Curriculum subjects as well as for the Bahrain National Curriculum subjects (Arabic language, Citizenship, Social Studies, and Islamic Studies – all of which are taught in Arabic.)

Inclusion support enrolment

When required, students are enrolled on our inclusion programme on a term by term basis. At the end of each term the inclusion 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. Outside of the scheduled parent/teacher meetings, parents are encouraged to arrange further meetings with class teachers and inclusion teachers to find out more about their child's learning needs.

Inclusion Programme 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 upon entry to the school
- ongoing teacher assessments throughout the school year
- in-class observations by our inclusion leader
- comprehensive analysis of pupil's attainment and progress data by the Senior leadership team
- yearly Cambridge standardised testing
- specialised testing e.g. Dyslexia Screener and educational psychologist report where necessary.

Levels of Support

Please see the Inclusion Policy on the [Policy Page](#) on the website.

Inclusion support sometimes takes place in the child's classroom, with the inclusion 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 inclusion rooms. We want Students 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 inclusion programme, Students may receive intervention from different people, including their class teacher, inclusion teachers, English as an additional language teachers, subject leaders, or specialists (such as speech and language therapists).

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

Students on **level 3 and level 4 of our inclusion programme** receive more sessions than Students on our **level 1 and level 2 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.

Shadow support

Students who require 1:1 shadow support are also included within the inclusion programme. As each child's needs differ, the shadow programme has built-in flexibility to change as the students develop and grow.

If approved, the school provides qualified shadow support as part of the Inclusion programme. The rates for this can be found here: <https://www.nadeenschool.com/school-fees-and-timings/>. Other private shadows are considered on a case by case basis.

Health and Safety

All parents are reminded that our health, safety, and security measures are for the safety of **everyone** at school. We thank the community in advance for adhering to these measures.

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.

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/Form Tutor remains responsible for the students. 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 and make your way to the designated fire assembly area. 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.

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.

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 students 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.

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 Students 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 Students 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 **BD5** 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.

Safeguarding

Ms Agnes Monan is the school's Designated Safeguarding Lead (DSL). The Deputy DSL's are Ms Kate Fellows and Ms Stephanie Andronikos. The Principal, Dr Paul Walton, has the overall responsibility of Health and Safety on site. The DSLs are entrusted with ensuring the safety and wellbeing of the students in our care and have the authority to report any cases of abuse or suspected abuse to the Child Protection Center.

School Nurse

If your child is unwell and will not be in school, please contact your child's class teacher directly via email prior to 7:30 am. 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 incidents. You will be notified via email 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 Students 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.
- The school Nurse will share out relevant information regarding up to date medical records, we thank you in advance for supporting us in collating all of the relevant information required.

Smoking

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

Student drop-off and pick-up

At Nadeen School the safety of our students is our main priority.

PRIOR TO THE SCHOOL GATE OPENING:

1. We advise that no students are left unattended at the school gates. Any child who is left unattended at the school gate prior to 7.35am will automatically be taken to the Early Morning Club and parents are billed for the entire session.
2. Students in Primary are required to be accompanied by a parent/guardian/responsible adult in the car park. Students in Secondary are entrusted to walk responsibly. Should the Secondary student have younger siblings, they are able to accompany their sibling into school.
3. Families who arrive prior to the gate opening at 7.35am are encouraged to wait in their car for the gate to open.

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

There are four entrances to the school:

1. **Main Entrance - this is primarily used for parents, visitors, and guests**
2. **Student walk in entrance - this is primarily used for Year 1- Year 9 students**
3. **EYFS Entrance - this is used for Nursery and Reception students and their families only**
4. **Bus Entrance - this is the drop off and pick up area for students who use the bus**

EYFS parents will park up near the student entrance in the designated parking that will be sent out to all parents in EY. They will use the crosswalk and enter the EY area through the EY entrance. This is only for EY students and their families. If a parent has more than one child, they will drop off the child in Early Years first, then exit and take the other child (if in Year 1 or 2) through the student entrance to the relevant classroom. If the child is Year 3 or older, they can enter through the student entrance independently.

Parents of children in Years 1 and 2 (these are based on the ground floor) can escort their child to the classroom during the first two weeks of school to help them settle as they transition into the Primary school. Parents must ensure they park up if they are bringing their child into the school and not use the drop off area as this is only for parents who are dropping students off and remaining inside the car.

ARRIVAL AT or AFTER 8.00am PROTOCOL:

1. All class registers are taken between 8.00-8.05am.
2. Parents are requested to inform the class teacher prior to 8.00am via **email** 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 students arrive **at or after 8.00am** parents must check in with school staff at the student entrance (This student entrance will be staffed until 8.30am) who will sign the child into the school attendance program. After 8.30am, the students should be dropped off at the main reception at the front of the school.
 - a. For any late arrivals, students will be given an attendance slip to hand to the teacher as evidence that the child has been registered on to the system, and escorted to class by their parent or member of the administration.
 - b. Primary students are not permitted to walk alone to class, Secondary students are sent independently.
 - c. For students who arrive via the school bus, the staff bus monitor will assist students in obtaining late slips.
4. **MINISTRY DIRECTIVE:** From 8.30am all families of Students 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 with an unexplained absence at the end of the day must be followed up by a member of staff.

PICK-UP:

We please ask that parents ensure students are fully organised with a provision for their pick up **on time. Students will be picked up from the student entrance at the end of the day.**

This time will vary based on the age of students, and there will be provisions available (Nursery) and Extra Curricular Clubs (Nursery-Year 9) for parents to enrol children into. If students are not collected on time, parents will be contacted via phone in the first instance. No student should therefore be left waiting for parents and be unattended. Parents that are running late should contact the school prior to arrival via phone to inform the school about this. Secondary students are able to leave school independently with siblings once **written permission from parents is received.**

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. 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.

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.

Transport

School bus service: The school bus service, run by Almoayyed Transport, covers most areas of Bahrain. Please contact the main reception for more information about routes, times, and prices.

Private transport: Parents must inform the school if their child comes to school with a **private driver/nanny**. Please inform the class teacher with the driver/nanny name and telephone number

Use of the Prayer Room

This is available to staff and students outside of class time. Parents are to send permission to notify the Class Teacher in Primary School of the students who are opting to gain access to the Prayer room outside of lesson time. Once this information is received, then an allocated time of the day can be arranged for these students. Students in Secondary need to inform the Form Tutor to receive permission to utilise the room outside of lesson time. Any students found to be disrespectful in this space will lose the permission to access this facility.

Registration and Attendance

Regular attendance at school is essential to ensure uninterrupted progress and to enable students to extend their potential. The attendance pattern for all students 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 students 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 students 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 students 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 affect attainment and progress at school. Strive to build on this.
- ◆ 85- 87% - Poor – Phase leader 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.

Attendance percentages are issued to parents on the termly reports.

In every case, early intervention is essential to prevent the problem from worsening. Teachers will 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 Principal will intervene with the parents of students whose attendance is causing concern.

Behaviour Policy

Please see the [Behaviour Policy](#) here.

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 Principal, Deputy Head, and Phase Leaders. 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 Students at school have an important responsibility to model high standards of behaviour, both in their dealings with the Students and with each other, as their example has an important influence on the Students.

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 positive 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 students, and be differentiated to meet the needs of Students of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the Students on their progress and achievements, and as a signal that the students' efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and Students, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way students behave.

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

Teaching methods and positive praise encourages enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the students to work and play collaboratively with others.

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 Phase Leader and Pastoral Lead 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 meetings 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.

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 and proactive strategies to promote positive behaviour in Students, 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 Students's considerate behaviour towards another who is hurt or upset
- helping older students set the group's guidelines for considerate behaviour
- providing activities and games that encourage cooperation and working together
- support Students 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 Students receive adult attention only in return for inconsiderate behaviour

Strategies to use with students who engage in inconsiderate behaviour:

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping Students find solutions in ways which are appropriate for the Students's ages and stages of development.
- Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting Students to gain control of their feelings so that they can learn a more appropriate response.
- Staff offer comfort to both Students in a dispute and encourage them to find a solution to their problem.
- When Students 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 Students 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 students 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 Students require help in understanding the range of feelings experienced. We help Students recognise their feelings by naming them and helping Students 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 Students 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 students develop prosocial 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, Students 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 Students, 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 Students 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 students 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.

Golden/Classroom Rules

In our setting we have golden rules. These rules are designed to help Students understand the need for rules and are designed to be age appropriate for the setting. Older Students 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.

- Be kind, respectful and responsible
- Be ready to learn
- Keep myself and others safe

- Always try my best

House Points

Awarded by any member of staff for above and beyond behaviour, attitude to work, effort etc. This encourages students to work as a member of a team toward a common goal.

Rewards

Our emphasis is on rewards to reinforce positive behaviour, rather than on failures. We believe that rewards have a motivational role, helping students to see that good behaviour is valued. The most common individual 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. This promotes intrinsic motivation for all students, encouraging that they are internally motivated to achieve.

There are other notable rewards, such as 'Star of the Week' are awarded during assemblies and Prize Day is scheduled at the end of the year for further academic achievements.

Sanctions

Although rewards are central to the encouragement of positive behaviour, realistically there is a need for sanctions to register unacceptable behaviour, as per the Behaviour Policy. 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 students have a space where they may need to partake in a discussion that is more appropriate to be done discreetly. Sanctions are enforced taking into account the child's age, class, abilities, cognitive/developmental level, and in the context of the specific situation. For repeated misbehaviour, this will be tracked accordingly to take note of any potential patterns in this behaviour, and in order to put further support in place for the child. This will result in parents being contacted and depending on the nature of the misdemeanour(s), the matter may be escalated to either Middle or Senior leadership.

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

- Expression of disapproval
- Withdrawal of privileges
- Sanctions tracked accordingly
- Informal notification to parent via email
- In the event of a repeat incident, referral to the Phase Leader followed by referral to Pastoral Leader
- In the event of further incident, formal referral to the Deputy Head
- 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

If a child persists in presenting inappropriate behaviour which adversely impacts on his or her learning/safety or the learning/safety of others, in conjunction with Parent, Phase Leader, Teacher and Pastoral Lead, further individualised action will be taken to support and guide them.

Rough and tumble play and fantasy aggression

Young Students often engage in play that has aggressive themes - such as superhero and weapon play. Some Students appear preoccupied with these themes, but their behaviour is not necessarily a 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 Students 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 students, and understood by them, with acceptable behavioural boundaries to ensure students are not hurt

Fees and Payment Policy

Please refer to our website for our most up-to-date [fee policy or click here](#)

Withdrawal procedure

Please inform the main office via info@nadeenschool.com, our admissions team via admissions@nadeenschool.com, and our accounts team via accounts@nadeenschool.com when you wish to withdraw your child from Nadeen School.

Please note that we must receive your intent to withdraw by the following withdrawal deadlines which are in line with the school fee policy which is listed on our school 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.)

Complaints procedure

Nadeen School maintains an Open Door Policy, whereby parents, Students, 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 has 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 |
| Message directly to the teacher: | Directly to the 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