

Nadeen Parent Handbook

'For the strength of the pack is the wolf and the
strength of the wolf is the pack'



Work
Learn
Flourish

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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 “Grow Together, Thrive as One.”

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 learners. 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 learners of all ages, nationalities, abilities, and strengths can develop a lifelong love for exploration and learning.

Philosophy, Vision and Purpose

‘For the strength of the pack is the wolf and the strength of the wolf is the pack’

Rudyard Kipling – Jungle Book

We are committed to supporting every adult learner and child learner, to work, learn and flourish (WoLF) at Nadeen. To do this, we learn from our school mascot the wolf and its pack.

We believe that creative thinkers and enterprising learners who aim high can change the world. We want our learners to be bold and ambitious problem solvers focused on improvement and solutions. We empower all of our learners, including adults in school, to be innovative and unconstrained. We create an environment for learning that inspires the process of learning and achieving. We celebrate and nurture new ideas, effort and the learning process. We aim to develop creative thinkers and doers who are able to face new challenges and embrace every opportunity in life.

At Nadeen we provide a high quality curriculum for learners from all over the world. Our rich cultural and international learner body shapes our approach as we flex and adapt to meet the needs of all learners and respond to the rapidly changing and developing global agenda. Through our biophilic (connected with nature and with each other, sustainability, holistic) approach to learning it is our ambition to prepare our learners for the world of tomorrow with the skills and abilities to succeed and become global citizens and leaders.

Our values and principles are also based on High Performance Learning (HPL) where we encourage our staff and learners to work hard with empathy and agility.

Our Philosophy

Fostering creative thinking and enterprising learning is essential to empowering individuals to grow and thrive in an ever-changing world. By encouraging curiosity, risk-taking, and problem-solving, we cultivate a mindset that embraces innovation and adapts to new challenges. Supporting learners in this journey involves creating environments where exploration is encouraged, diverse perspectives are valued, and failure is seen as a step toward success. As we inspire the next generation of Mavericks, we equip them with the skills and resilience needed to pursue their passions with

purpose, helping them not only excel individually but also contribute meaningfully to society with a cause that drives them. By nurturing their potential, we unlock a future where creativity and entrepreneurship become catalysts for positive change.

Our Vision

To be a place where minds can rise and soar,
Where learners dream and seek for more.
Where progress blends with roots held tight,
Guiding souls towards what's right.

Inspiring a community, where learners embrace their individuality: rooted in values that prepare them to disrupt positively and shape the world with purpose.

Our Purpose

In our growing Nadeen School Family, we empower each soul to say 'I can be me ... in my own way'.

We nurture every learner's potential by fostering an environment of compassion, courage, and creativity through progressive education.

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 learners to participate in many high quality competitions and events with schools from around the world.

Nadeen School has proudly adopted High Performance Learning (HPL), which believes in every learner 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.

Open Door Policy

Nadeen School maintains an Open Door Policy, whereby all learners, staff, parents, and visitors are welcome at Nadeen. In order to ensure the smooth running of the school, parents are expected to alert their class teacher, phase leader, or Head of Primary/Secondary 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. We are unable to respond to anonymous emails, messages and letters. 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 learners 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. **School Events** – Parents are encouraged to attend school events and all events are published on the website in advance. (<https://nadeenschool.com/events/month/>)
5. **Social Media** – Posts from our teachers, learners and marketing team to celebrate the learning at Nadeen School. Please follow our [instagram](#) and [facebook](#) pages.
6. **Class Dojo** – An ongoing celebration of learning focusing on each class. We welcome positive interactions from parents.

Rights and Responsibilities

Learners will respond to the expectations of all staff members of the Nadeen community, who themselves should treat each other with professional courtesy and respect i.e. model the best of behaviours to learners.

As members of our school community, all learners have rights and responsibilities. These rights and responsibilities can be summarised as follows:

Rights

- To be valued and treated respectfully.
- To be safe.
- To achieve.
- To be treated equally.
- To feel understood and listened to.
- To feel emotionally safe.
- To know where to seek help.

Responsibilities

- To respect the views and possessions of other people.
- To allow and support others to achieve.
- To ensure your actions do not harm others, physically or emotionally.
- To be mindful of the learning environments and ensure your actions do not harm things within the learning environments.
- To help support and maintain the learning environments.
- To represent Nadeen positively, inside and outside of school.
- To create high-performance habits to represent the best of yourself and support others

Whilst on-site at Nadeen Learners are expected to:

- Respect and uphold the values of Nadeen – HPL VAA's.
- Maintain a positive and enthusiastic attitude to learning.
- Listen to, be polite, and follow all instructions from any staff member.
- Complete home learning with a positive and enthusiastic attitude.
- Attend school regularly and be punctual to school and lessons.
- Take pride in their appearance and wear the Nadeen school uniform correctly.
- Maintain high standards of behaviour in all areas of the school.
- Take care of all personal and school equipment and property.
- Actively support and encourage peers, fostering a sense of belonging and togetherness, and working collaboratively with others.
- Embrace and respect the diverse backgrounds, perspectives, and experiences of all members of the school community.
- Participate in efforts to maintain a sustainable environment, such as recycling and minimising waste.
- Show empathy and provide support to peers and staff, contributing to the emotional and social well-being of the school community.

In the wider community, Nadeen Learners are expected to:

- Respect the values of the community.
- Remain lawful and law-abiding.
- Respect others whilst using social media and other devices.
- Uphold the values and positive reputation of Nadeen at all times.
- Set a positive example for others both within and outside the Nadeen community by upholding the school values.

Parent Responsibilities

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

- To show respect at all times towards the learners, 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 in advance per term. Please see the school office for more details and to enquire about times, rates of external providers, etc.

- Our Early Morning Drop-Off club runs from 7.00am–7.30am daily and is open to learners Reception–Year 10.
- 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 learners will have a provision available with their teachers from 12:45pm up until Extra Curricular Clubs if learners choose to stay at school.
- Our Extra Curricular Activities run after school for all learners Nursery–Year 10 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, weekly Wolf of the Week (linked to High Performance Learning VAAs and ACPs), and annual awards. We also celebrate awards our learners 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 not 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 **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 Responsibility

We pride ourselves on being as sensitive as possible towards the environment and we are members of the Bahrain Sustainable Schools Partnership. We aim to:

- take pride in our school grounds, gardens, playgrounds, and learning spaces
- create spaces within nature for learners and staff to work
- have recycling bins and cages 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 learners, 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, learners and staff bring a reusable water bottle

- 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
- lead beach clean-ups for staff, parents and learners to attend
- work in collaboration with other schools in Bahrain to promote environmental awareness
- work with sustainable companies such as our partnerships with Simply Bottles and Kapes

Home supplies

There may be occasions when learners 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). Learners 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 the Science Fair, are very popular and exciting!

Pencil cases and school supplies

Year 1 – 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 learners to be responsible for their own items.

Year 7 – Year 10: All of the items above as well as scissors and any other subject specific materials as shared out by the teacher. I.e. Mathematical instruments including a compass, protractor and scientific calculator. These items will be used regularly and will need to be replenished should they run out or be lost.

All learners 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 learners 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 learners and their progress as mentioned in the communication section above.

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

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

Mid-Year: If a learner 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 learners 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

Learners have two snacks, a fruit snack and a lunch. Please note: there are no microwave facilities for learners 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).

Textbooks and Property

Learners in Secondary will have many books related to their subjects that they will need to take responsibility for. Textbooks are an especially valuable learning tool, as learners will be able to demonstrate their proactivity and independence by revising content at home. These may not necessarily always be utilised in lessons at school, which means it is available for learners to revise and do extra study with. This means organisation is key, and learners need to take responsibility for ensuring that they are aware of the timetable and that they have all the necessary books at school each day for their classes. Textbooks will be borrowed from the library at the beginning of the year, and will need to be returned at the end of the year in good repair. If lost or damaged, please see the **damaged books** section.

Lockers will be allocated to each learner in Secondary to store their belongings over the day. Under the guidance of Form Tutors, information will be shared and learners will be supported regarding routines and locks.

Mobile phones and any other personal digital devices are strictly prohibited from being used on campus throughout the school day unless explicit permission is given by a member of staff. These must be switched off and out of sight during the day. The school takes no responsibility for the safety of these items. Please see the school [policies](#) for more information.

Uniform

Nadeen School uniform is available for purchase from Kapes uniform. We actively choose to work with Kapes due to their approach towards sustainability.

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:** Supportive, all black with black sole, school footwear to be worn with the daily uniform. Daily wear school shoes should be supportive and suitable for both in-class and recreation/playtime. They can be of a breathable fabric or leather.

- **PE SHOES:** Sports shoes are to be predominantly white in colour – with a white, non-marking sole. These are also to be specifically **sports shoes** appropriate for a range of physical sporting activities.
- **BAGS:** Reception, Year 1, and Year 2 learners require the school book bag; Year 3–10 may use a backpack of their choice (no wheels or over-sized bags permitted)
- **LUNCHBOXES:** are brought in to school separately and may be a standard size
- **JEWELLERY:** No jewellery may be worn in school aside from a maximum of two pairs of 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 up. 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.
- **NAILS:** Nail varnish is not permitted, except on celebration days. Nails should be natural and short in length.
- **MAKE-UP:** False eyelashes, brightly coloured cosmetics, or excessive make-up are **not** permitted. If a learner is wearing make-up that is deemed inappropriate, they may be asked to remove it.

Water Bottle

Please make sure that your child brings a water bottle to school each day. This supports us in promoting sustainability to our learners. We encourage learners 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

At Nadeen School we follow the National Curriculum for England and the class groupings associated with this approach.

Class name and age*	Stage	Also known as...
Nursery (3–4yrs)	Early Years Foundation Stage (EYFS)	Pre-School
Reception (4–5yrs)	Early Years Foundation Stage (EYFS)	Infant
Year 1 (5–6yrs)** Year 2 (6–7yrs)	Primary ** children must be 5 to enter Year 1	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	Key Stage Three (KS3)
Year 10 (14–15yrs) Year 11–13 (to follow)	Secondary	Key Stage Four (KS4)

*Please note that the cut-off date is August 31st each year, your child will be placed in their age appropriate class.

Parent involvement and the Nadeen Community

At Nadeen School, our parent community is vibrant, engaged, and absolutely essential to our success! We wholeheartedly enjoy and encourage parents to get involved in our exciting events and to collaborate with us as we continue to grow and strengthen both our school and community, always with the goal of providing the best possible experience for our amazing learners! Let's work together to make a difference!

Ask your class teacher how you can be involved

Would you like to lend a hand in the classroom? You could help hear learners read, assist with an arts and crafts project, or even create fun posters and models! Ask your class teacher how you can get involved, there are so many ways you can support both the learning and the school this year. We'd love to hear your ideas and suggestions. After all, this is *your* school too, and every little bit of help makes a big difference!

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.](#)

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 learners about her job as an archaeologist. She then arranged an archaeological dig for the learners 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 have an incredible opportunity to make a meaningful impact by supporting our school events in a variety of exciting ways! You'll receive a calendar outlining upcoming events and themed days, or you can easily download one from our website. Every parent is warmly invited to get involved and be part of something special. If any of our theme days spark your interest, don't hesitate to reach out to your child's teacher and let them know! You can join in on class activities, share your expertise through a presentation, or even bring something amazing for a 'show and tell.' Your participation not only enriches the experience for our learners, but it also helps build a stronger, more vibrant school community!

Learning at Nadeen

Nadeen learners are encouraged to own and manage their own learning journey facilitated by high quality teachers. They take risks within their learning, are enterprising, know and understand their learning and progress. Enquiry-based approaches form the backbone of learning and teaching at Nadeen.

The High Performance Learning Framework underpins our pedagogical approach. Learners are provided with learning opportunities that focus on developing the skills they need to be successful in their chosen path. We are committed to ensuring that learners aspire to and take responsibility for achieving high levels of outcomes, giving them the advanced thinking skills (ACPs Advanced Cognitive Performance competencies) and values attitudes and attributes (VAAs Values Attitudes and Attributes), grounded in a high-quality curriculum at every stage of their development.

We support the whole community to:

- embrace challenge
- adopt an enquiry-based approach
- persevere and develop resilience
- know that effort is the only path to mastery
- learn from mistakes and feedback
- be inspired by and learn from those around us

Assessment

At Nadeen, learners are assessed both formatively and summatively. Therefore, learners are not only assessed by summative assessments (end of unit, term, or year) but, learners are also assessed via individual and collaborative project work, teacher observations, verbal presentations and other innovative ways. This is ongoing and creates a fully rounded picture of a learner. As learners progress through school (from EYFS into Primary and from Primary into Secondary) there is a shift from more summative assessments (ongoing) to more formal assessments culminating in externally recognised examinations such as IGCSEs.

All learners take a CAT4 test on entry to school. The Cognitive Abilities Test (CAT4) is an assessment that is designed to help learners and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning. During the year the learners also take Progress Tests in English and Maths which can measure attainment and, as learners move through their school life, progress. Learners also take NGRT tests to measure their reading level and comprehension skills. Learners in Y1 take the end of year Phonics screening test.

At the conclusion of the year, learners in Year 3 to Year 6 complete internal assessments and external progress tests in Maths , English and Science in order to measure their progress from the year. Arabic class learners take termly and end of year assessments according to the curriculum.

Arabic for All

We teach Arabic for **all** learners from Reception. We recognise that it is important for all learners, to have exposure to and be able to learn the language of Arabic. Social Studies and Citizenship is taught to Arab Nationals from Year 2 and we also teach Islamic Studies to all Muslim learners from Year 2 upwards, and this is taught in Arabic.

It is important to us that our learners 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.

Learners will be allocated an Arabic class based on their understanding and knowledge of the language and be classed into Beginners, Intermediate and Advanced Arabic.

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

	Year 1	Year 2-4	Year 5 & 6	Year 7-9	Year 10 (MoE)
Arabic	5	6	4	4	4
Islam		1	1	1	1
Social Studies		1	1	1	1

High Performance Learning

At Nadeen, we take immense pride in embracing High Performance Learning (HPL) through our distinctive *Nadeen lens*. This unique perspective allows us to see the boundless potential in every learner, believing that each individual is capable of achieving success. Our focus goes beyond academic excellence—we cultivate the Values, Attitudes, and Attributes (VAAs), along with the Advanced Cognitive Performance Characteristics (ACPs), that empower learners to reach their full potential.

Values, Attitudes and Attributes (VAA's)

- Empathetic
- Agile
- Hard Working

Advanced Cognitive Performance Characteristics (ACPs)

- Meta-Thinking
- Linking
- Analysing
- Creating
- Realising

At Nadeen, it's not just about preparing learners for the classroom; we're dedicated to equipping them with the essential life skills that will serve them long after school. In our pursuit of excellence, we are ambitiously working towards earning the World Class Schools Award, gaining full accreditation in the coming years.

Home Learning

There will, at times, be home learning activities set by the teacher to promote a learner'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.

KS3 is a time to **develop routines** not only inside but also outside of the classroom. Learners will be motivated and encouraged to develop their **habits of learning**. This is all to ensure that learners **achieve the very best they can**. They **need support** at school and at home with both routines and expectations.

3 elements of study for success:

- **Directed study** (set by the teacher) can be completed in or outside of lesson time (tasks set in class or for home learning outside of class).
- **Private study** (not directed by the teacher) is to be completed by learners outside of lesson time.
- There is a certain level of **independence** from learners as an expectation.

KS4 is the beginning of IGCSE course and learners will study these courses for two years to sit standardised Cambridge examinations at the end of Year 11.

Inclusion at Nadeen School

Inclusion Programme

We believe in the power of neurodiversity, and we're driven by the belief that every learner has the capacity to thrive. That's why we have created a culture where inclusion is not just a concept; it is at the very heart of everything we do. We've established intentional practices and personalised guidelines that address the diverse cognitive and emotional needs of all our learners, ensuring everyone belongs.

At Nadeen, we adopt a strength-based approach to inclusion, focusing on what our learners *can* do and using those strengths as the foundation for overcoming challenges. Through tailored environments, customised plans, and intervention programmes designed to nurture every learner's unique abilities, we set them up for success.

Thrive Centre at Nadeen

Our Thrive Centre is where the magic happens. This specially designed space is dedicated to creating provision to meet more specific and complex needs. Here, we focus on three critical areas: social communication, emotional regulation, and learning engagement. Our highly skilled Thrive team crafts experiences that are not only individualised but also inspiring, drawing on learners' passions and interests, combining play with hands-on, experiential learning to spark excitement and growth.

In Thrive, we ignite motivation. We unlock the potential in each learner, helping them flourish in their own remarkable way. Because at Nadeen, we believe that when learners are truly supported and valued, they can reach heights they never imagined and beyond!

Inclusion Support Enrolment

When required, learners 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 and other members of the learner's team such as their Learning Support Coach or Key Coach, in addition to their regular meetings, to discuss each learner's needs and whether they should continue with the programme for the following term or be moved to a different wave of support. 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.

Here is an outline of the different support waves at Nadeen:

Wave 1: Quality First Teaching

Wave 1 represents high-quality, inclusive teaching based on the Wave 1 Learner Profile template that meets the needs of all learners. It involves the use of adaptive strategies, and scaffolded instruction to cater to diverse learning styles and needs within the classroom. Teachers use a range of strategies to ensure that every learner can access the curriculum and make progress. Learners on Wave 1 will have a Wave 1 Learner Profile created by the class teacher following a shared initial inclusion meeting supported and facilitated by the inclusion team. This will be shared with the parents and key adults working with the learner. Key aspects include:

- a profile of the learner's strengths, interests and needs
- lesson planning and delivery All Can Achieve
- use of varied resources and materials to accommodate different learning needs
- reasonable adjustments to learning and behaviour
- regular assessment and feedback to monitor progress

- a classroom environment that supports diverse learning needs, including effectively enriching curriculum and creating challenge

Consideration of Wave 2 and 3 support

Wave 2 and 3 support is for learners whose needs are additional to the support available for all learners at Wave 1. The level of support is based on what is needed to help them WoLF (Work Learn, Flourish) and is reviewed termly to ensure the provision and wave of support is appropriate.

Types of additional needs at Wave 2 or 3 support include:

- moderate to more significant cognitive and learning difficulties
- specific literacy or numeracy challenges (including dyslexia and dyscalculia)
- mild to moderate speech and language delays
- social communication and interaction differences (such as Autism Spectrum Conditions)
- focus and attention differences (such as ADHD)
- emotional, relational, and behavioural difficulties that require focused interventions or ongoing mental health support
- sensory or physical impairments that require daily accommodations

Wave 2: Targeted Support

Wave 2 involves additional, targeted interventions for learners who require more support than provided through Wave 1. This support is usually short-term and aimed at addressing specific areas of need. Learners on Wave 2 will receive an Individual Support Plan (ISP) which clarifies the provision and intended outcomes of the support. This will be shared with the parents and key adults working with the learner. Examples include:

- small group interventions or booster sessions focusing on specific skills
- additional support from Assistant Teachers or specialist staff within the classroom
- specific programmes or resources designed to address identified differences in learning
- additional adjustments which support difficulties in the four areas of developmental need (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, and Physical/Sensory).

Wave 3: Specialist Support

Wave 3 represents highly individualised and intensive support for learners with more complex or severe needs. This level often involves external agencies alongside specialists who provide tailored support and interventions. Learners on Wave 3 will have an Individual Support Plan (ISP). This will be shared with the parents and key adults working with the learner. Wave 3 learners may also be members of our Thrive Community where the environment is designed to meet the needs of learners with more complex needs and teachers have specialised training to support the learners. Key components may include:

- one-to-one support from specialist teachers, a Learning Support Coach or therapists
- highly supported small group work to develop social interaction and communication skills
- personalised education plans (e.g., Education, Health and Care Plans or Individual Support Plans)
- collaboration with external agencies such as educational psychologists, speech therapists, or occupational therapists
- specialised equipment or resources to support specific needs

Inclusion Programme Assessment and Monitoring

Before a decision is made as to which wave 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 team
- comprehensive analysis of attainment and progress data
- standardised testing
- specialised testing e.g. Dyslexia Screener and educational psychologist or other external report where necessary.

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

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 learners. 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 learners 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 learners 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 learners 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. Suzanne Rodricks the school's Designated Safeguarding Lead (DSL). The Deputy DSL's are Ms Kate Fellows and Ms Lauren Brown. The Principal, Mr. James Batts, has the overall responsibility of Health and Safety on site. The DSLs are entrusted with ensuring the safety and wellbeing of the learners 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 learners 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 and vape free campus, including the car park.

Learner drop-off and pick-up

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

PRIOR TO THE SCHOOL DOORS OPENING:

1. No learners are to be left unattended before the doors open at 7.30am.

2. Learners in Primary are required to be accompanied by a parent/guardian/responsible adult in the car park. Learners in Secondary are entrusted to walk in responsibly. Should the Secondary learner have younger siblings, they are able to accompany their sibling into school. Year 3 upwards are strongly encouraged to be independent and make their own way up the staircase to their classrooms.
3. Families who arrive prior to the doors opening at 7.30am should wait in their car for the doors 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, please use the marked crosswalks.

There are four entrances to the school:

1. **Main Entrance** – this is primarily used for parents, visitors, and guests
2. **Learner walk in entrance** – this is primarily used for Year 1 – Year 10 learners
3. **EYFS Entrance** – this is used for Nursery and Reception learners and their families only
4. **Bus Entrance** – this is the drop off and pick up area for learners who use the bus

EYFS parents will park up near the learner 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 learners 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 learner entrance to the relevant classroom. If the child is Year 3 or older, they can enter through the learner entrance independently.

Parents of learners 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 learners off and remaining inside the car.

ARRIVAL AT or AFTER 8.00am PROTOCOL:

1. All class registers are taken at 8am.
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 learners arrive **at or after 8.00am** parents must check in with school staff at the learner entrance (This learner entrance will be staffed until 8.30am) who will sign the child into the school attendance program. After 8.30am, the learners should be dropped off at the main reception at the front of the school.
 - a. For any late arrivals, learners 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 learners are not permitted to walk alone to class, Secondary learners are sent independently.
 - c. For learners who arrive via the school bus, the staff bus monitor will assist learners in obtaining late slips.
4. **MINISTRY DIRECTIVE:** From 8.30am all families of learners 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 learner's whereabouts, copying the class teacher on the email.

- b. Parents of any learner 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 learners are fully organised with a provision for their pick up **on time. Learners will be picked up from the learner entrance at the end of the day.**

This time will vary based on the age of learners, and there will be provisions available (Nursery) and Extra Curricular Clubs (Nursery–Year 10) for parents to enrol their children into. If learners are not collected on time, parents will be contacted via phone in the first instance. No learner 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 learners 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 learner 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 learner as being off-site on their internal class register.
3. In the event the learner returns to school, parents are requested to come directly to the school office in order for the on-site registers to be amended. The learner will be taken to class by a member of the school administration.

IF A LEARNER 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 learner 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. Parents need to send a photograph of the **private driver/nanny** to the class teacher.

Use of the Prayer Room

This is available to staff and learners outside of class time. Parents are to send permission to notify the Class Teacher in Primary School of the learners 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 learners. Learners in Secondary need to inform the Form Tutor to receive permission to utilise the room outside of lesson time. Any learners 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 learners to extend their potential. The attendance pattern for all learners 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 learners 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 learners to attend, and to put in place appropriate procedures to support this. We believe that the most important factor in promoting good attendance is the development of positive attitudes towards school and learning.

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

- attainment in school
- relationships with other learners 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 learners whose attendance is causing concern.

Behaviour for Learning Policy

Please see the Behaviour for Learning 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 the 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 the Ministerial decree, the school has a Behaviour Committee. The committee comprises the Principal, Heads of School, Assistant Heads, and the Phase Leader of the appropriate class. Class, subject, and specialist teachers, along with class assistants and administration staff all work together to ensure that this policy is followed.

'Every child has the right to an education. Discipline in schools must respect children's dignity.' (UNCRC United Nations Convention on the Rights of the Child, Article 28)

Our aim at Nadeen School is to ensure all learners Work, Learn, Flourish (WoLF) through the guidance and support of caring and compassionate teachers. This includes our learners who may face challenges in developing their behavioural skills. All behaviours are a form of communication and where the behaviour isn't what we would hope for in our community it is usually a symptom of other challenges. We view behaviour as developing a set of skills, values, attitudes, and attributes and we support all learners to grow by adapting our teaching to meet individual needs. Some learners may require additional scaffolding to meet expectations and through our compassionate approach we provide a range of opportunities to support the required development. We adopt a 'can't yet' approach instead of a 'won't' approach, and this mindset enables us to make supportive choices concerning individual behaviour development. Due to these beliefs, we follow a restorative approach underpinned by our High Performance Learning (HPL) guidelines.

Standards of Behaviour

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

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

As adults we should aim to:

- use of positive language
- be calm, fair and consistent
- proactively build relationships
- create a constructive classroom culture
- use praise and reward
- provide support for emotional and social skills
- interact with learners rather than to them or for them

Classroom Expectations

In our setting we have high performance habits. These are designed with learners to help learners understand the need for clear systems and procedures and are designed to be age appropriate for the setting. All learners contribute and create high performance habits with their teacher.

House Points

Awarded by any member of staff for above and beyond behaviour, attitude to work, effort etc. This encourages learners 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 learners 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 learners, encouraging that they are internally motivated to achieve.

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

Fees and Payment Policy

Please refer to our website for our most up-to-date fee policy.

Withdrawal procedure

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

Please note that we must receive your intent to withdraw by the 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, learners, 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 learners, 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:	finance@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 communicate directly via official emails. Social Media and ClassDojo are positive forums for celebration of Learning.

Primary School Communications Matrix

Primary School Communication



Lianne Greenall
VICE-PRINCIPAL - PRIMARY
l.greenall@nadeenschool.com

Lauren Brown
ASSISTANT PRINCIPAL - PRIMARY
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Kacey Grieg
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Bonnie Jones
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Gerry Arthur
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Year Leader – Year 1
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Sarah Scanlon
Year Leader – Year 3
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Nicole David
Year Leader – Year 4
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Karlien Theron
Year Leader – Year 5
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Cari Martin
Year Leader – Year 6
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Secondary School Communications Matrix

Secondary School Communication

Paul Sherlock
VICE PRINCIPAL & HEAD OF SECONDARY
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Kate Fellowes
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Science & Geography Teacher
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Darren Frearson
Assistant Principal
Computer Science/ICT Teacher
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Chris Short
Year 7 & 8 Phase Leader
Inclusion
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Phil Willis
Year 9 & 10 Phase Leader
Science Teacher
p.willis@nadeenschool.com

Year 7 Form Tutors

7.1
Claire Van Minnen - PE/English Teacher
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Ben Pickering - EAL Teacher
b.pickering@nadeenschool.com

7.2
Chris Nahajski - Music/Maths Teacher
c.nahajski@nadeenschool.com
Ahmad Aly - Arabic/Coding Teacher
a.aly@nadeenschool.com

7.3
Rien Sichini - Art/English Teacher
r.sichini@nadeenschool.com
Kawthar Ali - Head of Arabic
k.ali@nadeenschool.com

7.4
Harriet Bodkin - Maths Teacher
h.bodkin@nadeenschool.com
Tom Matthias - Music Teacher
t.matthias@nadeenschool.com

Year 8 Form Tutors

8.1
Craig Rampton - French/Spanish Teacher
c.rampton@nadeenschool.com
Nabella Vimont - French Teacher
n.vimont@nadeenschool.com

8.2
Sarah Garnham - English Teacher
s.garnham@nadeenschool.com
Noora Al Lengawi - School Counsellor
counsellor@nadeenschool.com

Year 10 Form Tutors

10.1
Matt Rees - Head of P.E
m.rees@nadeenschool.com
Hannah Carson - Inclusion Teacher
h.carson@nadeenschool.com

10.2
Kyle Lemmon - Director of Sport
k.lemmon@nadeenschool.com
Hannah Carson - Inclusion Teacher
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Year 9 Form Tutors

9.1
Jeremy Stevens - History Teacher
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Rachel Hughes - EAL Leader
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9.2
Mike Sullivan - Geography, Business & Global Perspectives Teacher
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Chane Stadler - PE Teacher
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Additional Secondary Teachers

Jade Larkin - P.E/Maths Teacher
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Sawsan Sabbah - Arabic & Islamic Studies Teacher
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Zainab Ebrahim - Social Studies Teacher
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