

Nadeen Parent Handbook

2025-2026

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



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NOTE: when the school operates under emergency, exceptional, or other government-mandated guidelines a separate information 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 wonder, observe, 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

Nadeen School is proud to be recognised as *Outstanding* in all areas by the Bahrain Education and Training Quality Authority (BQA), following a rigorous review process based on the UK Ofsted framework. This places us among an elite group of only 7 private schools in Bahrain to achieve this rating. In addition, we are an accredited member of the British Schools of the Middle East (BSME) and a registered British School Overseas (BSO), also rated *Outstanding* by the BSO.

We are also a fully accredited COBIS school, giving our learners access to a wide range of high-quality competitions, events, and opportunities to connect and collaborate with schools from across the globe. These affiliations reflect our commitment to delivering exceptional education and providing our learners with enriching experiences beyond the classroom.

At the heart of our approach is our adoption of High Performance Learning (HPL), a philosophy that believes every learner can achieve success. Through the Nadeen Way and our unique Nadeen Lens, learners develop the attitudes, skills, and attributes needed for high performance, setting them on a path towards future success and positioning us to achieve World Class School Accreditation in the years ahead.

Open Door Policy

Nadeen School maintains an Open Door Policy, whereby all learners, staff, parents, and visitors are welcome at Nadeen - a place of belonging. In order to ensure the smooth running of the school, parents are expected to alert their class teacher in Primary or tutor in Secondary first. Should you feel a concern needs further escalation then please follow the communication matrix for Primary and Secondary. If a matter of concern requires private discussion an appointment should be made in advance to ensure adequate time and privacy.

How we communicate with parents

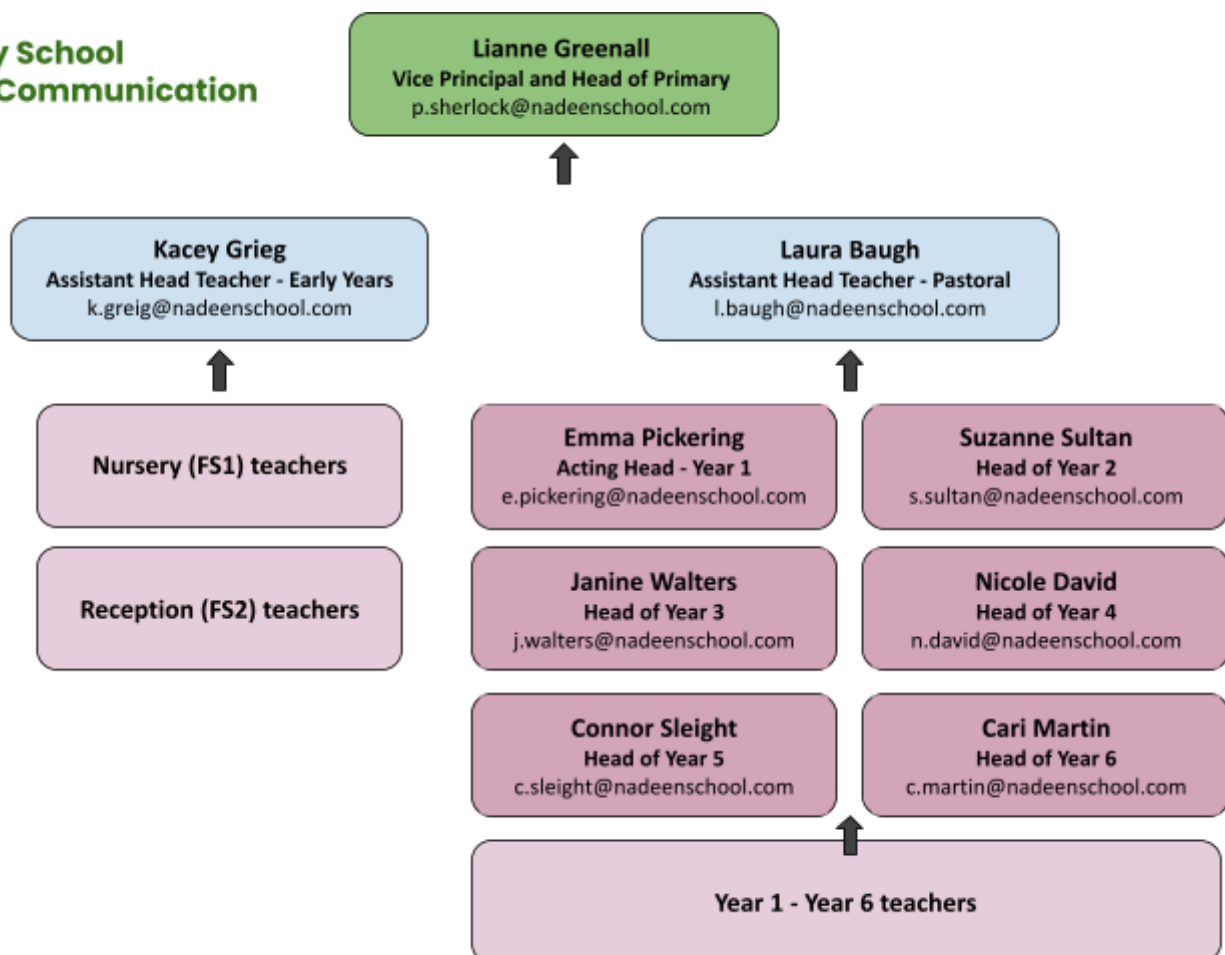
Our preferred method of communication with parents is in-person, and you can do this at drop-off, pick-up, and through making an appointment. We also communicate via email, weekly newsletters, telephone, SMS/Text message for emergencies, and social media. We are unable to respond to anonymous emails, 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 and getting involved with is included below:

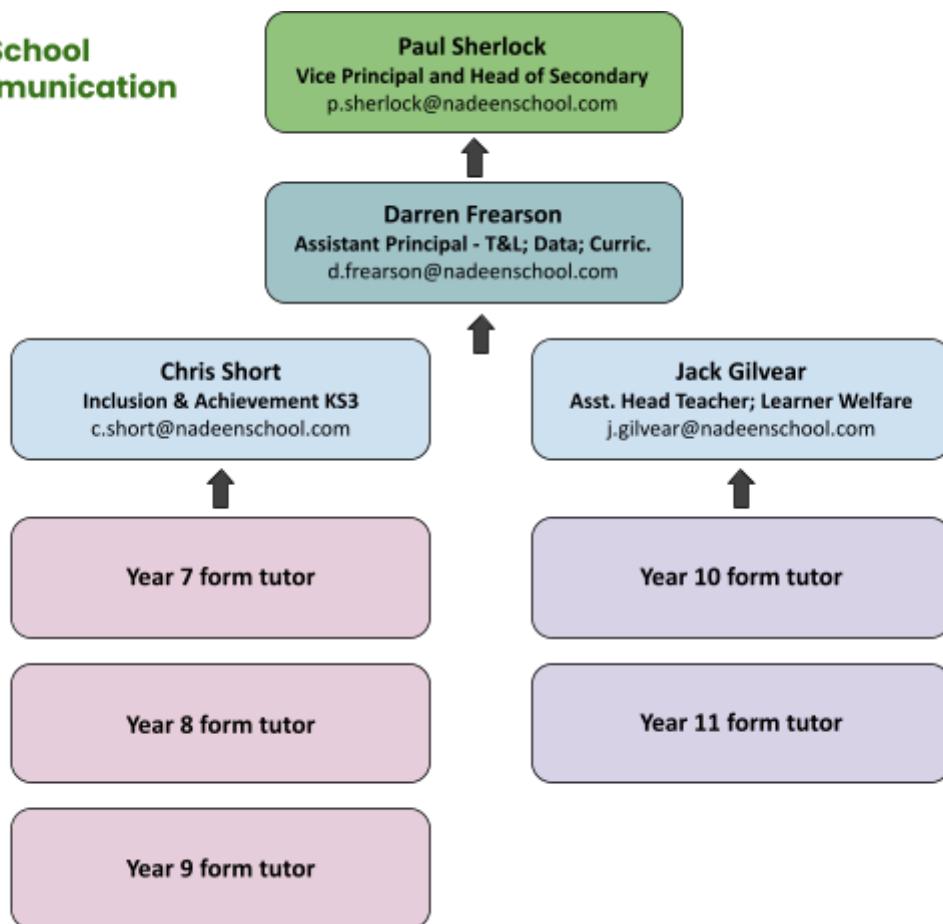
1. Google Sites (Nadeen Newsletter) - A link to the newsletter is sent on Thursdays and celebrates the activities and learning in classes/subjects, this will also include messages of upcoming events and activities.
2. Class Teacher emails - please email the class teacher in the first instance if you have any queries about the lessons, learning or procedures at school.
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 google sites 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 and Tapestry - Class Dojo used in Primary and Tapestry is used in Early Years to share daily learning with our parents

If you have a question regarding your child's learning or experience at Nadeen School please contact your child's class teacher (primary) or form tutor (secondary) in the first instance. If you or your child's teacher/form tutor feel that additional support or guidance is required we will follow the channels of communication illustrated below.

Primary School Parent Communication



Secondary School Parent Communication



The Nadeen Way

As members of the Nadeen School community, all learners should:

- Be valued and treated with respect and dignity.
- Feel safe — physically, emotionally, and socially.
- Achieve their potential, supported by high expectations and high-performance habits.
- Be treated equally and fairly, regardless of background, beliefs, or identity.
- Be understood and listened to, with their voice respected.
- Know where and how to seek help when needed.
- Be part of a learning environment that fosters curiosity, creativity, resilience, and collaboration.

All learners are expected to:

- **Respect Others:** Show empathy, kindness, and integrity in all interactions; respect the views, feelings, and possessions of others.
- **Contribute Positively:** Support peers in their learning and well-being, celebrate diversity, and foster belonging.
- **Take Ownership:** Maintain high standards of behaviour, attendance, punctuality, and presentation; complete learning tasks with enthusiasm and perseverance.
- **Protect the Environment:** Care for school property, resources, and learning spaces; act sustainably by reducing waste and promoting care for the environment.
- **Act Safely and Responsibly:** Ensure that actions do not harm others physically, emotionally, or socially (including online).

- Represent Nadeen: Uphold the values and reputation of Nadeen positively in school, the wider community, and online.
- Develop resilience, self-belief, self-control, curiosity, and courage — to bring out the best in themselves and others.

Nadeen Learners are expected to:

- Respect and uphold the values of Nadeen and the community
- 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.
- Use social and other media responsibly

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: Extra Curricular Activities (ECAs)

Please note that all clubs and activities are booked in advance at the beginning of each term.

There are two sessions for ECAs. These are primary clubs (Key stage 1 and 2) from 2.00pm to 2.45pm and secondary clubs from 2.45pm-3.30pm. Detailed information is shared at the start of the year during the Meet the Teacher sessions and is emailed to parents.

Bookings are made online via an online booking system.

- Foundation Stage 1 (nursery) learners have access to our 'Super Cubs Club' from 12:45pm- 2.00pm. This is a paid session with their teachers and offers further opportunities for the learners to explore and learn until their siblings finish school.
- Extra Curricular Activities run after school for learners in Year 1 - Year 11 from the Autumn Term. The programme changes each term. We offer over 40 free clubs however there are some that have a small fee, for example the Nadeen Master Chefs Club, Pottery club and Sewing Bee club.
- There are also a wide range of paid activities that are provided by external organisations.

Awards

Awards are given at Nadeen School in the form of house points, weekly Wolf of the Week, weekly attendance awards, and annual awards for progress and achievement. We also celebrate awards our learners achieve outside of school and encourage them to share their achievements by bringing in any medals or certificates they've achieved outside of school.

Behaviour for Learning Policy

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

Damaged Books

A fine of 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

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.

Celebrating special occasions and birthdays in class

As a school we celebrate all of our learners' birthdays with special messages from the class teacher and leadership team. There are a variety of ways we do this depending on the age of the learner.

We encourage families who wish to further celebrate this special day to donate a book to our library that will include a special sticker noting the child's name and date.

Due to the number of dietary restrictions within our learner community we are unable to accept any food items on birthdays.

Water Bottle

Please make sure that your child brings a reusable water bottle (no glass) 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.

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).

Canteen services

We are pleased to inform you that a canteen service is available for all learners at our school. The menu is provided by our external partner, Eastern Bakery, and is updated weekly to offer a varied and balanced selection of meals. All meals are thoughtfully designed to be healthy and nutritious, supporting the well-being of every learner throughout the school day. Details regarding the payment method will be shared with all parents, and payments will be made directly to Eastern Bakery.

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!

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.

Mobile phones - learners

We understand that families want to stay connected while their children are coming to school and leaving at the end of the day. Personal 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 and while on school premises. The school takes no responsibility for the safety of these items.

If a child needs to call their parent or guardian while on school grounds they must do this from the school reception.

Pencil cases and school supplies

Year 2 - Year 6 : a pencil case containing HB pencils, sharpener, eraser, coloured pencils, 30cm ruler, 2 white board markers, and 1 glue stick. Additional items may include 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. These items will be used regularly and will need to be replenished should they run out or be lost.

Year 7 - Year 11: All of the items above as well 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.

Chromebook Requirement for Learners (Year 4 and Above)

Learners from Year 4 onwards are required to use school-issued Chromebooks as part of their learning tools. These devices come pre-configured with the necessary educational settings, Google Workspace licenses, and are fully integrated into our school's digital learning ecosystem.

The Chromebook charge (including the Google license) is automatically added to the tuition invoice and processed through the Finance Department.

If a family already owns a Chromebook previously purchased from the school and wishes to assign it to another child, only the Google license fee will be charged. In such cases, the IT Department must first inspect and approve the device based on its specifications and current condition before it can be reused.

All Chromebooks used by learners will be fully enrolled under the school's management system, allowing the IT team to manage apps, settings, and security policies. When a learner leaves the school, their device will be unenrolled, allowing it to be used for personal purposes without school restrictions.

Over the past 6–7 years, many learners have continued using the same Chromebook without the need for replacement. Device changes have typically been based on parent preference, not due to functionality. When properly cared for, Chromebooks can remain fully functional for 5 years or more.

Our school network is secured using firewalls, Google administrative settings, and Hapara for classroom management. However, as technology continues to evolve, and with learners becoming increasingly tech-savvy, there may be occasions where they discover workarounds. For this reason, we strongly recommend that parents maintain direct supervision and monitoring at home, as no system can guarantee 100% online safety.

Please contact our IT department via email directly to ict@nadeenschool.com

Playtime and outside break time

All learners have at least one outdoor break time 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.

Written Reports to Parents

In primary, learners receive a report on term 1 in January and an end year report at the end of the academic year. Secondary learners receive three reports, across the year that provide details on all subjects

Written reports are not provided to any parent if there are any outstanding fees.

Learners - Parent Conferences

In primary, there are two conferences held during the academic year to discuss progress. The secondary school provides 3 learner conferences per year group throughout the academic year with specific focus for Y9's on their option pathways and Y11 on their post 16 option choices.

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 awards, such as 'WOLF of the Week' awarded during assemblies, and Prize Day is scheduled at the end of the year to celebrate progress and achievement.

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.

Use of the Prayer Room

This is available to staff and learners outside of class time. Parents should contact the Primary Safeguarding Lead to inform them that they would like their child 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 use the prayer room during their designated lunch time.

Uniform

Our authorised uniform partner is Kapes Uniform. We actively choose to work with Kapes due to their approach towards sustainability. Details around the uniform can be found [here](#).

- **PE/SPORTS UNIFORM** is the same for all age groups. A sports T-shirt in the house colour should be worn during all House competitions including sports days.
- **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.
- **BOOK BAGS:** Foundation Stage and Key stage 1 learners all require the school book bag.
- **BAGS:** All learners require a small back pack so that they can carry all their belongings in one bag rather than several different bags (no bags with wheels or over-sized bags are allowed).
- **LUNCHBOXES:** these must be able to fit in the back pack along with their reusable water bottle.
- **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.

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...
FS1 (Nursery) (3-4yrs)	Early Years Foundation Stage (EYFS)	Pre-School
FS2(Reception) (4-5yrs)	Early Years Foundation Stage (EYFS)	KG1
Year 1 (5-6yrs)** Year 2 (6-7yrs)	Primary - Key Stage 1 <i>** children must be 5 to enter Year 1</i>	Infant Grade 1
Year 3 (7-8yrs) Year 4 (8-9yrs) Year 5 (9-10yrs) Year 6 (10-11yrs)	Primary - Key Stage 2	Junior/Grade
Year 7 (11-12yrs) Year 8 (12-13yrs) Year 9 (13-14yrs)	Secondary - Key Stage 3	Grade 6 Grade 7 Grade 8

Year 10 and 11 (14-16yrs) Year 12-13 (to follow)	Secondary - Key Stage 4	Grade 9 Grade 10
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**Please note that the cut-off date is August 31st each year, your child will be placed in their age appropriate class.*

*** Children must be 5 to enter Year 1*

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!

Friends of Nadeen (FoN)

The Friends of Nadeen is made up of elected parent representatives from across all phases of the school. Led by a Chair, Vice-Chair, Secretary, and Treasurer, the FoN works in partnership with the school to build a strong, welcoming community and support parent engagement.

The role of the FoN is to:

- Support new families by working with the Parent Liaison Officer and helping them settle into the school.
- Organise and host community events throughout the year, such as the Festive Fair, International Day, appreciation days, uniform sales, and market days.
- Assist the school leadership team and School Council with school events and initiatives.
- Promote community service and charitable giving through fundraising, environmental projects, and service activities.
- Act as positive supporters and ambassadors of the school

School Parent Board

The School Parent Board (SPB) represents the voice of our parent community and works in partnership with school leadership. It provides a forum for constructive dialogue, feedback, and collaboration, ensuring the parent perspective is considered in school planning.

The role of the SPB is to:

- Represent parent views and perspectives.
- Provide feedback to the Principal on school development.
- Support the school in meeting its strategic goals and Ministry of Education requirements.
- Collaborate with leadership on school plans, communication, and community initiatives.
- Assist during inspections, accreditations, and key events.
- Act as a positive ambassador for Nadeen, both within the school and in the wider community.

For more information please read the Parent Board Articles of Association [here](#)

Become a Volunteer, help in school

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! 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! Speak to the primary pastoral and safeguarding lead if you are interested.

Attend open days and welcome evenings

During the whole academic year, 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 Nadeen Lens.

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.

Learners in years 3-11 take a CAT4 test on entry to school and then every two years. 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 learners think in areas that are known to make a difference to learning. In years 2 to 10, learners also take Progress Tests in English, Maths and Science yearly, which measure both attainment and 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.

Arabic class learners take termly and end of year assessments according to the curriculum.

Languages at Nadeen

Arabic for All

Arabic A - this is for all GCC and Arab nationals (CPR card nationality)

We follow the Bahrain National Curriculum during these lessons and ensure that the styles of teaching and learning behaviours are similar to those throughout the school.

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.

Frequency of Arabic Curriculum Lessons (as per the Ministry of Education requirements for all Arab Nationals)

Islamic Studies - this is for all Muslim learners from Year 2 upwards regardless of nationality

	Year 1	Year 2-4	Year 5 & 6	Year 7-9	Year 10 (MoE)	Year 11 (MoE)
Arabic	5	6	4	4	4	4
Islamic Studies	0	1	1	1	1	1
Social Studies	0	1	1	1	1	1

Arabic B - this is for all other nationalities

It is important to us that our learners develop a love of learning for the Arabic language. All learners learn Arabic from Reception (FS2) upwards.

World Languages

We offer French, Spanish, and Mandarin across the school depending on the level and key stage.

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 Prim 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/Edexcel examinations at the end of Year 11.

Inclusion at Nadeen School

Our Belief in Inclusion

At Nadeen School, we believe every child has the ability to thrive. We celebrate neurodiversity and focus on what learners *can* do, using their strengths as a springboard to overcome challenges. Inclusion at Nadeen is not just a policy — it's at the heart of how we teach, support, and inspire every child.

How We Support Learners

We use a Tier Approach to ensure every child receives the right support at the right time. Support can change over time — some children may need extra help for a short while, others for longer. We review progress every term.

Tier 1 –

Every child at Nadeen benefits from high-quality, inclusive teaching.

In Tier 1, the class teacher will:

- Learn about your child's strengths, interests, and learning needs.
- Adapt lessons so all children can take part and succeed.
- Use varied resources (visuals, manipulatives, technology) to match different learning styles.
- Regularly check progress and give feedback.

Parents will receive:

- Updates during parent-teacher meetings.

Tier 2 – Targeted Support (Additional Help for Specific Needs)

Some children may need extra short-term support to boost certain skills, such as reading, writing, or social interaction.

In Tier 2, your child may:

- Join small group sessions for a specific skill area.
- Receive extra help in class from an Assistant Teacher or specialist staff.
- Use special learning programmes or resources.

Parents will receive:

- An Individual Support Plan (ISP) with clear goals.
- Progress updates during termly review meetings.

Tier 3 – Specialist Support (Ongoing, Individualised Help)

For children with more complex needs, Tier 3 provides highly personalised support, often involving external specialists.

This may include:

- One-to-one teaching or therapy.
- A personalised learning timetable.
- Specialised equipment or technology.
- Access to our Thrive Programme Activities — a dedicated programme focusing on:
 - Social communication skills
 - Emotional regulation
 - Engagement through hands-on, interest-based learning

Thoughtful consideration of your child's profile it may be necessary that a family supported Learning Support Coach may be recommended.

Parents will receive:

- An ISP with detailed strategies and targets.
- Termly multi-agency meetings with all adults involved.

The Thrive Programme at Nadeen School

What is Thrive?

The Thrive Programme is a dedicated inclusion provision at Nadeen School designed for learners who benefit from a more personalised approach to social, emotional, and learning development. It is not part of the Tier system of support — instead, it runs alongside it as a unique pathway for learners who need a highly tailored environment for part or all of their school day. Thrive is a separate, specialist programme with its own team, timetable, and goals.

Our Focus

Based on the SCERTS (Social Communication, Emotional Regulation and Transactional Support) Model, Thrive supports learners in three key areas:

1. Social Communication – building the ability to interact effectively with peers and adults.
2. Emotional Regulation – developing strategies to understand, express, and manage feelings.
3. Learning Engagement – nurturing motivation, focus, and independence in learning.

What Happens in Thrive?

Learning in Thrive is flexible, engaging, and personalised. Activities may include:

- Practical, hands-on projects linked to personal interests.
- Structured social games and role-play to encourage interaction.
- Sensory activities for calming, focus, or stimulation.
- Targeted literacy, numeracy, or life skills work.

- Outdoor and movement-based learning.

The Thrive team includes:

- Teachers with specialist training in inclusive education.
- Learning Support Coaches skilled in social–emotional learning.
- Collaboration with therapists (e.g., speech and language, occupational therapy) as needed.

How Learners Access Thrive

- Placement in Thrive is decided after careful discussion between the inclusion team, class teachers, and parents.
- A child may attend Thrive sessions for part of the day while remaining in their main class for the rest.
- Some learners may use Thrive as their primary learning environment for a period of time before gradually transitioning to more mainstream settings.

Parents will receive

- Regular Communication – Parents receive termly updates and strategies to use at home.
- Collaborative Goal-Setting Opportunities – We set personalised, measurable goals for each learner together with families.
- Celebrations of Progress – Successes, big and small, are shared with parents frequently.

How We Decide on the Right Inclusion Support

Before placing a child in any wave of support, we gather a clear picture of their needs using:

- Teacher observations and assessments.
- Baseline assessments when your child joins Nadeen.
- Feedback from parents.
- Standardised or specialist assessments (where needed).

Working in Partnership with Parents

We believe inclusion works best when school and parents work together. We encourage parents to:

- Share any reports, diagnoses, or concerns early.
- Attend review meetings and contribute ideas.
- Support learning strategies at home.

You are always welcome to request a meeting with the class teacher or inclusion teacher — not just during formal review periods.

At a Glance – Your Journey Through the Inclusion Programme

Step	What Happens	How You're Involved
1. Identification	The teacher notices learning or social differences.	Share your observations with us.
2. Assessment	The inclusion team gathers information and data.	Provide background info and reports if available.
3. Tier Placement	Agreed level of support (Tier 1, 2, or 3).	Discuss and approve plan with the school.
4. Support in Action	Strategies, lessons, and interventions put in place.	Encourage and reinforce strategies at home.

5. Review	End-of-term meeting to check progress.	Attend and share your child's experience.
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Our Commitment

At Nadeen, your child will be seen, understood, and valued.

We will:

- Focus on strengths first.
- Adapt teaching to meet needs.
- Review and adjust support regularly.
- Keep you informed every step of the way.

Together, we can ensure every child can Wonder, Observe, Learn, and Flourish

All Inclusion policies can be accessed on the [policy page](#) of our 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. Click here to read the Health and Safety policy.

Please refer to the following policies on our website:

- [Health and Safety Policy](#)
- [First Aid and Medication Policy](#)

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 point (Main Entrance) . 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 reception area and the Emergency Response Team will direct you where to go. Please do not go back outside until you have been advised to do so.

ID badges

1. Each family will be provided with two (2) cards and lanyards to be used by the family - typically parent, family members, and nanny/driver, hereby referred to as ADULT.
2. All adults must have a card and lanyard in order to enter the school campus.
3. All adults must wear their card and lanyard at all times when within the school campus.
Any adult arriving without a badge will be considered a visitor (even if they are accompanied by 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

There is a safeguarding team at Nadeen. Ms. Suzanne Rodricks is the school's Designated Safeguarding Lead (DSL) and there is a team of trained DSLs and Safeguarding Team officers across primary and secondary. There are posters in and around school with the safeguarding team members' contact details. The Principal, James Batts, has the overall responsibility for safeguarding at school.

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, tobacco-free, and vape-free campus, including the car park.

Drop-off and Pick-up; Transport; Attendance

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. Children who arrive prior to the doors opening at 7.30am must wait with their parents/guardians in the car.**

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 Reception - this is for parents visiting the cafe/parent/community events, visitors, and guests.
2. Learner Reception - this is the main entrance for Year 1 - Year 11 learners - this is the designated entrance for all learners throughout the school day.
3. Early Years Entrance - this is for Foundation Stage 1 (nursery) and FS2 (reception) learners and their families.
4. Bus Entrance - this is the drop off and pick up area for children on 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:

1. The Kingdom of Bahrain National Anthem is played at 7.59am daily.
2. All registers are taken directly after the anthem at 8am.
3. **Early Years and Primary**
 - a. Parents are requested to inform the class teacher prior to **7.50am** via email if their child is going to be absent or late.
 - b. If Early Years or Primary learners arrive after 8.00 am they must report to the main reception
4. **Secondary**
 - a. Parents are requested to inform the form tutor **the day before** via email if they know their child is going to be absent.
 - b. Parents are requested to inform info@nadeenschool.com directly by **7.50am** if their child will be absent or late **on the day**
 - c. If Secondary learners (Year 7 - Year 11) arrive after 8am but before 8.25am they must report to the main reception
5. 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. For learners who arrive via the school bus, younger learners will be taken to class by the bus nannies.
6. **MINISTRY DIRECTIVE:** From 8.30am all families of learners who are not marked as PRESENT, LATE, or KNOWN 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 at the end of the day:

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 11) 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 Clinic:

1. Parents are required to visit learner reception 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 learner entrance.

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 along with a copy of the CPR card.

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.

School policies

Fees and Payment Policy

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

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.

Please refer to our Complaints 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.

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:

Please refer to the Primary and Secondary communication matrix detailed above in this handbook.

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.