

Parent Handbook

2018/2019



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Version 1.0, Revised 22/08/2018

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About Alamiyah School

Alamiyah School is an initiative of the Alamiyah Educational Foundation a UK registered charity with charity number 1158578 and a UK registered company with company number 08922089. The AEF is led by a Board of Trustees who are responsible for ensuring that the organisation and the school fulfills all of its legal, charitable and financial duties. The Principal Mrs Saahera Motara is legally responsible to the Department for Education for the School and works with the Headteacher Ms Hanan Musa and the teaching staff to ensure that the School operates to a high standard. Our staff are comprised of qualified professionals who are committed to their further development in order to facilitate an excellent Islamic and Montessori education for nursery and primary age children.

Message from the Principal

Welcome to Alamiyah School

We are delighted to present the Alamiyah School's Parent Handbook.

In this handbook we aim to provide important information about the school, staffing and the main policies and procedures to ensure that you have an understanding of our school values, vision, mission, educational approach, the school's day to day operation and our commitment to you and your child.

The handbook will serve as a guide for you as parents to navigate our key policies and procedures which can be found in detail on the school website. It will outline your responsibilities as parents to the school and build a vision of what we hope to achieve together for your child.

We are thrilled that you have chosen Alamiyah and are looking forward to working with you over the coming year to ensure that your child is stimulated, engaged and provided with the tools to excel in all aspects of their learning. We pray for success in this World and the next for everyone who joins us and everyone who is touched by our vision.

If you have any comments or questions about the contents of the handbook or any other aspect of the school, do drop us a line at admin@alamiyahschool.org.

Jazakum Allahu Khair,

Saahera Motara

Principal Director

Vision and Mission

The name Alamiyah is significant to us at the School since it has many interconnected meanings. It's an Arabic word derived from the three-letter root word Aa-li-ma, which holds the meaning 'to know'. It is connected to the words Aalam -Universe, Alamaat -Signs and Aalim -the one who knows. Alamiyah also has the connected meanings of transcending boundaries, being international, global or universal.

Alamiyah School has been built upon the meanings contained within these words conveyed to us in the Arabic language by the Prophet Muhammad (Peace and Blessings be upon Him) who came as a mercy to all of humanity. He called for every individual to witness the marvelous signs in the Universe to understand life's purpose and source. This is the basis of the Alamiyah School vision and mission.

Vision and Mission

Our vision for every child to access an education which inspires awe and wonder of our Creator through observing the signs in the Universe. We aim for this vision to be infused within every aspect of the school in order to make all of our daily actions meaningful, interconnected and filled with love and compassion.

Our mission is taken from the knowledge and wisdom of the prophets passed down from Adam to Moses to Jesus (Peace be upon them) and to the final and beloved Prophet and Guide Muhammad, (Peace and Blessings be upon him).

Throughout human history, the prophets and those endowed with wisdom have brought to us an understanding of the purpose and meaning of life, and they embodied the pinnacle of human virtues and values. At Alamiyah, we are inspired by these lofty examples of human achievement and hold these ideals as a standard to aim for without exception. Every single child who enters our doors will be encouraged to aim high and without limit since their possibilities for personal growth and achievement are boundless.

The school's signature phrase 'Learning to read the Universe' encompasses the core vision and mission of the school since we see the entire universe as a university, an arena of learning, for every child to realise and reach their true potential.

Teaching and Learning at Alamiyah School

Children's House - Early Years

At Alamiyah School we believe that the nurturing and development of children which takes place in the first 6 years of life directly impacts their future path. We have a unique early years provision which combines the Montessori method with a Prophetic approach for children aged 3-6 years. The Montessori approach ensures that all children are learning and developing according to their own interests and abilities during the early years and throughout their time at the school.

The early years provision at the school continues the work of the Alamiyah Pre -School which ran from Sept 2011 - Aug 2017. The Pre-school was awarded Host Setting Status by the local authority for three consecutive years as a model of good practice within the borough and received an Outstanding grading from Ofsted in June 2015.

The Early Years Environment

Both the indoor and outdoor learning environments at Alamiyah School are set up to cover all the areas of the Early Years Foundation Stage (EYFS) as well as the Montessori curriculum areas. The materials provide a sequenced framework that enables children to progress through the curriculum as they learn and develop. The environment is both enticing and stimulating, inviting the children to explore and satisfy their natural curiosity. Much of the learning that takes at Alamiyah is through the children's independent exploration of the environment and the Montessori materials which are designed to help children internalise new concepts.

Indirect Teaching in the Early Years

The staff at Alamiyah School are trained to recognise the valuable learning experiences in children's spontaneous play. The Prophet Muhammad (Peace be upon him) said "play with your child till 7". We now know that it is in the various forms of play that the child develops a love and enthusiasm for learning that allows them to flourish in any field of their choosing. Play is facilitated through the provision of a vast range of materials both indoors and outdoors. A full range of Montessori materials are available for pupils to explore independently. Children are able to explore the materials of their choice. Staff observe child's play in order to ascertain their interests and the best next steps for the child.

Direct Teaching in the Early Years

Alamiyah School recognises the importance of direct teaching for pupils who attend the school. Each day, new lessons and materials are presented to the children by teachers, either in individual lessons or through small group lessons. Each child is planned for individually using observations as the basis for each pupil's next step. These next steps are then directly introduced to pupils. At Alamiyah we recognise that there must be a balance between direct teaching, indirect teaching and play and facilitate this through our planning. We also include children's observed interests and parental feedback of interests into both direct and indirect teaching and learning through the play equipment, toys, activities and books that we include in the indoor and outdoor environment and through teacher led circle times.

Children's Interests

The Montessori method of teaching is based upon following each child's natural path of development. Teachers must closely observe pupils to see what stage of development they are at and what activities can help them to develop further. Teachers should pay special attention to pupil's interests and plan group lessons to further their interest. Teachers should pay attention to parent's feedback on interests from the daily or weekly conversations and feedback contained in each pupil's Parent Log and on My Montessori Child to inform the planning cycle.

Planned Themes and Circle Times

Careful observations will be the starting point for planning suitable weekly themes that will allow children to further their interests. At the start of each year staff will make a note of seasonal themes and festivals. These will be integrated into the yearly planning, however staff recognise the importance of following the interests of the child and therefore these themes are flexible and will be changed to suit the needs of the current children. Themes will be designed in such a way that they reflect the diverse cultures and traditions of the local community.

Montessori Children's House Curriculum

The Montessori Children's House classroom is divided into seven main areas with the other areas being covered through circle times and outdoor play. The curriculum spans the Nursery and Lower Primary which is equivalent to Reception and Year One. Children are given free access to all of the areas listed below:

1. Practical Life

The practical life curriculum is the starting point for all children entering our Montessori School and lays the foundation for all other learning to come. The activities encompass both direct and indirect aims, which together support the child in becoming both physically and mentally independent and responsible. Through the practical life curriculum, the child develops concentration, coordination, muscle control and one to one correspondence. The child is also indirectly exposed to mathematical and language concepts. Activities such as pouring beans provide the child with the direct aims of independence of pouring without spilling, but also allows them to develop muscle control, concentration, hand eye coordination and indirectly introduces addition and subtraction as well as preparing the child's eyes for scanning from left to right which is a necessary skill for reading.

2. Sensorial

Montessori recognised that the development of the senses plays an important role in the overall development of the child. She refers to the period between 3-6 years as a time to refine the senses and thus, she developed a unique curriculum, which caters for this need. Through the sensorial curriculum the child will, become more aware of the subtle differences in his surroundings, be able to acquire clear conscious information, start to develop organisational skills and learn to classify objects within his environment. Each one is a fundamental prerequisite for learning in all other areas.

3. Mathematics

The Montessori mathematics curriculum provides children with concrete materials, which allow them to acquire precise mathematical knowledge. Through the use of these concrete materials, the child develops a firm foundation of the decimal system and the four operations. As the child masters basic mathematical skills he is naturally drawn to abstraction which will enable him to perform mental arithmetic with ease and joy.

4. Language

The Montessori environment is set up as a language arts laboratory in which the child is able to acquire clear and concise language in all aspects and areas of the classroom. Due to this rich environment, all children in our Montessori environment develop an interest in written language and are then supported through the rigorous curriculum, which systematically supports them along the path of reading and writing.

5. Arabic and Quran

At Alamiyah School we recognise the importance of young children having exposure to classical Arabic since this is the age at which they acquire language with ease. We endeavour to provide the children with exposure to Arabic language in a living form through a skilled, native Arabic teacher who only speaks to the children in classical Arabic. In order to enhance the children's spoken Arabic, our curriculum prioritises the acquisition of conversational language and vocabulary. As the children progress in their understanding of the Arabic language they are presented to the written form following the steps of our Montessori based Arabic curriculum.

6. Arts and Crafts

It is through art that a child can observe the world, exploring shape, form, texture and balance. To participate in artwork is to appreciate the sheer complexity and beauty of creation, thus witnessing the Artistry and Perfection of the true Artist. Our School has a dedicated art area where the children have many opportunities to use a wide variety of materials and experiment with different art forms.

7. Cultural

The Cultural curriculum encompasses the Humanities and Science, including Geography, History, Zoology, Biology and Botany. Through the activities, children gain an in depth understanding of the world around them as well as developing the awareness that they are part of a unified universe and connected to each and everything around them. Through this the children develop love and a sense of respect for all that surrounds them.

Seerah

At the heart of the curriculum is the understanding that the Prophet Muhammad (pbuh) presented us with the best model of living. We strive to bring alive his example and practice in all aspects of the running of the School. Children are also presented with the life of prophets through various stories and activities providing hands on experience of Seerah. This provides the children with the opportunity to absorb his character and teaching, both indirectly and directly.

Movement and Exercise

Movement and exercise are essential to develop and refine fine and especially gross motor skills, coordination and confidence. Movement keeps our children active, alert and healthy, but also positively benefits the cognitive, social and emotional development of the child.

Music and Rhythm

Children between the ages of 0-6 years have sensitivity towards developing the auditory sense; they naturally show an interest and inclination to activities, which involve rhythm and beat. During this stage, it is important for children to not only develop an understanding of pitch, rhythm and beat, but to refine it to the best of their individual potential. Like art, music is a form of communication and can serve the purpose of a means to expression. At Alamiyah School children are provided with a rich auditory experience through the many songs and rhymes sung daily, musical activities to develop rhythm and beat, as well as the opportunity to learn to play the drum. Songs are sung in both English and Arabic and are often used to deliver an aspect of the Seerah.

Technology

Technology is all around us and used seamlessly in homes and the outdoor environment by adults and children alike. The technology curriculum is centred around developing a technological literacy encouraging pupils to explore the technology around them including mechanical and electronic devices. An emphasis is placed on the development of critical thinking and problem solving allowing pupils to explore how to operate equipment and devices and how they work through games, assembly, deconstruction and tinkering.

In addition, pupils attending full time in Reception and Year 1 will also start to cover all subjects in the Primary or Elementary curriculum (see page 15-17) to provide a holistic and balanced learning experience. The additional areas which are covered include, SMSC - Cosmic Education, PE, Dance and Drama, Outdoor Life Skills, and Technology.

Primary School Curriculum and Approach

The Curriculum we present at Alamiyah in the elementary class is balanced and relevant to children's learning and development. It is rich and consists of a number of stimulating learning opportunities and activities designed to meet the requirements of the Montessori curriculum and the seven areas of learning covered by the National Independent School Standards. The Alamiyah Curriculum promotes the spiritual, moral, cultural, social, emotional, intellectual and physical development of pupils at the school and provides learning opportunities, responsibilities and experiences to benefit them in the short term and in later life. The Alamiyah curriculum lays a solid and rigorous foundation for further study whilst challenging pupils in their learning. We continually review our curriculum areas and goals to ensure that the curriculum continues to be stimulating, relevant and engaging for all learners.

The curriculum is based on a 'cosmic education' which recognises the whole of humanity as one family irrespective of any differences including the protected characteristics outlined in our equality and diversity policy. This understanding promotes respect and love of all people and an ability to help and serve humanity whilst focusing on commonality and universal values through the prism of the Muslim faith. The Universe is viewed as one interconnected whole, connected to life and human life specifically. This promotes an environmentally conscious approach which protects the Earth and its resources by giving back to the Earth rather than depleting its resources.

Broad Curriculum Goals

- Our aim is to motivate and encourage curiosity within our pupils, so that they become independent learners with inspiration for learning,
- We encourage our pupils to be positive and mindful and teach them to respect other cultures and people regardless of any differences.
- We encourage pupils to develop an awareness and appreciation of the local area and the wider community.
- We educate pupils with skills for the opportunities, responsibilities and experiences in later life in Contemporary Britain since British Values synonymous with global human values are fully embedded in the Montessori Curriculum.
- We inspire and support pupils in reaching their full potential.

Integrated Curriculum Approach

Dr Montessori originated the idea of cross curriculum themes. Many of these themes are reflected in the current National Curriculum. Montessori Education, therefore, is particularly suited to achieving these aims whilst also preparing a child for his or her next school. At Alamiyah Primary we follow an 'Integrated Curriculum' approach and where possible try to link topics across all subjects. For instance the topic of time is traditionally taught within the Mathematics curriculum is delivered within the context of History where it is contextualised and presented in a less abstract way. The Alamiyah Curriculum approach places emphasis on building foundations to learning by placing learning within a meaningful context and by using concrete materials.

Planes of Development or Age Bands

The planes of development or age bands for the Primary School are taken from Maria Montessori and roughly equate to 0-6 years and 6-12 years which can be sub divided into 0-3 years, 3-6 years, 6-9 years and 9-12 years. These age bands are called planes of development since Maria Montessori found distinct differences in the type of learning and needs within each age group. At Alamiyah, 3-6 years olds and 6-9 year olds are catered for which is equivalent to nursery - year 4. However, these age bands are not fixed, if there are mature and able children who would benefit from the 6-9 class then then the band can extend to incorporate slightly younger children. Usually, six year olds will transition during their sixth year from the Children's House (catering for 3-6 year olds) to the Elementary Class (catering for 6-9 year olds).

Qualifications of Teaching Staff

At Alamiyah, we recognise that excellence in teaching and learning relies on the skills and knowledge of the teacher. The Principal and Headteacher therefore both have a PGCE qualification and appropriate Montessori training, qualifications and experience. We further ensure that all other staff have appropriate qualifications for their role.

Current teachers have a combination of either traditional PGCE qualifications, internationally recognised Montessori Diplomas, Bachelors Degrees in their specialist subject areas or specialist qualifications for their role. We also provide teachers with both externally led and in-house training led by subject leads who have expertise in their respective fields. The emphasis on relevant training and qualifications ensure that our curriculum is delivered in a way that is consistent with our aims of promoting a rigorous and high quality balanced education.

The Elementary Curriculum

"This then is the first duty of an educator, to stir up life but leave it free to develop." Dr. Maria Montessori

As the children pass from Children's House to the Elementary Classroom there are profound changes to their bodies and to their minds. The child wants to explore the world through imagination and experience, to learn what is right and wrong and to evaluate meaningful roles in society. An elementary child has a thirst to know how things have come to be, the history of the universe, the world, humans, and why they behave the way they do. For this age, Dr. Montessori said, "We are to give the child the cosmos".

Cosmic education is integral to the methodology of the Elementary 6-12 classroom. It relies on first giving a vision of the structure of an idea in its totality such as 'life on Earth' or 'written language' and then giving many connected lessons that create knowledge and experience of the parts of the whole. This education is more meaningful to the elementary child because of how it builds upon itself. Story and idea, narrative and concept, intellectual curiosity and academic skills are woven into a comprehensive fabric that by its very nature will stay with the child long after handwriting and memorization skills are mastered. And those skills, far from seeming pedestrian or dull will be valued because they are understood in their context. The long term goals for pupils immersed in this practice include informed and mature self-direction, enlightened curiosity, emotional well-being based on an understanding of how the world has come to its present state, confidence in an ability to contribute to the world positively and the initiative to do so. The middle and upper Elementary curriculum is built around the Five Great Lessons given at the beginning of each year:

- The Story of the Universe explores the formation of the stars, the sun and the earth.
- The Coming of Life introduces the children to the idea that life has not always existed on our planet, and that its coming signalled a new balance on the earth.
- The Coming of Humans emphasizes the coming of humanity to the earth as thinking, loving, working form of life.
- The Story of Communication in Signs presents language as a part of history, investigates the various milestones that served to create the Roman alphabet.
- The Story of Numerals introduces the child to the history connected with our numerals.

The Great Lessons are connected stories that span the enormous historical frames of time and space. From this story framework emanate the details of the disciplines: science, mathematics, social studies and language. The story provides an overview, stimulates the imagination and provides holistic lessons. The children then study the subjects in detail: biology, chemistry, geology, geography, physics, history, art and music. Because of the unifying thread of the Great Lessons, no subject is studied in isolation from the others.

The Elementary 6 - 12 years class is the first part of the education for children aged 6 – 12. At about 6 years old we see the young child change physically, mentally, emotionally and socially into a self-sufficient person. It is like a metamorphosis such as the caterpillar changing into a butterfly. The period 6 – 12 years is a period of stability before puberty. For practical learning the age range is split into two classes, 6-9 years and 9-12 years. Dr. Montessori was not unique in her observation, she highlighted rather special things about the development of the child in this period. As ever she stressed the holistic nature of the development of the child, bringing out three notable characteristics of this period:

- The need for wider horizons, to go out and explore the world
- The move from concrete to abstract thinking
- The development of a sense of morality closely allied with the intense interest in the social group.

Curriculum Areas Overview

The main curriculum areas are listed below:

1. Mathematics
2. English Language
3. MFL – Arabic
4. Science
5. History
6. Geography
7. Physical Education
8. Arts, Crafts and Design
9. Music, Dance and Drama
10. Technology and Design
11. Advanced Life Skills including Outdoor Life Skills
12. SMSC – Cosmic Education

Elementary Curriculum Areas

<p>Geography (Including Physics and Chemistry)</p>	<p>Geography is explored through the use of stories, experiments, charts and children’s activities. Geography study has two main sections: natural geography and human geography. Physical Geography includes: creation of the earth, composition of the earth, laws that elements must follow, movements of the earth and their consequences along with the work of air and water. Human geography includes how people have met their needs while living in different zones on the Earth, the interdependence of humans in society and economic geography.</p>
<p>Science</p>	<p>Science is explored through the use of stories, experiments, charts and pupil’s activities. The study of science until age 9 includes two main areas: botany and zoology. Botany begins with The Story of Plants and then proceeds to look at the needs of plants, the function of leaves, roots, stems, flowers, fruits and seeds as well as their varieties and their classification. Zoology includes story material about animals, examination of body functions and classification. Botany and zoology are united in a study of ecology. Physics, Chemistry and Geology are learnt about informally through but studied in more detail at 9-12 years.</p>
<p>History</p>	<p>Stories, time lines and charts aid in the presentation of both natural history and human history. Natural history includes geology and the changes in the Earth over time along with the coming of life on Earth. Human history includes the coming of human beings, the fundamental needs of humans, the hunting and gathering of food, the development of agriculture, the growth of urban ways of living, the development of civilizations, migrations, the growth of culture ... to the present day. Pupils move from telling time on a clock to a linear representation of time that enables them to grasp the length of time that it has taken for all of the above to happen.</p>
<p>Music, Dance and Drama</p>	<p>Areas covered in music include singing, listening, music theory and ear training, movement and rhythm, playing instruments, history and literature. Montessori music is designed to be a regular part of the children’s everyday environment so it is a regular part of the integrated curriculum.</p>
<p>Physical Education</p>	<p>Develops gross motor skills, builds agility, flexibility, strength, balance, control and coordination through group games, competitive and cooperative activities which become increasingly challenging whilst simultaneously building individual skills. Once skills have been learnt, they are linked in sequences to build more complex movements or skills. Through the PE curriculum, pupils will also learn how to evaluate and assess physical activities or sports and their personal performance in order to improve.</p>

Art, Crafts and Design	Fine Art, Textiles, Crafts and Design are explored through the study of line, form, colour, collage, print, textiles and sculpture. Pupils are taught the skills necessary to be able to use a variety of tools and media. Pupils are encouraged to be creative whilst exploring a variety of different methods used to create art, textiles and 3D sculpture. Pupils are encouraged to appreciate art through an exploration of traditional arts and crafts from around the world and by looking at the works of famous artists
Advanced Life Skills	Pupils learn important life skills enabling them to become more independent when caring for themselves, others and the environment. Pupils learn how to cook, clean, tidy, organise and work with materials such as fabric, thread and wood and do basic DIY. Grace and Courtesy is also covered in the Advanced Life Skills Course, including hosting guests and planning outings.
Outdoor Life Skills	Pupils are given the opportunity to work with nature by working outdoors on skills related to: horticulture, involving planting, designing gardens, caring for plants, trees and flowers; agriculture, involving rearing and caring for animals, growing and harvesting fruit and veg; forest schooling, involving working with nature, building dens, identifying bugs, fungi, birds, orienteering; recycling and sustainable living using permaculture principles.
Cosmic Education	Cosmic education is embedded within the whole school. Pupils learn about the core values of unity compassion, cooperation, love, peace through gratitude arising from an interconnected understanding of themselves, others, community, society, the Planet and the Universe.
Technology	Pupils will learn about technology and it's uses through the study of computing, electronics and product design. The study of technology in an integrated way allows pupils to explore a variety of technologies and how to design products and processes using them. The study of each area will cover the knowledge, understanding and skills required as pre-requisite knowledge before putting the technology to use in production.
Language	This area begins with a review of the development of language in the child and its importance in the development of intelligence. Vocabulary development, further extensions in reading and language exercises suited to the 'sensitivities' of the child of this age group lead to reading with understanding. Further content includes the story of language, the history of writing, word study, spelling, grammar boxes and related classification along with analysis of simple, compound and complex sentences. Writing proceeds from short stories to composition, the structure of paragraphs and composition, appreciation and development of style, along with a history and study of literature

Maths Arithmetic	The introduction to mathematics includes the development of the Mathematical Mind, indirect preparation leading to abstraction in mathematics and the purpose and use of the mathematical material. The following items are covered: The story of numbers, continuation of the hierarchy of numbers, linear counting, long multiplication and long division, laws of operations, multiples, factors, divisibility, group division, fractions (and their related operations), squares and cubes of numbers, powers of numbers.
Maths Geometry	The development of the Mathematical Mind also includes Geometry. Arithmetic, Geometry and Algebra are intertwined in Mathematics in a way that provides more meaning and understanding than if one takes the branches of Mathematics separately. Particular contributions from Geometry include the concepts of equal, similar and equivalent; exploration with constructive triangles; a study of polygons along with circle/angles/lines in all their details
MFL – Arabic Language	At Alamiyah learning a foreign language is through immersion in the language so instruction when teaching the language will take place in the foreign language itself. Children develop their oral language skills in children’s house and gain much needed exposure to the spoken language and engage in vocabulary building. They learn basic conversation and how to read and write simple sentences and basic grammar with the introduction of nouns. verbs and prepositions

The Elementary Curriculum at Alamiyah is delivered in 4 main ways.

- 1. The Montessori Learning Environment – Morning Work cycle**
- 2. Whole Class Lessons – Afternoon Specialist Subject Lessons**
- 3. The 5 Great Lessons – A Framework for the Elementary Curriculum**
- 4. Out of School Learning – Going Out Trips**

The morning work cycle provides time for an assembly and an additional three hours of individual small group lessons and learning time. The morning work cycle is where the children access the Montessori Learning Environment which includes activities from all the subjects in the curriculum. Pupils then have time for lunch and outdoor play before coming in for afternoon whole group lessons.

In the afternoons children engage in: lessons that are taught by specialist teachers, lessons that the whole class can engage in together and lessons that require out of class learning like Outdoor Skills and Physical Education. Another major component in our curriculum delivery is the incorporation of the Great Lessons and Cosmic Education as anchors for the entire curriculum.

Finally Dr. Montessori's vision for this age included an element of the elementary program called 'Going Out'. The Going Out program allows children to get hands on learning experiences. Children are also led to greater social autonomy as well as building a connection with the world outside the classroom, through Going Out trips.

The Montessori middle primary class for 6-9 yrs balances the child's developing imagination and powers of abstraction with concrete, hands-on materials. In middle primary, we continue to nurture self-management and self-direction, each activity is presented in a structured sequence to lead children towards independent discovery and understanding. Similar to the Children's House, the middle primary class is also a multi-age class with children from 6 to 9 years old. These children then progress to a mixed age upper primary class of 9-12 year olds. Our pupils remain in the same classroom with the same group of children and teachers for three years to build strong and sincere relationships which in turn shape the entire school community from the early years through the primary.

The Montessori Elementary classroom is an interactive environment designed to help children become self-directed independent learners. Children are taught individually and in groups, they work on their own and participate in collaborative team activities. Within the classroom pupils are given lessons and are free to practice and refine the skills of each lesson at their own pace. They are guided to manage their time and to meet the responsibility of working on a broad curriculum. Children cannot choose only to work on the subjects they find most interesting. The teacher encourages children to find connections in the work and helps them to see interest throughout.

Inclusion and Differentiation

The Montessori approach incorporates differentiation into lesson planning and assessment since each child is individually planned for and assessed on a daily and weekly basis so that the needs of the individual child are met. Whole group lessons and small group lessons are differentiated according to the needs of the individual pupils in the group. Details of how group lessons are differentiated are contained in each detailed lesson plan (see an example in the appendices).

Pupils with an EHC plan will have needs that may require modifications to be made to the lesson or resources in order to meet their needs. The environment and lessons will therefore be adapted to meet the needs of the pupil where necessary. If visual cues are needed or use of Makaton or other tools to assist with inclusive access to the teaching and learning process then these will be incorporated into the lesson planning. If the pupil requires 1-1 assistance, this will be provided if funding is available and if funding is not available, Alamiyah will endeavour to cover this need with the use of trainee teachers and volunteers who will be trained in house.

Parent Partnership

Alamiyah School recognises that it is essential to have an excellent and harmonious relationship with parents in order to work together so that their children can grow in all the developmental areas. We aim to establish an open and effective means of communication between parent and teacher so that the child and parent can benefit most from their time at Alamiyah School.

To do this:

- The Class teacher is accessible and available for discussions with parents and private meetings can be requested with the Headteacher.
- All our staff are approachable and committed to an ongoing dialogue to ensure that communication is kept open with parents.
- Key Teachers will be available to communicate with each parent about the child's activities on a weekly basis.
- In order to understand and best meet the needs of the child, parents are asked to inform the School of any information or changes in personal circumstances that may affect a child developmentally or emotionally.
- Parents must attend any meetings scheduled by teachers to discuss progress or behaviour.
- All information given by the parent about their child remains strictly confidential.
- Parents are kept up to date about information regarding the School through regular updates on email
- We inform all parents about our policies in summary in the parent handbook and in detail on our website.
- Parents or emergency contacts will be informed if there is concern for a child's health and well-being during the School day.
- Parents have access to their child's written and online records on My Montessori Child and the Hands On Learning Journals.
- Parents are encouraged to contribute to their child's learning by reading the weekly observations on My Montessori Child and commenting online or during weekly parent discussions.

- Parents are encouraged to spend a couple of hours in the School observing their child's activities on a regular basis.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities in the School. We welcome contributions from all parents in whatever form they may take.
- Parents are given opportunities to learn about the School curriculum and about their child's learning, in the School through coffee mornings, workshops and training sessions.

In addition to the points above, the School employs a Parent School Partnership Agreement to form the basis of a Home School Partnership. Please find the agreement below.

Parent School Partnership Agreement

Parental involvement in a child's education is fundamental to the holistic development of your child. It is only through a strong working relationship between the School and home that we can enable your child to achieve their full potential. It is therefore of great importance that parents fully support and implement the Alamiyah School ethos in the home. The terms provided below are derived from our ethos and contain the ingredients necessary to build a strong home School partnership.

1. To demonstrate a commitment to the vision, mission and ethos of Alamiyah School.
2. To maintain communication with the school about your child's health, development and learning including, any professionals working alongside your family and any assessments.
3. To inform the school about any changes to information held by the school including, personal or emergency contact details, authorised collectors, your child's home address or living arrangements. All notifications must be made at least 24 hours prior to any change taking effect.
4. To ensure that all absences and lateness are authorised by providing advance notice in writing (via email or letter) prior to the start of the session for each instance of absence or lateness.
5. To maintain a minimum of 96% attendance rate each school year to ensure continuity in your child's learning.
6. To ensure that your child maintains no less than a 96% punctuality rate (unless there are extenuating circumstances), since lateness disrupts the learning of your child and that of others.
7. To ensure that your child comes to school dressed in the correct uniform and appropriate clothing for the weather as outlined in the Uniform Guidance.
8. To commit to the prompt payment of fees, in accordance to our fee payment policy.

9. To understand our ethos and how the Montessori curriculum works, accepting that each child learns best following their unique and natural path of development.
10. To attend parent workshops in order to understand and implement the ethos and approach used to educate your child. There will be no more than two compulsory parent workshops per academic year.
11. To be willing to implement recommendations from the parent workshops or as a result of observations of your child.
12. To work with the School to develop the best plan for your child's home learning so that no unnecessary pressure is placed on your child which can have a negative impact on long term holistic development.
13. To log on to My Montessori Child regularly to keep upto date with your child's progress, receive important updates and contribute to their learning by informing us of your child's current learning and interests at home.
14. To attend progress meetings, meetings regarding pupil behaviour, any meetings regarding your child, coffee mornings/afternoons and parent's evenings to keep upto date with your child's progress and learning.
15. To strongly encourage constructive activities, which are in line with the development of the child and engage all aspects of the child - head, heart and hands.
16. To actively avoid all screen time including television, DVD's and video games to help preserve the fitrah of your child, leaving their hearts open and receptive to the message of Prophecy.
17. To provide your child with a healthy breakfast and lunch with no added sugar, thereby working with the School to limit the impact poor diet has on behaviour, concentration and learning.
18. To monitor the environment and company that your child keeps and ensure that any negative interactions or incidents are fed back to the School in order for us to support their learning.
19. To ensure that your child is polite, courteous and respectful to all staff and pupils
20. To ensure that your child maintains the rights and boundaries of others without harm or any physical force.
21. To ensure that your child only uses acceptable and appropriate language at the school, the use of racist, derogatory or obscene language is unacceptable and prohibited
22. To ensure that your child handles school property and the property of others with care and respect
23. To adhere to the School's policies and procedures, correspondence and guidelines as outlined in the parent handbook and on the school website, paying particular attention to policies on attendance, punctuality and uniform.

Principal Director: Mrs Saahera Motara

As Principal and Proprietor of the School, Saahera has a PGCE in Mathematics and 15 years of experience working within the field of education. She has legal responsibility to the Department for Education (DfE) for the leadership and governance of the School and is responsible for ensuring that a suitable headteacher, deputies and staff are recruited. It is her duty to ensure that the statutory requirements of an Independent School are met including the Independent School Standards and the EYFS. Her role involves making sure that the needs of pupils and staff are catered for and that all legal and financial obligations are considered and met. In this capacity Saahera works closely with the AEF Trustees, The School Board, the DfE, the Local Authority and the schools Accountants and Solicitors. In this function, she oversees all aspects organisation including marketing, fundraising, IT and communications, finance, recruitment, and managing volunteers and events.

The Staff

Headteacher (Fulltime): Miss Hanan Musa

Hanan is qualified with a PGCE for the 3-7 age group covering the EYFS, the Foundation stage and Key stage 1. She also holds a Montessori Early Years Diploma for children age 3-6 and has 5 years of Montessori Teaching experience. Hanan is responsible for the daily running of the School specifically the teaching and learning, delivery of the curriculum and pastoral care of the pupils in the whole school. Hanan leads the staff during staff briefings and meetings. She leads the teaching, learning and assessment of all the children at the School using the Montessori approach and is also responsible for training staff in this method. She is responsible for maintaining high standards of planning and assessment and ensuring that thorough records of progress are maintained for each child. Hanan also has the role of presenting [teaching] to the children in the Elementary Classroom during the morning workcycle and developing the Elementary Curriculum. She completes weekly individual plans for pupils in the Elementary Class to progress through the Montessori curriculum whilst continually assessing their development. In addition to her managerial responsibilities, Hanan also has the responsibility of being the Designated Safeguarding Lead, SENCO, the Prevent Officer and Behaviour Management Coordinator. Hanan is also responsible for effective parent liaison and partnership through the delivery of parent workshops and meetings.

Deputy Head (Fulltime): Mrs Nasima Bobat

Nasima holds an Early Years NVQ Level 3 in Childcare Learning and Development. She also has an MA from the Royal College of Art, which brings to the School her extensive experience in a variety of artistic media. She has also trained as an NVQ Level 2 Assessor and has experience in teaching adults and families at the Redbridge Adult Education Centre. As the Deputy Head, her role is to support the Headteacher with the day to day running of the School through ensuring the welfare of the pupils, liaising with parents and providing managerial and administrative support. Nasima is also a support teacher in the Elementary classroom where she assists pupils in their work, oversees the class to ensure all pupils are engaged and undertakes support presentations. She is also a specialist teacher and curriculum coordinator in the area of Art, Craft and Design and also takes lessons in advanced practical life/outdoor life skills. Nasima has the key responsibility of being the health and safety officer which involves identifying, assessing and managing risks at the setting. She is also the First Aid Officer, Food Safety Officer and the Fire Safety Officer.

Deputy Head Early Years (Fulltime): Mrs Humma Elahi

Humma has a Montessori Early Years Diploma from the Kent and Sussex Montessori Centre. As the Early Years Deputy, her role is to ensure that all aspects of the school's provision within the Early Years is of a high standard. She assists the Early Years Lead in the quality assurance of the teaching and learning and outcomes in the Early Years and Reception. Humma is an overseer of pupils in Children's House ensuring that all pupils are engaged throughout the workcycle and supporting them when needed. She is also a key teacher and presenter and supports staff in their roles. Humma ensures that all her key children have sufficient observations to inform their planning. The recording of accurate observations across all learning areas ensure that pupils lessons/presentations are tailored to their needs. Humma also holds a BA[Hons] in Professional Language Studies: Arabic and Linguistics and has many years of experience teaching Tajweed to children. She therefore supports the delivery of Quran lessons to pupils. Humma has the additional responsibility of being the Education Welfare Officer which involves monitoring absence and attendance records and maintaining high levels of pupil attendance.

Early Years Support Teacher (Part Time): Mrs Sumaira Tahir (Maternity Leave)

Sumaira has an NVQ level 3 in Childcare and has many years of experience in the Early Years. She is currently on Maternity Leave.

Montessori Early Years Teacher (Full Time): Mrs Melahat Kabay

Melahat holds a Montessori Early Years Diploma from the Montessori Centre International. She is a Montessori Presenting teacher in Children's House ensuring that all of her key children receive presentations on a daily basis. Melahat ensures that all her key children have sufficient observations to inform their planning. She also has the responsibility of monitoring reception aged pupils to ensure that they have covered all the areas of learning and providing evidence of this learning. She also has the responsibility of developing new activities for the class and garden and planning themes for the classroom and cultural table. Melahat is responsible for planning and delivering the SMSC and Music Dance and Drama curriculum for pupils in Nursery, Reception and Year 1. Melahat holds a BA[Hons] in Geography from Cambridge University and has extensive experience working with children as an Islamic studies teacher. Melahat has the additional responsibility of being the EAL Coordinator and Deputy SENCO.

Montessori Early Years Teacher (Full Time): Mrs Jaweeria Yousaf

Jaweeria has a Montessori Early Years Diploma from the Kent and Sussex Montessori Centre. . Jaweeria gained a BA in History from Brooklyn College in New York in 2009 and worked as a teaching assistant for two years in the US before deciding to join the Alamiyah School as a Trainee Overseer and Trainee Presenter. She trained at the Pre-school as a Montessori Early Years Teacher and started her Diploma whilst working with us from 2011-2013. Jaweeria took a career break to start a family and has returned in September 2017. She is a Montessori Presenting teacher in Children's House ensuring that all of her key children receive presentations on a daily basis. Jaweeria ensures that all her key children have sufficient observations to inform their planning. She also has the responsibility of developing new activities for the class and garden and planning themes for the classroom and cultural table. She has the responsibility for planning and delivering Physical Education and Nature Studies to all the pupils in Nursery and Reception. Jaweeria has the additional responsibility of being the Equality and Diversity Officer.

Montessori Early Years Teacher (Part Time): Mrs Manal Belhouane

Manal has extensive experience teaching children in an Muslim Montessori school in France. She is a key teacher and Presenter to the Nursery Children attending during the afternoon sessions in Children's House. Manal ensures that all her key children have sufficient observations to inform their planning. She has the responsibility of developing new activities for the classroom and garden and planning themes for the cultural table. Manal has a Montessori Teaching Certificate from a short course in France and is currently studying for a Montessori Elementary Teaching Diploma. Manal has the additional responsibility of being the Healthy Lifestyle Officer.

Quran Teacher and Early Years Teaching Assistant (Part Time): Mrs Emine Said

Emine Said is a qualified tajweed teacher who has received two ijazas in Tajweed. Her first Ijaza in 2003 was received from the late Master of Recitation Shaykh Muhyidin al Kurdi (RA) after studying in Syria for just three months. She gained her second ijaza in 2005 after 6 months of further study. Emine has been studying the Arabic Language, Seerah and Hadith in Arabic since 2003 with teachers in the Middle East. As an accomplished and skilled tajweed teacher and a fluent Arabic speaker of Modern Standard Arabic – Fus-Ha, she has helped many students to learn both Tajweed and Arabic. Emine’s primary role in the School is to plan, prepare and deliver Quran lessons to pupils at the School. She is responsible for keeping accurate progress records to ensure that pupils are making good progress. Emine Said also assists with overseeing pupil in the classroom, ensuring that they are engaged and supporting pupils with their work when needed.

Arabic Language Teacher and Administrator (Full Time): Miss Aamina Pujara

Aamina moved to Saudi Arabia as a child and completed all of her primary, secondary, college and university education in Saudi Arabia through the medium of the Arabic Language. She gained a Bachelors degree with Honours in Islamic Law along with an Arabic Language Foundation Course from Imamu University in Riyadh. She speaks fluent Modern Standard Arabic (Fus-Ha) and has Ijaza in Tajweed from two different narrations. One of Aamina's main duties is to plan, prepare and deliver daily individual and group lessons for the children and to speak Modern Standard Arabic only whilst at the School to accelerate pupils Arabic Language Acquisition. Aamina is responsible for maintaining progress records for all pupils to ensure that they are making good progress. Aamina is also responsible for Arabic Curriculum development in both Children’s House and the Elementary class. In this capacity she works closely with the Principal, Headteacher and Arabic Curriculum Advisor (Sanaa Said - see below).

Aamina also works in the afternoons as part of the School Administration team. In this capacity Aamina liaises with new and current parents on registration, admissions, enrolment and and issues relating to current pupils. She also provides vital front line support to the School undertaking receptionist and secretarial duties by responding to enquiries, typing up documents and taking minutes of staff and parent meetings and managing pupil and parent data. Aamina is also responsible for the maintenance of attendance and funding records, administering regular events at the School such as the coffee mornings/afternoons, open days and registration visits for new parents.

Elementary Technology Teacher (Part Time): Mrs Saphina Siddiq

Saphina currently works as a Computing Teacher at a Grammar School in Redbrige. She graduated with a BSc (Hons) in Information Engineering & Technology Management. She later completed her PGCE in IT from

Kings College, London, and now has over 12 years of secondary school teaching experience. She teaches computing, IT, Electronics and Technology and Design to students of age 11-18 and specialises in human computer interaction design and creative animation. Saphina has worked with primary age children at KS2 and has been employed to teach Technology for the Elementary pupils, covering Computing, Electronics and Product Design. She will be responsible for developing the technology curriculum and planning, preparing and delivering lessons for the Elementary and Year 1 pupils. Saphina has also completed a Montessori Early Years Diploma with NAMC, ages 2.5 – 6 year olds and has recently trained at Alamiyah as a Montessori Early Years Teacher after completing a second Early Years Diploma for children age 3-6 years old, with the Kent and Sussex Montessori Centre.

Senior School Administrator (Part Time): Mrs Grace Drewell

Grace brings with her 12 years of senior management and administrative experience within the public sector. Grace graduated with a BA Honours in English Literature in 2003 and started her career as a Clinical Governance Administrator for the NHS before rapidly moving into a senior management role. Her experience of public sector governance provides the school with senior administrative support in Policy and HR management and Financial Admin support for the Accountancy team. Grace will be managing all staff data and training schedules. She is responsible for the maintenance and organisation of the School office and updating statutory documentation. In addition to this Grace oversees the work of the School Admin Team including parent communications and the admission, registrations, and enrolment of new children. Grace has also recently trained as a Montessori Early Years Teacher after completing a Montessori Early Years Diploma from the Kent and Sussex Montessori Centre.

Arabic After School Club Coordinator: Miss Sanaa Said

As a native Arabic speaker from Yemen with teaching experience from Yemen and the UK, Sanaa has the skills and experience to make a valuable contribution to the Arabic teaching team. Sanaa has a degree in the Arabic Language from Hadramaut University in Yemen. Studying the Arabic language in depth has provided her with the skills to converse fluently in Fus-Ha (Modern Standard Arabic) along with the ability to converse in the main colloquial dialects of the Arabic speaking world. Sanaa has transitioned from teaching pupils to training staff and developing the Arabic curriculum for the Elementary Class, working closely with the Principal, Headteacher and the Arabic Teacher. She is also the Arabic After School Club Coordinator, which involves managing the club and ensuring that pupils are taken care of well and provided with stimulating Arabic Activities and an immersive experience in the Arabic Language.

Arabic After School Club Teacher: Mrs Ikhlas Kitfan

Ikhlas is a native Arabic speaker from Iraq with teaching and assisting experience in the UK. Ikhlas has an breadth of skills to bring to the team, having taught Arabic Language, Quran, Arabic Calligraphy and Art to children in supplementary schools. Ikhlas has a part time role as a teaching assistant across the school, supporting within Children's House and Elementary. She has taken the role of Arabic After School Club Teacher, which involves assisting the coordinator and presenting pupils with engaging Arabic Activities to provide an immersive experience in the Arabic Language.

Key Persons

Alamiyah School operates a key person system, which gives each child a key teacher. The key teacher is responsible for the following:

- Preparing and completing activities to suit the child's stages of development
- Updating pupil's progress records
- Completing individual Learn Plans efficiently
- Completing and updating Learning Journals
- Completing observations for the children
- Planning circle times which reflect the children's interests

You will be informed which member of staff is your child's key person. You can talk to the key person during drop offs and pick ups to discuss your child's general development. If you would like a detailed discussion about your child's development you can book an appointment to speak to the key person and Headteacher .

Session Timings and Timetables

Children’s House Session Timings

Morning Session 9.00 – 12.30

Time	Activity
9.00 -9.10	Children arrive. Children are greeted at the main door by a member of staff. Once inside the classroom, children will be guided to change into their indoor shoes, remove coats and place personal belongings in the cloakroom area.
9.00 -12.00	9.00 – 9.15 Morning Circle time
	Montessori Work cycle is a time when children will have free access to all Montessori areas. Children will be provided with independent rolling snacks, available throughout the session. Children will be presented to individually, according to their needs and development. Small groups will come together for story time and group activities.
12.00 – 12.30	Garden Time
12.25 -12.30	Morning Children Leave

Afternoon Session 12.30 – 3.30

Time	Activity
12.30 - 1.30	Children arrive and Garden Time. Children are greeted in the garden by a member of staff.
1.30 -3.15	1.30 – 1.45 Afternoon Circle time
	Montessori Work cycle is a time when children will have free access to all Montessori areas. Children will be provided with independent rolling snacks, available throughout the session. Children will be presented to individually, according to their needs and development. Small groups will come together for story time and group activities.
3.15– 3.30	Children’s story and preparation for hometime
3.30 – 3.35	Afternoon Children Leave

Full day Sessions 9.00 - 3.30

Time	Activity
9.00 -9.10	Children arrive. Children are greeted at the main door by a member of staff. Once inside the classroom children will be guided to change into their indoor shoes, remove coats and place personal belongings in the cloakroom area.
9.10 -12.00	9.00 – 9.15 Morning Circle time
	Montessori Work cycle is a time when children will have free access to all Montessori areas. Children will be provided with independent rolling snacks, available throughout the session. Children will be presented to individually, according to their needs and development. Small groups will come together for story time and group activities.
12.00 – 12.30	Lunch is provided by the parents. Children will be encouraged to independently prepare their tables.
12.30 – 1.30	Garden Time
1.30 – 3.15	Afternoon Work Cycle and Afternoon Lessons
3.15 – 3.30	Story Time and Pick Up
3.30 – 3.35	Afternoon Children Leave

Children’s House: Reception Timetable 2018 – 19

Time	Day of the Week				
	Mon	Tue	Wed	Thu	Fri
9:00 – 9:15	Circle Time				
9:15 – 12:00	Workcycle including Quran and Arabic Language				
12:00 – 1:30	Lunch and Playtime				
1:30-2:30	Workcycle	Nature Studies	Workcycle	Workcycle	Cosmic Education (SMSC)
2:30-3:15	Physical Education				Music, Dance and Drama
3:15 – 3:30	Storytime				

Children’s House Year 1 Timetable 2018 – 19

Time	Day of the Week				
	Mon	Tue	Wed	Thu	Fri
9:00 – 9:15	Circle Time				
9:15 – 12:00	Workcycle including Great Lessons, Quran and Arabic Language				
12:00 – 1:30	Lunch and Playtime				
1:30-2:00	Workcycle	Workcycle	Workcycle	Workcycle	Cosmic Education (SMSC) Music, Dance and Drama
2:00 – 3:00	Technology and Design	Arts Crafts and Design	Outdoor Life Skills	Physical Education	
3:00 – 3:30	Cleaning/ Storytime / Quiet Reading / Hometime				

Elementary Timetable 2018 – 19 – Year 1-5

Time	Day of the Week				
	Mon	Tue	Wed	Thu	Fri
8:45 – 8:50	Arrival and Greeting				
8:50 – 9:00	Opening Dua and Quran Recitation				
9:00 – 9:15	Assembly: Singing, Daily reminder, 1 min Meditation/Breathing/Exercise/Class Meeting/Singing				
9:15 – 12:30	Workcycle including Great Lessons, Quran and Arabic Language				
12:30 – 2:00	Lunch and Playtime				
2:00 – 3:00	Technology and Design	Art Craft and Design	Outdoor Life Skills	Physical Education and Dance	Cosmic Education (SMSC) and Drama
3:00 – 3:15	Seerah / Storytime / Quiet Reading / Cleaning and Hometime				

Alamiyah School Term Dates 2018 - 2019

Autumn Term

Starts: Tues 4th Sep 2018
Ends: Wed 19th Dec 2018
Half Term: Mon 22nd Oct 2018 to Fri 26th Oct 2018
Winter Break: Thu 20th Dec 2018 to Wed 2nd Jan 2019
Eid al Adha is estimated to fall on 22nd August subject to the sighting of the Moon.

Spring Term

Starts: Thu 3rd Jan 2019
Ends: Fri 5th Apr 2019
Half Term: Mon 18th Feb 2019 to Fri 22nd Feb 2019
Spring Break: Mon 8th Apr 2019 to Mon 22nd Apr 2019
Good Friday Bank Holiday falls on 19th April 2019
Easter Bank Holiday Monday falls on 22nd April 2019

Summer Term

Starts: Tues 23rd Apr 2019
Ends: Fri 19th July 2019 (Please note last day of term is a half day)
Half Term: Mon 27th May 2019 to Fri 31st May 2019
May Day: Mon 6th May 2019
May Bank Holiday: Mon 27th May 2019
Eid al Fitr Holiday: Mon 3rd June 2019 to Wed 5th June 2019
Ramadan is estimated to start on Mon 6th May 2019 subject to the sighting of the moon
Eid al Fitr is estimated to fall on Wed 5th June 2019 subject to the sighting of the moon
Do Note: There will be a break at the end of Ramadhan and for Eid al Fitr which may change subject to the sighting of the moon. The school will announce any changes before the half term.

Staff INSET Days:

The school will be open however pupils will not be required to be in school on these dates.

Autumn: 29th, 30th 31st Aug, 3rd Sep 2018 22nd Oct 2018
Spring: 20th, 21st Dec 2018 18th Feb 2019
Summer: 8th, 9th, 10th Apr 2019 22nd, 23rd, 24th, 25th July 2019

Equality and Diversity

Equality of opportunity is a key and integral part of Alamiyah School vision. At Alamiyah we ensure that our service is fully inclusive in meeting the needs of all pupils. Our aim is to be an accessible and diverse organisation committed to the principle of equal opportunities in education regardless of a person's gender, race, sexual orientation, age, disability, religious belief, sexual reassignment, pregnancy, maternity, civil partnership, marriage or any other specific factors that results in discrimination. We aim to foster a positive atmosphere of mutual respect, tolerance and trust among pupils and staff.

Alamiyah aims to:

- Provide a secure environment in which all pupils can flourish and all contributions are valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive information about different groups of people including people with disabilities.
- Make inclusion a thread that runs through the entire curriculum.
- Reflect the widest possible range of communities in our choice of resources.
- Ensure that pupils with EAL are supported and have full access to the curriculum.

At Alamiyah we value the diversity of families and welcome:

- The diversity of family life, working with all families with sensitivity.
- Pupils to contribute stories of their everyday life to the School.
- Parents/carers to take part in the life of the School and to contribute fully.
- Families who have a first language other than English.

The School's **Equality and Diversity officer is Mrs Jaweeria Yousaf**

Special Educational Needs (SEN)

Children have special educational needs if they require educational provision that differs from the majority of children of the same age. Children can have special educational needs if they have a particular gift or abilities; have difficulty learning; or if they have a disability, which prevents or hinders them from making use of the educational facilities. We endeavour to the best of our ability, to provide for children with SEN so that there is a continuum of educational and developmental provision.

- We consider early identification to be of great importance.
- We aim to integrate and include children of all abilities.
- If a child finds difficulty with the curriculum, then we will endeavour to adapt it and provide additional support for the progress of the child.
- At Alamiyah we work closely with parents and carers and make use of information and concerns passed on by parents in assisting with identifying a child with SEN.
- We do not regard a child as having a learning difficulty solely because his/her first language is different from the language in which s/he will be taught.
- We acknowledge that children who are extremely able also have special educational needs and as such provision will be made for these children.
- The SENCO maintains a profile of all children with SEN and ensures that each child receives appropriate support including a relevant Individual Education Plan.
- All the staff who will be involved with observations, recording, target setting and liaison will support the SENCO's work.
- The SENCO will liaise with parents and other outside agencies for specialist support and advice.
- **The Special Needs Coordinator -SENCO is: Miss Hanan Musa.**

English as an Additional Language (EAL)

Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through immersion in an environment and curriculum which is rich in language and culture. EAL pupils are therefore fully integrated into the classroom and are encouraged to play a full part in all learning opportunities. The school structure, pastoral care and overall ethos help EAL pupils integrate into the school whilst valuing diversity. At Alamiyah bilingualism is viewed as a positive and life enriching asset.

Identification and Assessment

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil. In assessing the nature and extent of the pupil's grasp of English, the following are used.

- Information from the registration form and new pupil questionnaire;
- Information from meetings/interviews with parents/guardians;
- Information from any initial assessment carried out by the school; and
- Information from the previous school.

Assessment is undertaken as a partnership between the class teacher, EAL Coordinator, parents/guardians and pupil. In assessment of EAL pupils, competence in English is categorised on a five point scale (see EAL Policy for details).

Provision

The EAL Coordinator will ensure that EAL pupil provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of differentiation, support for those responsible for teaching these pupils, and supplementary provision. EAL children in the Early Years will be provided with reasonable steps to learn and play using a combination of English and prompts for familiarity using their home language. We will support language development at home through parent partnership and support children in reaching a good standard in English. Where appropriate, there may be a need to assess understanding in the home language in order to inform an assessment judgement in the early stages of English language learning.

Classroom teachers have a responsibility for ensuring that pupils can participate in classroom activities and lessons and will have an awareness of good practice in providing for EAL pupils within the classroom setting. In some rare circumstances where the additional support at the school is not sufficient and pupils require further help and support to enable them to participate in lessons then pupils may need some tuition provided by their parents to bridge the gap. **The EAL Coordinator is Mrs Melahat Kabay**

Admissions

Alamiyah School welcomes parents from all sectors of the community and aims to encourage applications from pupils with diverse backgrounds. Alamiyah admits pupils in a fair way regardless of their gender, special educational needs, disabilities, background, ethnicity, or competence in spoken English. Places will be open to families from any background regardless of the race, sexual orientation, age, disability, religious belief, sexual reassignment, pregnancy, maternity, civil partnership or marriage as applicable to the parents, guardians, carers, the pupil or any members of the pupil's family or any other specific factors that may result in discrimination.

Interested parents are invited to view the website and register their interest. All interested parents will be invited to an open day to visit the School and to meet the Principal or Headteacher in order to gain an understanding of our ethos, values and educational approach.

Commitment to Islamic Values and Beliefs

Parents and pupils form the backbone of the school, which is why parental support for our vision is essential to build a harmonious and united school community. The school does not select for entry on the basis of religious belief. However Islamic Values are central to the school and infuse every aspect of School life so it is important that families support these values and are happy to implement them in the home. Our school values are universal and underpin all that we do, and we expect everyone to adhere to the school rules and to participate in the all aspects of school life. Our assemblies, celebrations and prayer at school are part of the underpinned values of the school and all pupils are expected to attend.

Commitment to Montessori Education

The Montessori system is innovative and works differently to mainstream education. The approach covers all aspects of a child's life which includes parenting, discipline, routines, diet, values and beliefs. This requires families to be supportive of Montessori values and principles live in harmony with these principles in the home. The Montessori Method is also a longitudinal approach, so it is important that pupils stay for the long term to take full benefit. Withdrawal of a pupil when they are school age must be planned carefully to ensure that the transition to another system is managed well.

Alamiyah priorities regarding admission are therefore identified below:

- We seek families who support Montessori education, Positive Discipline and Islamic Values and implement these principles within their homes.
- We seek parents who would like their child/children to benefit from the whole 3 to 12 year cycle within Montessori Education and show commitment to this.

At Alamiyah, we are seeking to nurture Montessori classes that reflect a range of abilities and interests. We aim to support pupils regardless of their needs, attainment and rates of progress. As a small school with limited resources and funds, there are occasions when we simply cannot cater for a particular pupil's needs. In these cases it is important pupils are placed in schools which can best cater for them and support any specific needs which they may have.

Selection Criteria Children's House (Nursery)

In accordance with the Montessori principles of the school, there are no academic selection criteria since each child is an individual and is understood to have a unique starting point and rate of development. Each pupil at the Nursery and School will have a personalised learning plan based on their development.

At an introductory visit for the parent and prospective pupil, the teachers observe the child in the montessori classroom environment to see if there may be any significant needs that should be discussed prior to the child being considered for a place.

Any pupil requiring a place in the Nursery will be given priority if:

- their sibling is already attending Alamiyah School
- the parent is a staff member
- the parents are committed to the vision of the school
- the parents are committed for their child to stay till 11 years old

Selection Criteria Children's House (Reception and Year 1)

Any pupil requiring a place in Reception/Year1 will be given priority if:

- the pupil is already attending Alamiyah in Children's House
- their sibling is already attending Alamiyah School
- the parent is a staff member
- parents are committed to the vision of the school
- parents are committed for their child to stay till 11 years old.

Selection Criteria Elementary Class (Year 1-4)

We do not select according to ability. However it is important that we are able to meet the needs of all children and that we are supported by the family of the child. It is also important that a balance of ages genders and abilities are maintained within each class.

Admissions to the School

We usually encourage parents to enrol their children into the nursery in children's house at age three in order to lay a strong foundation for their later learning. We expect pupils to work their way up through the school into the elementary class. Children entering the school need to turn 3 years old before the start of their first term. Pupils can only be admitted from the day of their 3rd birthday since Alamiyah School is registered to provide education and care to pupils age 3-9 years old. Funding can be accessed by the school on the pupils behalf from the term after pupils turn 3 upto the term after they turn 5 years old.

Children entering the school should be dry and be able to use a toilet with assistance. Nappies and pull-ups are not generally allowed in the school although each case and surrounding circumstances will be considered individually. No child will be discriminated against for this reason. Each family will be supported and children and parents/carers will be assisted to enable children to meet this important milestone.

Waiting List

Alamiyah employs a waiting list for those pupils for whom there is not an immediate place to offer. Initially, when a parent expresses an interest in a school place, their child will be placed on a Pre Registration List. If a parent decides that they would like a place for their child they will be asked to complete registration to join the waiting list. At Alamiyah, the waiting list is arranged according to entry bands:

1. BAND A Nursery 3-4 year olds
2. BAND B Reception 4-5 year olds
3. BAND C Year 1 5-6 year olds
4. BAND D Year 2 -4 6-9 year olds

Children are entered onto the waiting list according to their age which determines the entry band that they are placed in. Pupils are admitted into the school from the top of the waiting list according to whether there are current vacancies in their BAND. There are a limited number of places in each band to balance out the age groups at the school.

Admissions Process

The admissions process to the school is outlined briefly below:

1. Registration for a Place
 - a. fill in pupils details to register interest
 - b. pay registration fee
 - c. visit the school
 - d. fill in and sign registration form
2. Offer of a Place
 - a. pay deposit
 - b. Sign Parent Partnership Agreement
3. Enrolment
 - a. fill in enrolment paperwork
 - b. documents/photos checked and filed
 - c. pupil induction visit
 - d. long term medication/spare clothes brought in

1. Registration for a School Place

If a parent is interested in a place at the school for their child, they will be advised to:

- Register their child's details with the school on the school website
- Attend open day or visit the school (visits by appointment)
- Fill out and sign the school registration form during the open day/visit
- Pay a £50 non refundable admin fee
- Attend an interview with their child

Registration of a child as a prospective pupil does not secure a place at the school but does ensure that child will be considered for selection as a pupil at the School by placing them on the waiting list.

Prospective pupils are placed on the waiting list in the correct band (as outlined above) after completion of registration. Once a child is on the waiting list they are ready to be given a place as soon as a vacancy opens up. If a vacancy opens up in a band, then the parents of the first child in the band will be contacted to offer them a place.

The school may process personal data about parents and children as part of the admissions process. This includes storing and handling sensitive personal data such as medical details and administering the school's selection procedures. (See the Schools Data Protection Policy and Privacy Notice)

2. Offer of a Place

If your child is the first on the waiting list in a particular band they will be offered a place as soon as a vacancy arises. At this point an offer will be made as close as possible to the preferred sessions that were requested by the parent on registration. Sessions can only be offered subject to availability. In order to facilitate a high level of education and care at age 3, each child must be enrolled for a minimum of five sessions a week. After accepting a place the pupil will start enrolment which is the last step in the admissions process. Upon acceptance of a place, a £250 deposit is payable and the Parent Partnership Agreement must be read and signed by both parents

Deposit

The deposit will be returned during the last term of attendance at Alamiyah, provided that the school has been given a full term's written notice of withdrawal.

Alamiyah School Parent Contract

The School's Parent Partnership Agreement forms the basis of the contract that parents have with Alamiyah School and which parents are asked to retain for their records. The School reserves the right to change the Parent Partnership Agreement at any time. The school will endeavour to provide 1 term's notice to parents in this event but there may be occasions when this is not possible. Any changes made to these terms are reflected in the School's Update Section on the website and communicated to parents via email.

3. Enrolment

Enrolment is completed in four stages. Three stages will be completed the term before a pupil is due to start. The final stage will be complete on the pupil's first day.

Stage 1 Paperwork Visit

The first stage is to attend an appointment to verify ID documents, submit pupil photos and authorised persons photos and complete statutory paperwork.

- 1) Original Photo ID for both Parents/Guardians, e.g. Driving Licence, Passport;
- 2) Original 2 Proofs of Address dated within the last three months, e.g. Utility Bills, Bank Statements;
- 3) Original Long Birth Certificate - with the name of both parents on it and the child's date of birth;
- 4) 4 recent passport photos of your child with their full name written on the back;
- 5) 2 passport photos of each parent and each additional person authorised to pick up your child, with full name of your child and the relationship of the person to the child written on the back;
- 6) Bring names and contact numbers of people authorised to collect your child for a record of authorisation form (authorising adults to collect your child);
- 7) If any long term medication is needed, a letter from your GP explaining the condition, dosage of medication and a healthcare plan for your child if applicable;

Stage 2 Introductory Visit

Stage two is for both parents and their child to attend Alamiyah School for an Introductory Visit. The purpose of this visit will be for the child to meet with their teachers and for the child to be given a tour of the classroom and try a few activities so they are familiar with the classroom and teachers.

Stage 3 Payment of Fees

The third stage is to pay the full fees for the term if applicable. An invoice is sent out which also confirms each pupil's booked sessions.

Stage 4 Bring in Listed Items on the First Day

- Spare Clothes
- Indoor Shoes
- PE Kit
- Long Term Medication if applicable

Admissions from Nursery to Reception and Reception to Year 1

Parents must apply to continue their child from Nursery into Reception or Reception to Year 1 by the end of the first half of the Autumn Term (Term 1)

- during the year prior to their child's reception year for reception admissions or
- during the year prior to year 1 for year 1 admissions.

Continuation from the nursery to reception or reception to year 1 is not necessarily guaranteed to those children in reception or year 1 for a number of reasons provided below. All applications for progression to Reception and Year 1 will be considered carefully. Existing pupils are given priority and are more likely to get a place. Reasons for not offering a place are provided below:

- Contravention of the Parent Partnership Agreement or the policies and procedures at the School
- Behaviour (without special educational need) which requires one to one support
- Severe Special Educational Need which requires specialist equipment/staffing
- Learning difficulty that requires continuous one to one support.
- Shortage of places in the Elementary due to limited capacity

Alamiyah makes a commitment to all pupils who have been admitted into Year 1, to provide them with a school place till the end of Primary School.

Withdrawal from the School

If a child needs to be withdrawn from the School, one term's notice is required by the last day of the previous term. If one term's prior notice is not given, the termly tuition fee will be billed to the parent or guardian and the £250 deposit will not be returned.

If a parent/guardian would like to decrease the number of sessions booked, notice must be provided by the last day of the previous term. This must be done in writing via email to admin@alamiyahschool.org. If notice is not provided by this date the parent/guardian will be liable for the full fees and will not have the deposit refunded.

If a parent/guardian would like to increase sessions or swap days and times, we will endeavour to accommodate these needs subject to availability. However once the register has been fixed, there is often little room for change.

If you have not already brought documents in due to late enrolment, then on your first day please bring in documents or items due on the introductory day. (Please see list above)

If ANY of these items including fees and documentation is not provided then we will be unable to continue with the enrolment of your child until it has been submitted and your place will not be held.

Fees¹

Fees for Childrens House: Nursery and Reception

In order for your child to derive full benefit from being at Alamiyah School we advise parents to register their children for a minimum of five sessions in both Nursery and Reception. Fees for the nursery classes are outlined per term and academic year. There are three terms payable in one year. Fees are paid termly and nursery grants are deducted from the fees. Current fees for this academic year are listed according the number of sessions a child attends per week.

Alamiyah School aims to provide a broad and balanced curriculum which not only fulfils the EYFS standards but also combines the Montessori Method of education with the Prophetic Principles. In order to provide this unique provision for children doing less than 15 hours, we rely on a combination of EYEF funding and a parent contribution for non core services. The EYEF contributes towards the core EYFS curriculum framework for 15 hours and we solely rely on a parental contribution for the additional non-core activities provided as part of our unique curriculum. Without this contribution we are unable to provide these extra activities which

¹Please note: The nursery fees indicated in this section are valid for the current year only. They provide an indication of fees for coming years only. Alamiyah School is a not for profit organization and reserves the right to increase fees in line with it's mission to serve the community and provide a service that must remain sustainable for years to come.

parents value and which fulfil the ethos and aims of the School. Therefore, we will be seeking a small charge per term for each child to cover the costs of these extra services in accordance with the code of practice.

Non-core services include the following:

Quran and Duas - learning to recite a range of surahs and supplications promoting the correct pronunciation of the Arabic in one to one and group sessions. Arabic - bespoke Arabic curriculum taught and delivered by a qualified native speaker. My Montessori Child Journals - our new electronic journals provide parents with the most up to date information and evidence of their child's learning and progress. This unique software strengthens the parent partnership by providing parents with daily updates about all aspects of their child's learning. A healthy snack is also provided throughout the day without any additional charge beyond the stated fees.

Funded only Places in Nursery and Reception

Pupils are funded from the term after they turn 3 till the term after they turn 5. In order to facilitate parents who seek funded only places, we provide a no frills service for three hours in the afternoons where additional non core services are not on offer and staff pupil ratios are slightly lower. A full Montessori workcycle is run in the afternoons and children have access to the same snack menu and garden play activities and equipment.

During the morning sessions additional non core services are offered, staff ratios are higher due to the presence of additional staff for the Arabic and Quran. The morning session is also half an hour longer to allow additional time to deliver our bespoke curriculum to the children.

Children are considered to be compulsory school age the term after they turn 5 years old which is when their funding stops.

Fees for Children's House and Elementary Year 1 - 4

Pupils of compulsory school age are expected to attend for 5 full days a week, currently we have waived this for Reception age children and made it mandatory for Year 1 children. Children's funding terminates in their Reception year at compulsory school age so fees are payable in full. Fees have been reduced from Year 1 onwards at the time at which they are expected to go full time, since fees are not subsidised. Fees are shown below in the final table.

School Fees Schedule 2018-19

Termly Fees for Funded Nursery/Reception Children at the Children's House

Session Blocks	Fees Inclusive of early years funding 3&4 yr olds including Reception
5 am 9am- 12:30pm	£522.50
5 pm 12:30-3:30pm	Fully Funded*
3 full days 9am - 3:30pm	£692.00
4 full days 9am - 3:30pm	£1,186.00
5 full days 9am - 3:30pm	£1,680.00

All children who have turned 3 before the cut off dates(1) will receive 15 hours of funding and will remain funded until the term after they turn 5 years old. * The 5 afternoon session block is fully funded for 3&4 year olds since it spans 15 hours per week exactly and has no additional services running in the afternoon. However this does not make up the cost of a session so we still seek a voluntary contribution of £332.50 to help sustain us.

1. Cut off dates: Term 1 (31st August), Term 2 (31st December), Term 3 (31st March)
2. Hourly rate for session fees are £6 an hour
3. Fees for 5 Morning session block are broken down into hourly fees for any additional hours above 15 hours and an additional charge for non EYFS services such as Arabic speaking staff, Arabic language and Quran lessons.
4. Full day session blocks are also broken down into an hourly fee for session and a flat rate additional charge for full day and morning services as outlined in point (3)

Termly Fees for Unfunded Nursery Children in the Children's House

Session Blocks		3 year olds
5 am	9am- 12:30pm	£1,330.00
5 pm	12:30-3:30pm	£1,140.00
3 full days	9am - 3:30pm	£1,482.00
4 full days	9am - 3:30pm	£1,976.00
5 full days	9am - 3:30pm	£2,470.00

Termly Fees for Unfunded School Age Children Reception to Year 6

Full Day			5-11 year olds
Children's House	Reception & Y1	9:00am-3:30pm	£1,950
Elementary	Y2 - 6	8:45am-3:15pm	

Paying Fees

Fees are calculated termly. A full term's fees is usually due for payment approximately two weeks before the end of the previous term. You will be sent an invoice two weeks before the fees deadline with information about paying the next term's fees. **It is very important that fees are paid promptly, in accordance with the Fee Payment Policy.**

Guidance on Fees

1. A Fee Statement will be provided showing a schedule of payments for each term prior to enrolment and must be accepted and confirmed by sending a reply to the accounts team.
2. Parents will be provided with an annual schedule of fee payment dates in the parent handbook.
3. Parents will be updated of any changes to sessions and fees via email
4. It is the parent/carer's responsibility to ensure that they retain a copy of their child's fees statement and fee payment dates so that they can set up relevant payments in advance of their deadlines.
5. All parent/carer's will be emailed a termly invoice 2 weeks prior to each term's fee deadline. It is the responsibility of the parent/carer's to regularly check their emails and to ensure that the correct email address is provided.
6. Each invoice will specify an invoice number. The invoice number must be specified when making the payment since fees can be difficult to link to a particular child. Parent/carer's may be liable for the late payment penalty if there is a delay in identifying a child's fees due to the invoice number being omitted from the payment or specified incorrectly.
7. We are not obliged to send any additional reminder invoices after the deadline.
8. Fees must be paid into the account specified on the invoice. If fees are not received into the specified school account, then the parent/carer will still be liable for the full fee amount by the deadline and will incur a late fees penalty if fees are not received on time.
9. **All fees must be paid electronically** into the school account no later than the deadline provided.
10. The bank will charge a transaction fee per cash or cheque transaction and there are also our own additional administrative costs when processing these types of funds. To avoid those charges being passed to the parent/carer, **cheques and cash payments will not be accepted.**
11. Please note that it can sometimes take up to 7 days for electronic payments to be received and cleared into the school account. It is the parent/carer's responsibility to ensure sufficient time is allowed for funds to clear. Failure to do so will result in the late payment penalty being applied.
12. If the funds are not cleared by the deadline, a late penalty charge of £100 will be issued and must be paid within 5 working days of the late notice, otherwise further charges will be applicable.

13. If a parent/carer makes cash or cheque payments into the account at a branch, this will incur an additional penalty charge of £70 to cover administration costs and penalties imposed on the school by the bank.
14. Failure to make payment of the fees and the £100 penalty within 5 working days will result in the school informing the parent/carer that their child will be suspended until a meeting has been scheduled and taken place with the Principal / Trustees to establish a way forward.
15. No refund will be issued for the duration of a child's suspension.
16. No more than one late payment of fees in the academic year will be accepted. Failure to pay fees by the deadline more than once may result in further penalties and could eventually lead to the child's place at the school being terminated.
17. If there are any adjustments made to sessions then adjusted invoices will be reissued accordingly. However, the same fees deadlines will apply regardless of when these changes are requested and granted unless otherwise agreed. The late payment penalty charge will also apply if payment for amended sessions are not received by the relevant deadlines.

The School aims to support parents as much as possible. Parents are advised to contact the Accounts Team in advance of deadlines, of any issues relating to fees or meeting any fees deadlines. Please email accounts@alamiyahschool.org.

Fee Payment Schedule 2017-18

All school fees are due in on the dates below unless the invoice date differs to the dates below.

Autumn Term: Thursday 19th July 2018

Spring Term: Wednesday 12th December 2018

Summer Term: Wednesday 3rd March 2019

School Uniform

Please read over this guidance carefully before purchasing suitable clothing.

Children's House

Young children are always happiest in comfortable, practical, easy-to-wear clothing, which they can put on and remove independently or with minimal assistance. We suggest all garments are made from cotton or alternative natural, breathable fabrics where possible and be suitable for all weathers. To promote independence, clothes should not have any complicated fastenings or straps and must be easy to put on and remove by pupils without assistance. Do also ensure all clothes including shoes are clearly labelled with your child's name.

Elementary Class

As pupils transition from the Children's House to Elementary they start to wear a smarter formal uniform to signal the change into the middle primary school, and their new phase of development and learning. This change in uniform will apply to the year 1-4 pupils and guidance can be found in the Elementary Uniform List below. The Nursery and Reception age uniform guidance remains the same and can be found listed under Children's House Uniform.

General Guidance on Uniform

All clothes must be PLAIN navy blue or white, with the exception of navy blue and white striped or checked tops, shirts and summer dresses. The following clothing is not permitted:

- Clothes, lunch bags, bags, lunch boxes with large logos or any images
- Short skirts or shorts (leggings or tights must be worn under skirts)
- Shoes with laces in Children's House
- Patterned clothes

Outdoor shoes:

Outdoor shoes should be sensible shoes or trainers in muted colours such as black, brown, white, navy blue. Open toe and open back sandals are not permitted. Shoes with laces can only be worn if your child can fasten shoe laces independently.

Indoor Shoes:

Outdoor shoes are not permitted in the classroom so please provide your child with a pair of indoor shoes that we will keep at the School. **Indoor shoes can be slippers or plimsolls in muted colours such as brown, black, white or navy blue.** To protect children's feet, all shoes and slippers should have a hard sole not a fabric sole and should not be open toe or open back. Slippers must be clearly labelled with your child's name.

Children's House Uniform Nursery and Reception

Cold and rainy weather:

Boys	Girls
Polo Neck or Polo Shirt (white, navy, pale blue)	Polo Neck or Polo Shirt (white, navy, pale blue)
Jumper, Sweatshirt or Cardigan (navy)	Jumper, Sweatshirt or Cardigan (navy)
Jogging Bottoms or Trousers (navy)	Trousers or Jogging Bottoms (navy) or Knee length Pinafore (navy), with leggings, tights or trousers (white or navy),
Islamic Hat optional (white or navy)	Scarf optional (white or navy)
Outdoor Shoes -Wellington boots, shoes or trainers & Indoor Shoes (<i>See guidance above</i>)	
Winter Coat/ Rain Coat	
Warm hat, gloves and scarf	

Sunny and Hot Weather:

Boys	Girls
T-shirt, Polo shirt, or Shirt (white)	T-shirt, Polo Shirt or Blouse (white)
Cardigan (navy)	Cardigan (navy)
Jogging Bottoms, Trousers or Long shorts (over the knee) (navy)	Trousers or Jogging Bottoms (navy) Checked/striped blue and white summer dress, with leggings, tights or trousers (white)
Islamic Hat optional (white or navy)	Scarf optional (white or navy)
Outdoor Shoes- Wellington boots, Shoes or Trainers & Indoor Shoes (<i>See guidance above</i>)	
Rain Coat	
Sun Hat	

Elementary Uniform including Year 1 from Children's House

Cold and rainy weather:

Boys	Girls
School Shirt with Long Sleeves (white) or Long Sleeved Roll Neck (navy, white)	School Blouse with Long Sleeves (white), Long Sleeved Roll Neck (navy, white)
Jumper or Cardigan (navy)	Jumper or Cardigan (navy)
Trousers (navy)	Knee length Pinafore (navy) with trousers (navy)
Islamic Hat (white or navy)	Scarf (white or navy)
Socks (white, navy)	Socks (white, navy)
Outdoor Shoes -Wellington boots, shoes or trainers & Indoor Shoes (<i>See guidance above</i>)	
Winter Coat/ Rain Coat	
Warm hat, gloves and scarf	

Sunny and Hot Weather:

Boys	Girls
School Shirt with Short Sleeves (white) or a polo shirt (white)	School Blouse with Short Sleeves (white)
Waistcoat or Cardigan (navy)	Waistcoat or Cardigan (navy)
Trousers, cropped trousers or Long shorts (knee length or longer) (navy)	Checked/striped blue and white summer dress, with trousers (White or Navy)
Islamic Hat (white or navy)	Scarf (white or navy)
Socks (white, navy)	Socks (white, navy)
Outdoor Shoes- Wellington boots, shoes or trainers & Indoor Shoes (<i>See guidance above</i>)	
Rain Coat	
Sun Hat	

Elementary PE Kit (Including Year 1 from Children's House)

The PE Kit should be suitable sportswear in plain navy blue and white. Clothing or bags in bright colours with large logos or cartoon characters are not permitted.

Boys and Girls
T-shirt or polo shirt (white)
Jogging pants (navy) (Leggings will not be suitable for outdoor sports in all weather)
Sweatshirt or hooded top (navy)
Socks (white)
Trainers, white, black, blue, brown (as plain as possible)
Drawstring PE Bag (plain)

Lost property

Please make sure that all your children's clothes are clearly labelled with your child's name. If an item of clothing is forgotten at the School please speak to a member of staff who will try to locate the item of clothing. If an item of clothing has not been labelled it will be placed in the lost property box. If the item of clothing is not reclaimed within one month the School will discard it or use it as spare clothing. If you still cannot make any headway with reclaiming your lost property then please send an email to admin@alamiyahschool.org for the matter to be resolved.

Lunch and Snacks

A good diet is essential to the well-being of children and has a direct impact on their learning. Breakfast is the most important meal of the day so please ensure that your child has a good breakfast at home before they start their day.

Snack

A healthy snack and water will be available for children at all times throughout their sessions. However this snack is not a substitute for breakfast, it is simply an energy boost since children naturally use a lot of energy throughout the work cycle and need to have healthy nutritious snacks available to them. The snack usually consists of a portion of fruit along with toast, ricecakes or breadsticks.

Allergies and Sensitivities

The School has been designated as a nut free zone in all areas. There are children who attend who have nut allergies and for this reason we ask all parents to ensure that no nuts are sent into the School.

Packed Lunch (for students staying full day)

Parents are asked to bring a packed lunch for their children if they are staying full days i.e. morning and afternoon sessions. Packed lunches should be healthy and nutritious to aid concentration for learning. Please avoid meals which are processed or which contain high sugar or fat content as these foods will have a negative impact on your child's concentration and learning. Children who do eat food with high sugar content often have difficulties concentrating in the afternoon sessions. Children will be required to finish their main meal so please send in a reasonable portion, which can be finished with ease. Children who finish their main meal are given some time to eat an additional item such as fruit or yogurt. If a child's packed lunch is unsuitable or the portions too large or small a post-it note will be left in the lunch box.

Please do read this carefully and make amendments to your child's lunch. During lunch time, staff supervise the children carefully following a thorough procedure to make sure that correct table manners and Islamic etiquettes for eating are adhered to.

Children are not permitted to bring: Nuts, Sugary drinks, Sweets, Chocolate, Crisps, Processed foods such as processed cheese. Please ensure that there are no logos or cartoon characters on lunch boxes, cups or utensils. Possible Ideas for a Healthy Lunch Box: Pasta Bakes, Salad, Fruit Yoghurt, Quiche, Pies, Brown Rice, Rice Cakes, Cucumber, Tuna and Sweetcorn Salad, Pasta, Pitta, Cherry Tomatoes, Breadsticks, Carrot-Celery-Cucumber Sticks, Cheese, Crackers, Cream Cheese, Wholemeal Sandwiches, wraps, pitta, Fruit Salad, Hummus, Healthy Dips - Guacamole, Salsa, Yoghurt, Fruit Puree, Seeds.

Intimate Care and Nappy Changing

We have toileting procedures in place which ensure all children's privacy is respected during changing or using the toilet.

No child is excluded from participating in our setting who may, for any reason, not yet be fully toilet trained. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We provide cleaning, changing and nappy changing facilities and exercise good hygiene practices in order to support and accommodate children using the toilet and during toilet training.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

- All parents are required to bring in two sets of spare clothes which will be used in emergencies.
- We encourage all children who are toilet training to normally wear pull ups, or other types of trainer pants, as soon as they are comfortable with this and if their parents agree.
- Young children are taken to the toilet at regular times in small groups, such as before garden time, after lunch etc.
- Nappies are changed standing up in a cubicle to encourage the children to use the toilet. A changing mat is provided for children who need to lay down and be changed.
- Each child has their own basket to hand with their nappies or pull ups, changing wipes and change of clothes.
- Our staff put on gloves and aprons before changing or toilet cleaning starts and the areas are prepared.
- All our staff are familiar with our hygiene procedures and carry these out when cleaning children on the toilet or changing nappies.
- We ensure that nappy changing is relaxed and a time to promote independence in young children.
- Older children access the toilet when they have the need to and are encouraged to be independent.

Settling In

At Alamiyah School we consider it to be of the greatest importance that all the children who enter our school in the Early Years are welcomed and treated with consideration and care. We understand that starting school can be a difficult time for both parent and child, we therefore respect and accommodate the individual child's needs and parents' wishes. Every measure is set in place to ensure that all new children feel safe and secure so that they can settle and become at ease with our environment as quickly as possible.

Settling in Process for Children's House

In order to help children have a positive first experience at Alamiyah School we usually have staggered starting dates. A small group of new children will begin on each start date. This will allow each group of new children to settle in before a new group starts.

Each group of children will be given a special induction week to help them settle in. Your child must attend all induction sessions. During the induction days your child will only attend one session per day [half day]. After the induction week your child will resume their regular sessions.

First Day of School

On your child's first day, you will need to plan to stay for the entire session. Please make sure prior babysitting arrangements are made for siblings and park your car in a suitable place so that you can stay with your child for the amount of time s/he requires. Siblings who are older than 6 months will not be permitted to stay with the parent, please make sure you have made prior arrangements for your other children.

Parents staying with child

During the settling in days at the school, parents are required to stay with their child for part or in some cases all of the session in order to make the transition into the School as easy as possible for the child and to reduce any possible anxiety that they may have about leaving their parents. It is normal for children to feel nervous and upset during their first days, if your child is distressed the Class teacher will advise you to stay. If your child seems settled and is happy for you to leave the Class teacher will advise you to leave. If your child becomes distressed after you have left the School the teachers will make every effort to comfort your child and contact you if necessary.

Checking up on your child

During the School day staff will be happy to receive telephone calls from parents at all times. Parents may feel anxious and concerned about their child's well-being and staff will endeavour to allay any fears that parents may have. Staff will inform parents when their child is upset or unsettled. In the situation where a child will not settle a member of staff will call the parents to discuss their concerns.

Meeting the Teachers

Parents will be introduced to the staff and information will be provided with regards to staff positions and duties. Parents will be advised about which member of staff to contact if they need more information about their child's day.

Schedule for the First Few Weeks

To help your child have a smooth settling in experience at the School we have a special schedule that we use for the first few weeks. When your child arrives at the School they will be shown their cubby and advised to change into their indoor shoes and take off their coat. All children visit the toilet at the start of the session then they will gather on the carpet for a circle time to start the day with dua. After the circle time your child will be shown where the beginners shelf is and asked to choose an activity from this shelf or any other activity which has been presented to them.

After half an hour of choosing activities your child will be invited to another circle time. This circle time will cover aspects of grace and courtesy, which are essential for your child to attend in order to understand the routines and boundaries in the classroom. After the circle time your child will be asked to choose activities again for another half an hour. Your child may also choose to read a book in the library, have a snack or look at the objects at the nature table. This cycle of choosing activities for half an hour and then attending a circle time will continue until it is time to go in the garden.

Activities in the Classroom

Children's House is furnished with many activities to accommodate the differing levels of development of each child. These activities are not suitable for all children to use and can only be taken from the shelf with permission from the teachers. All activities need to be presented [demonstrated] to the child by the Presenting Teacher. During your child's first week s/he can choose any game and puzzle from the beginning shelf and will have new activities presented to them from the other shelves. Once an activity has been presented to your child, s/he may remove it from the shelf at any time. All activities on the shelf are presented to the child in a particular sequence to allow the child to gain maximum benefit from it. Whilst in

the classroom, please do not remove any activity from a shelf without the teacher's permission. If your child chooses an activity, which has not yet been presented to them, s/he will be asked to put it back and directed to activities that s/he can take. If there is a particular piece of material that you think will interest your child, please speak to the Class Teacher who will discuss this with you. Your cooperation is essential for the smooth running of the classroom.

Staying With Your Child

Parents who choose to stay with their child will be asked to sign in at reception and read the guidance notes for staying in the classroom. Mobile phones are not permitted in the School at any time. You will be asked to put your mobile on silent and place it in the office building. Furthermore, in order to ensure the smooth running of the classroom parents are advised to adhere to the following guidelines.

- When entering the classroom you will be shown a suitable chair in which you may sit.
- Please do not walk around the classroom and unnecessarily talk to children. We aim to preserve children's concentration and for this purpose you can only talk to a child if they approach you.
- Please do not remove any of the materials that are in the classroom.
- If you have any questions please note them down. Teachers will provide you with a suitable opportunity to ask questions.
- Please do not walk on work mats, or place your bag or notepad on shelves
- Please do not join in any activities unless a member of staff has invited you to join.

Distressed Children

Parents are advised to stay with their child if they are distressed. On most occasions the child will only require the parent to stay for the first few days, however in some circumstances the child may require the parent to stay for the first week or longer. Please make sure that you have made prior arrangements for siblings, work and family so that you are available for your child during these first two weeks.

If a child is very distressed and is crying loudly the parent is required to comfort the child and calm them down. Staff will make every effort to comfort the child with the parent. If the child's crying is disturbing other children or causing distress to the other children, the staff may advise the parent to take the child out of the classroom into the garden area until the child has calmed down. Parents can sit with their child until their child is ready to enter the classroom.

On rare occasions where a child may be extremely distressed, a parent may be asked to take the child home for the day and try again at another session.

We aim for most children to be settled in the School and be able to separate from their parents within a week from the start date. If a child takes longer than a week to settle, the Class teacher will talk with the parents to devise a plan of action that will help the child to settle in.

On the rare occasion that a child does not settle in due to anxiety or having additional needs which might require that the child attends for either less time or less sessions for a defined review period, then the parents will be informed of this at the earliest opportunity.

At the end of the review period an assessment will be made about increasing the amount of time attended by the child.

However if the parent would like the school to hold extra sessions for the child to take at a later date then the place will be held as long as the held sessions are paid for in full.

Transition of Elementary Age Children into Alamiyah School

- If a child moves to Alamiyah School from another setting at age 5 or above. They will attend an open day with the parent as their first introduction to the class.
- They will visit with their parents on a second occasion for an induction visit prior to their first day at school where they will meet their teacher, attend a circle time and have some time in the classroom to familiarise themselves with the environment and some simple routines.

Drop off and pick ups

The gate will be open for drop off and pick up at the following times:

Elementary Class

Morning: Drop off 8.45 to 8:50

End of day: Pick up 3.15 – 3.20

Children's House

Morning: Drop off 9.00 to 9.10

Afternoon: Pick up 12.25 – 12.30 Drop off 12.30 - 12.40

End of day: Pick up 3.30 – 3.35

Please ensure that you arrive during these times, as it is difficult for a member of staff to open the door during the school day to open the gate for late children. Please ensure that during morning arrivals your child is taken to the door and handed to the member of staff who is marking the register. During afternoon arrivals, please make sure you wait with your child until they are handed over to the member of staff manning the door and recorded in the register.

Parking and Child Safety

If travelling with your children by car, please do use the full breadth of the road to park your car and allow plenty of time to arrive, park and walk up to the School. Since we are situated in a residential area, it is important that we are considerate of our neighbours by causing the least possible disruption to them and keeping the noise on the street to a minimum. To aid in keeping noise to a minimum please can any parent remaining in a car turn the car engine off whilst the car remains stationary.

We are aware of the difficulties that parents face when dropping off children who may be accompanied by younger siblings, however please do remember that leaving sibling(s) unattended in the car whilst you drop off your child, is considered to be a safeguarding issue and can be reported by any bystander. So please do be sensible about your children's safety. We thank you for your cooperation on this.

Authorised Collectors

Parents are required to provide written consent for persons authorised to collect the child. All emergency contacts must be authorised collectors to allow them to pick up your child if we are unable to contact you in the case of an emergency. You must provide photographs of each authorized collector together with work, home and mobile phone numbers. If there is a possibility that another person will occasionally need to collect your child then it is important to supply their details in advance to avoid any issues with collections.

On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they must inform us in advance and in writing on admin@alamiyahschool.org of the name of the authorised person who will be collecting their child.

If during the session a parent realises that none of the authorised people can collect their child, parents must call or email the School on the official email address admin@alamiyahschool.org and provide the name address and telephone number of the alternative person who will be collecting their child and a full physical description. When calling the School, parents must supply their password as provided on their child's record of authorisation form.

Parents must inform the person collecting their child to bring Photo ID to verify their identity and also supply them with their password. Their child will not be released until the photo ID and password are confirmed.

Late Collection

In the event that a child is not collected on time by an authorised adult, Alamiyah will ensure that the child receives a high standard of care in order to cause as little distress to the child as possible. If a child is picked up after our pick up timings 12.25 -12.30 or 3.30 – 3.35, a late collection fine of £1 a minute will apply.

Uncollected Child

In the event that an authorised adult does not collect a child on time, the School puts into practice agreed procedures. These ensure an experienced and qualified practitioner who is known to the child, cares for the child safely.

In the event that an authorised adult does not collect a child, Alamiyah will ensure that the child receives a high standard of care in order to cause as little distress to the child as possible.

On occasions when parents are aware that they will not be at home or in their usual place of work, or contactable on their usual mobile telephone numbers, parents should email the school on admin@alamiyahschool.org with alternative contact details.

In the case of a child not having been collected on time without prior notice from the parent / carer, the following steps are taken:

The school registers, email inbox, landline messages and emails are checked for any information about changes to the normal collection routines.

Staff will NOT release the child to an unauthorised person unless notified by the parent/carer that an emergency has prevented him/her from collecting the child. In this instance a full physical description, name, address and a password will be required via email at admin@alamiyahschool.org before the child is released. If it is not possible to email the School then parents will be expected to call the School and provide the same details. Staff should check these details with the person collecting the child before permitting the child to leave – even if the child seems to recognise the person.

- If the child is not collected within 15 minutes after the School closing time, the staff will try and make contact with the parent/carer or another person on the emergency contact list.
- If unsuccessful, staff will continue to wait with the child whilst continuing to establish contact with the parent/carer.
- If no contact has been made either way after 2 hours, Social services will be contacted.
- A message will be left with the parent/carer to advise of this action.
- The safety of the child then becomes the responsibility of the Social Services team.

A record should be kept of all children who are not collected on time in the 'Uncollected Child Record'.

In the event that a child is picked up more than 10 minutes late, the parent will be reminded of our policy and issued with a verbal warning. On the second occasion of late collection a second verbal warning will be issued. Thereafter any late collection will incur a fine of £1 a minute.

The school has the right to charge parents/carers who consistently pick up their child after the allocated time for any additional hours worked by staff.

Attendance and Punctuality

Alamiyah School is committed to providing a full and efficient educational experience to all pupils. We consider that if pupils are to benefit from learning good attendance is crucial. We will promote and encourage 100 per cent attendance for all our pupils. We believe that parents have a very important role to play and that there is a need to establish strong communication systems and home-school links so that whenever there is concern about attendance it can be addressed promptly.

Registration

The attendance registers for both the Children's House and the Elementary Classroom are taken at the start of the morning and afternoon session.

The morning registers for Children's House and for the Elementary close at 9:10am and 8:55am respectively. The afternoon registers for Children's House and Elementary will close at 12:40pm and 1:45pm respectively. Any pupils arriving after this time will be marked with an unauthorised absence.

Punctuality

Persistent lateness can be as damaging to a pupil's education as persistent absence, and lateness disrupt not only the pupil's education but also that of others. Children's House pupils arriving more than 10 minutes after the school day has started at 9am will be marked late after 9:10am and for the PM session arrival after 12:40pm will be considered late.

Elementary pupils arriving more than 10 minutes after the school day has started at 8:45am will be marked as late after 8:55 and if a child arrives for afternoon registration they will be marked late after 1:45pm.

Persistent lateness contravenes the parent partnership agreement and parents will be invited to the school for a meeting for persistent lateness in order to put a plan in place to ensure that their child arrives in school prior to the start of registration.

Absence

Parents are requested to help the school in maintaining our registers and ensuring the safety of children by:

- informing the school prior to any absence (e.g. doctor's appointment)
- informing school early prior to registration on the first day of any unforeseen absence (e.g. illness)
- providing a return date for the absent child (if known)
- informing the school daily of the reason for absence if no return date is known.
- In the event of no notification of absence, as soon as is practicable after the class register has been returned to the office, a member of the office staff will attempt to contact the parents of any absent child to verify that the child in question is safe and the parents are aware of the child's whereabouts.

Absence due to Sickness or Unforeseen Circumstances

If your child is absent due to sickness, injury or any unforeseen circumstance, please call or email the School and inform the staff of the reasons for the absence at the earliest opportunity before the start of school. Any calls must be followed up with an email at admin@alamiyahschool.org.

Please notify the School of any periods of absence during term time in the form of a written signed note or email on admin@alamiyahschool.org. When possible the School should be notified in advance and in writing.

Pupils attendance is monitored and poor or irregular attendance is addressed. The School has an obligation to inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more. The school is also expected to maintain levels of attendance in line with the national average of 96%. The parents of any child that has poor attendance will be called for a meeting to discuss any possible issues. This is to ensure that the correct support is put in place to raise the child's attendance and outcomes.

Absence is authorised if: the pupil has been granted a leave of absence, or the pupil is unable to attend because of sickness or an unavoidable cause and the reason for the absence has been notified in writing via a note or email to the school.

If the reason for a child's absence cannot be established at the time of taking the register then the absence will be recorded as unauthorised. If the reason for the absence is established and placed in writing then the register will be amended and the absence will be recorded as authorised.

A pupil may be recorded as unable to attend in the exceptional circumstance of the school site, or part of it, closing due to an unavoidable cause at a time when pupils are due to attend or if there is a local or national emergency has resulted in widespread disruption to travel which has prevented the pupil from attending school.

Holidays taken in term time

The school adheres to the current advice given by the DfE and Barking and Dagenham LA regarding pupils taking time out for holidays in term time. The current law does not give entitlement to parents to take their child out of school during term time. The Education (Pupil Registration) (England) (Amendment) Regulations 2013 prohibits Headteachers granting leave of absence to a pupil except where an application has been made in advance and the Headteacher considers that there are exceptional circumstances relating to the application. Following due consideration, the Headteacher may not be able to agree to your request as the reason provided is not considered exceptional by common consensus.

As a school we have a duty to inform parents that:

- If they do take their child out of school for this time, the absences will not be authorised
- the Education Welfare Service may issue a penalty notice to each parent of £60 for each child to be paid within 21 days
- If the penalty is not paid within this time scale the penalty will increase to £120.
- If the higher penalty is not paid within 28 days, the Education Welfare Service will then institute legal proceedings against you in the magistrate's court under Section 444 of the Education Act 1996 for failing to ensure that their child attends school regularly.
- The matter will also be recorded on the child's school record.

Permission for Leave of Absence in Exceptional Circumstances

Parents should request permission for their child to be given authorised leave of absence for a holiday in term time on the form available from the office.

- Leave will only be granted where proper procedures have been followed and the permission been given.
- Leave of absence will not be given retrospectively.
- Where the school and the parents fail to reach an agreement and the child is absent from school the absence must be marked as unauthorised.

- Where parents keep a child away for longer than agreed then the extra time will also be marked as unauthorised.
- If the headteacher feels it necessary, the parents may be asked for more information, or be asked to come into school to discuss the situation.
- The headteacher alone can give permission for the holiday to be authorised. If the holiday is taken after permission has been refused, the absences will be noted in the register and the child's records as unauthorised, and the Education Welfare Officer informed.
- If the request is for more than ten days leave, the headteacher cannot authorise the holiday and the request will be passed on to the Governing Board who will make the decision to authorise or not.
- A pupil will not be granted more than ten school days leave of absence in any school year except in exceptional circumstances.
-

The School's **Education Welfare Officer is Mrs Humma Elahi**

Emergencies

In an emergency, parents will be contacted using contact details provided on their child's registration form. If parents cannot be contacted then the emergency contact details will be used as provided on the registration form. Please ensure that the emergency contacts are authorised

Missing Child

At Alamiyah School we take the security and safety of children very seriously. Child safety and security is maintained as the highest priority at all times both on and off site. The outings procedure and the exit and entrance procedure ensure the security of children is maintained at all times. The following systems are in place for the protection of the children:

- An accurate and up to date register is kept of both children and adults, including visitors of when they enter and leave the premises.
- All children are registered daily at the start of each session.
- All exits from the premises are locked/guarded in a way that makes it impossible for a child to leave unobserved/unattended whilst allowing rapid exit for the whole group in the case of an emergency.
- Information about new children is sought from parents/carers about particularly adventurous children so that the School is forewarned.
- No unauthorised adults are able to enter the School.
- Both parents and children are informed where they may go and not go.
- All children know the rules of the School and the reasons for them.

If a child goes missing from the School, the Headteacher will follow a defined procedure to systematically find the child whilst ensuring that all the other children are kept calm and safely supervised.

If the child is not found within fifteen minutes then the parents and police will be informed. The search will then be continued, using a wider area if necessary, whilst keeping in touch at all times by mobile phone. If a child lives within walking distance, one adult will make the journey on foot in order to check whether the child may have started the journey home.

Behaviour and Discipline

At Alamiyah a positive approach to discipline is employed. The school understands that behaviour is a form of communication. Pupils are constantly communicating their needs and wants through their behaviour whether it is constructive or disruptive. Disruptive behaviour, whether physical and/or verbal, is displaying the child's belief system about themselves and how they feel. Discovering the belief behind the behaviour is a crucial starting point in positive discipline. The aim of positive discipline is to help provide children with the tools to effectively manage their own behaviour in order to promote inner self discipline and well being. This is done in an environment of mutual respect and encouragement.

With re-occurring, persistent and severe disruptive behaviour, measures are first put in place to understand the root cause of recurring and continual disruptive behaviour. The aim is always to understand the child, remove obstacles that may impede their development (and be the cause of their misbehaviour) and lay out steps/strategies to help the child develop inner discipline. Children often test and push boundaries, it is a normal process of their development as they make sense who they are and in the formation of their personalities. The emphasis is on the process of bringing the child to inner discipline and well being. This is our goal and how we measure our success.

All staff will be inducted into the Positive Discipline approach and training provided to ensure they are competent in applying it. Parents are also expected to acquaint themselves with our behaviour policy and our Positive Discipline approach through reading our policy and attending positive discipline training and workshops at the school.

Code of Expected Pupil Behaviour

Pupils flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. We aim to provide an environment in which there is acceptable behaviour and where pupils learn to respect themselves, other people and their environment. Acceptable behaviour includes being respectful to all adults and pupils, including visitors to the school as well as members of the general public. This includes:

- listening attentively to others and being listened to
- being ready and receptive to receive lessons/presentations
- sharing of ideas and contributions from others
- acknowledging the rights of others whether students, teachers, visitors or general public
- taking responsibility of one's own actions and their consequences

In addition pupils are expected to:

- be polite, courteous and respectful
- respect the personal space of others
- use acceptable and appropriate language at all times. The use of racist, derogatory or obscene language is unacceptable and prohibited
- handle the property of others as well as the school with care and respect
- be on time so as to minimise disruption and take part in morning assemblies
- play while maintaining the rights and boundaries of others without harm or any physical force, e.g. no rough play

How we Deal with Behavioural Issues

Prophetic values underpin our approach to education; we therefore train all staff and children to work with these values. Difficult behaviour will be dealt with within the guidelines of the Montessori & Islamic philosophy, where pupils are loved, respected and listened to. We do not endorse harshness in any situation. We promote an approach which is firm and kind.

If a behaviour issue arises:

- The teacher involved will speak to the pupil with kindness and patience to either address the issue or redirect them depending on the issue.
- If the behavioural issue continues, the teacher will raise it with the Deputy Head/Headteacher. The Deputy/Headteacher will then talk to the child with the basis of compassion.
- The Deputy/Headteacher may at this point decide to speak to the parents so that the School and the parents can work in partnership to try and get to the root of the issue.
- We do not use a time out procedure or punish the children.

Ongoing behavioural concerns will be discussed with parents and recorded on a “Child Behaviour” record form.

On the occasion that a child becomes aggressive towards children and staff, and in the case where the child is unable to stop the aggression, the parent will be called to collect their child.

The Behaviour Management Coordinator is Miss Hanan Musa.

Anti Bullying Policy

Our aim at Alamiyah School is to provide a safe and secure learning environment where all children can learn without anxiety and fear of being bullied. There is no place for bullying at Alamiyah. In order to safeguard the wellbeing of children at Alamiyah School we have an Anti Bullying Policy, which details the procedures we take if bullying behaviour is observed in a pupil of our School. Furthermore, if you or your child ever observe or experience any inappropriate behaviour then you are asked to bring it to the attention of a member of staff or the Headteacher who is also our Behaviour Management Co-ordinator, Miss Hanan Musa. Our Anti Bullying Policy outlines further how to raise a complaint and our procedures for dealing with it.

E-Safety

At Alamiyah School we have several policies which deal with IT, Data and Confidentiality as it is paramount that the trust and confidentiality of parents, staff and children within the school is maintained when handling electronic data of a sensitive or personal nature. Alamiyah School will maintain this through the responsible usage of electronic devices for data storage, cameras, mobile phones, internet, email and social networking sites by management, staff and visitors. Online servers, used within the School, are protected by industry-standard Internet security procedures including passwords, access-device registration and physical protections. Teachers must behave responsibly with iPads as pieces of delicate electrical equipment, protecting them from damage and ensuring they cannot be accessed by the children. No child is permitted unattended use of iPads. All adults, visitors or teachers, are requested to leave mobile phone devices in the administrative building prior to entering the School building.

The School's E-Safety Officer is Mrs Grace Drewell

Health and Safety

Alamiyah School believes that the health and safety of children and staff is of paramount importance. Alamiyah aims to make the School a safe and healthy place for all children, staff, parents and visitors. A full copy of the Health and Safety Policy is available at the School.

Accidents and Incidents

If your child has an accident whilst at the School it is immediately recorded on an accident and incident form. If your child has a minor accident, such as a small scratch or bump you will be notified at the door and asked to sign the accident form. If your child has a more serious accident that requires first aid by a member of staff trained in first aid, the Headteacher /Principal will contact you immediately to inform you of the situation.

If hospital attention is needed, the Principal/Headteacher will make that decision and take the necessary action to take that person to hospital and the Headteacher/Principal will inform the parents immediately. Cuts or open sores will be covered with an appropriate dressing. Plasters will not be used.

If your child comes to the School with an existing injury, please inform a member of staff. This injury will be recorded on an accident/incident form and you will be required to sign it.

The designated **First Aid Officer is Mrs Nasima Bobat.**

Head Lice

If left untreated head lice can spread rapidly through the School. Our aim is to minimise the risk of spreading head lice to other children or adults in the school.

If head lice are found on a child they should be kept at home and treated. The school should be notified immediately. Once the child has been treated they may return.

If a child is found to have head lice in the school, parents or carers will be contacted to collect their children as soon as possible to start treatment and stop them spreading.

We can control the possibility of Head Lice by following a simple weekly process of "wet combing." If all parents follow this process we could hopefully eliminate any instance of Head Lice in the re-school.

'Wet combing' involves washing the hair and applying conditioner, then combing through with a wide-tooth comb to remove tangles. Taking a section at a time, a fine tooth detection comb is then pulled downwards through the hair, keeping the comb close to the scalp (where head lice are often located). The comb is

checked for lice after each section. The comb must be fine enough to catch the lice and a pharmacist should be able to recommend a comb for this purpose, if parents are in any doubt. This process should be completed weekly. If head lice are found, all other family members should be checked and, if necessary, treated. Checks should be continued following treatment to ensure that it has been effective and to detect any re-infection.

Sickness

Children should remain at home if they have an infection and the School should be informed about the type of infection so that other parents can be informed if necessary.

Staff will closely observe any child who appears to be unwell, if symptoms persist or worsen, staff will contact the parent.

If your child has fever, guidance from a GP should be sought with respect to the number of days that your child should stay at home since this will vary depending on the nature of the illness and the severity. The school should be informed of the illness since the school has a duty to notify the Health Protection Unit (HPU) about a notifiable illness.

Parents must not bring in any child who has diarrhoea or has been vomiting until 48 hours after the last episode.

If a child is suspected to have chickenpox or measles the parents will be notified immediately for collection of the child. The child will only be admitted back into the School at least five days after the onset of the rash in the case of chickenpox, and at least four days after the onset of the rash in the case of measles. All other parents will be notified, given instructions about common signs and symptoms and what to do in this circumstance.

If a child is on prescribed medication for a short time, the child must complete their course of medication at home before returning back to School. It will be at the discretion of the School to authorise the attendance of any child taking short term medication which must be administered during the school day or session.

If a child must have lifesaving medication administered in an emergency such as adrenalin, inhalers and insulin, please speak to the Principal/Headteacher at registration about this to ensure we have adequate provision in place for them. It is important to ensure the well-being and health of every child that attends the School. We therefore must have a GP letter, a health care plan drawn up by the child's health visitor with the parent and us at the school along with a meeting with regard to any long term use of medication or life saving medication and draw up an emergency health care plan for your child before entry to the School.

Fire Safety

Fire safety is very important to us, pupils and staff take part in a fire drill every half term and pupils learn about fire safety and why these drills are important. Evacuation procedures are displayed in red at every fire point. All fire detection and fire safety equipment is checked weekly. Fire risk assessments are completed annually or when there is any major change in the structural configuration of the building.

The Fire Safety Officer is Mrs Nasima Bobat

Food Safety and Allergies

Food safety and hygiene is an important aspect of the School. The School has a trained and qualified Food Safety and Hygiene Officer to maintain standards of cleanliness and food safety in the School. Children are shown routines for washing their hands and cleaning up after themselves. Staff ensure that procedures set in our Health and Safety policy are adhered to.

Before children start the School we take information on allergies and dietary requirements for them and provide snack within these limitations. Allergies and dietary requirements are recorded and put up on the kitchen wall so that all staff members are aware of any foods to avoid in the School.

The designated **Food Safety Officer is Mrs Nasima Bobat**

Treats for other children to share on special occasions

Treats can be brought in for children however due to dietary reasons they cannot be handed out during sessions. It should be at the discretion of the parents whether the treat is suitable for their child. Therefore treats can only be handed out with the following conditions:

- Prior permission from the Headteacher (if permission is granted the school may check for allergens)
- Treats should be handed out at collection time at the door/gate
- The child or parent must hand them out
- Treats must be handed out to the parent first so that they can decide on the suitability of the treat

The designated **Health and Safety Officer is Mrs Nasima Bobat.**

Safeguarding

Alamiyah School is concerned about the safety and wellbeing of all children at the School and recognises the importance of working with children, parents and the community to ensure all children are safe, secure and happy.

Alamiyah's broad aims for safeguarding children are to:

- Maintain an environment, promoting the safety, wellbeing and development of children.
- Help children to establish and sustain satisfying and trusting relationships within their families and with peers, teachers and other adults.
- Create an environment, which encourages children to develop a positive self-image, regardless of race, language, religion, culture or home background.
- Encourage children to develop a sense of autonomy and independence.
- Enable children to have self-confidence and the ability to express their feelings.
- To work with parents to build an understanding of the ways in which long term health and the holistic development of their child can be improved.

To achieve these aims, Alamiyah has a safeguarding policy in place, which includes guidance provided by the London Safeguarding Children Board (LSCB). All staff are inducted into safeguarding during training at the School and through certified Safeguarding and Child Protection courses provided by the Local Authority. Staff are vigilant regarding the signs and symptoms of abuse and their responsibilities with regard to safeguarding. In addition, Alamiyah notifies the registration authority, Ofsted of any major incident or accident and any changes at our setting, which may affect the well-being of children.

The greatest impact upon children's lives is from those closest to them; parents, carers and their families. It is therefore of great importance to us that we work with parents, carers and families as partners in safeguarding. Alamiyah School staff work with families on a regular basis providing feedback and support. Alamiyah also organises a range of workshops and events to support with effective parenting, natural health and nutrition for children and understanding the holistic development of children.

The designated Safeguarding and Child Protection Officer is Ms Hanan Musa.

Prevent Duty

From the 1st of July 2015, the government brought into force the 'Prevent Duty' which has subsequently been rolled out across all registered educational settings. In light of this, Alamiyah School has reviewed its curriculum and policies to ensure that it adheres to these regulations.

How does the Prevent strategy apply to Schools?

Schools and Nurseries have a critical part to play. Primary schools and Nurseries serve arguably the most vulnerable and impressionable members of society. In England, the Department for Education accordingly places clear duties on schools to keep children safe and promote their welfare. It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere. Similarly the following guidance documents issued by the DfE, The Prevent duty: Departmental advice for schools and childcare providers Keeping Children Safe in Education (2016) outlines the responsibility on Schools to safeguard pupils from radicalisation. On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on schools to have due regard to the need to prevent people from being drawn into terrorism. This means we have a responsibility to protect children from extremist and violent views the same way we protect them from drugs or gang violence. We can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves and equip them with values and attitudes that will help to prevent them from being drawn into danger.

What does this mean in practice?

Childcare and Early Years Providers subject to the Prevent Duty will be expected to demonstrate activity in the following areas:

- Assessing the risk of children being drawn into terrorism.
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- Ensure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas used to legitimise terrorism.
- Expected to ensure children are safe from terrorist and extremist material online.

The Ofsted Common Inspection Framework that was put in place in September 2015 includes reference to "providers promoting children's welfare and preventing radicalisation and extremism."

The designated Prevent Duty Officer is Miss Hanan Musa.

British Values

At Alamiyah School, we actively promote inclusion, equality of opportunity, the valuing of diversity and British values. Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to discriminate directly or indirectly against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. [As we are in receipt of public funding, we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.]

Social and emotional development is shaped by early experiences and relationships which should be based on equality, respect and tolerance which are considered to be British values. The Montessori Curriculum supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

The fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly and explicitly embedded in our Montessori curriculum and ethos and are further clarified in our British Values Policy.

Confidentiality and Privacy

Alamiyah believes that establishing and maintaining trust is the key to effective relationships between staff, parents and children. Core values that underpin our ethos include the preservation of respect, dignity and honour of all those involved in the School. In order to honour these values, confidentiality must be maintained at all times.

To fulfill our aims, parents have ready access to the files and records of their own children but cannot access confidential information about other children.

Further to this, staff will not discuss any aspect of a child and their development in the presence of other children or parents other than the child's own parents or carers. Staff will not discuss personal information about parents or children with other members^[1]_{SEP} of staff except where it affects planning for the child's needs. In certain circumstances, The Headteacher may need to seek the help and advice of outside professionals. If this action is taken, the parent or carers permission will first be sought.

Any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need-to-know" basis. Personal information about children, families and staff is kept securely in a lockable filing cabinet. Electronic records are stored on a secure internal server and password protected to prevent unauthorised access. All children's files will be stored for 5 years after which time records will be deleted and destroyed.

Pupil's Records

At Alamiyah School we keep two main types of records for your child: personal records and progress records.

Pupil Personal Records

Personal Records may include sensitive information, these records include your child's:

- Registration and admission forms
- Signed consents forms
- Name, home address and date of birth of child
- Name, home address and telephone number of parents
- Name and contact numbers of all persons authorised to collect your child

- Daily record of your child on the premises and their hours of attendance
- Record of any incidents and accidents
- Record of behaviour
- Records of attendance and punctuality
- Records of any medicines administered to your children at your request
- Reports or minutes from meetings concerning the child
- Medical/health or developmental records as appropriate

Pupil Progress Records

These records include:

- Written observations of your child
- Photos of your child working as a record of their progress
- Record of planning
- Record card of your child's progress through the curriculum

Children's House Progress Records

Your child will have an online record, which will include all observations, pictures, and records of their academic progress. Children's House pupil records and observations are currently managed on our online record keeping system; My Montessori Child. Each parent will receive secure log in details to their child's user area on which they will have access to the latest observations and pictures of their child as well as classroom activities and observations.

We assure parents of the following to ensure our practices are thorough and secure in relation to security of privacy matters regarding the use of My Montessori Child:

- Nothing is left to be stored on teacher devices: Anything uploaded onto the website is stored directly onto a secure website. No data is stored on the iPads themselves and My Montessori Child photos are encrypted and transmitted directly to secure servers as soon as they are saved. No images or information is open to misuse.
- My Montessori Child systems and the data transfer over the web: Transfers of data and pictures are encrypted when sent and then decoded before being processed. All information transmitted across the internet, including children's photos and records cannot be intercepted or viewed by anyone else.
- School devices and authorisation before access. My Montessori applications have been designed from the ground up so it is not possible for a device from one school to access information for another school. If a device attributed to our school is stolen, the administrators of My Montessori Child can remotely disable devices so as to block access for unauthorised users if a device were lost or stolen.
- User authentication: Access to teacher's systems is further secured by the use of a PIN number assigned to each individual teacher. Teacher's are trained to log out after each session so anyone else picking up the iPad cannot access the system.
- Logging and Monitoring: My Montessori Child records all activity on the system and we keep these records for 3 months. The usage of applications is also monitored to ensure all systems are performing as expected.
- Secure and vetted team: My Montessori Child is run entirely by 4 persons who are all vetted and police-checked.

If you would like more detailed information, please contact the Deputy, Mrs Nasima Bobat

For the Children's House there is a small annual charge for subscribing to the My Montessori Child Online Service.

Elementary Progress Records

In the Elementary years, we continue to use My Montessori Child to share photographic records and written observations and assessments with parents. We have discontinued use of Montessori Compass in favour of using a combination of My Montessori Child and a new Primary Record Keeping System called Hand's On Learning.

In order to record their progress and attainment we use a record keeping system called Hand's On Learning for which we have bought a licence and annual subscription. We record's your child's progress through the Montessori curriculum whilst also mapping this to the national standards so that we have a good idea of where your child is in line with the national curriculum. These folders are kept in the school and will be available for parents to view from after the Autumn half term.

As with Children's House, there is a small annual charge for the subscriptions that we make to these products which are of great lasting benefit to your children and which they will take away with them at the end of their time with us.

Pupil's Progress

Records of children's progress are available for parents to review at any time on My Montessori Child and in addition parents of Elementary Pupils can additionally view the Hand's On Learning Journals. Parents are actively encouraged to contribute to their children's learning through the comments section on My Montessori Child.

Children's House Events

Elementary Parent Open House

There are 8 parent open house sessions scheduled throughout the year for parents to see their children at work and go through their journals and progress records. one morning sessions and one afternoon session is scheduled every half term, except the first and last half terms of the year.

Children's House Parents Evenings

The school will host an annual parents evening in June for all pupils who are Reception and Year 1, during the summer term. Nursery age children will not have a parents evening. Parents are encouraged to attend the open house sessions and maintain regular correspondence with the Key teachers and teachers through all available means of communication.

Elementary Class Events

New Pupil Review Meeting

There is one learning and development review for all new pupils held in the first half of the Autumn Term. The review for new pupils will centre around transition to the school, pupil's pastoral care and initial assessments to establish effective parent partnership.

Returning Pupil Review Meeting

The review meeting for returning pupils will be held in the second half of the Autumn Term. This meeting will be centred around pupil's progress and pastoral care.

Elementary Parent Open House

There will be two open house sessions for parents to come and visit the Elementary Classroom so that their children can show them their work. These sessions will be hosted by the pupils who will be responsible for taking care of the parents and serving refreshments. One session will be held in the first half of the Spring term and the second session will be held in the first half of the summer term.

Elementary Class Parents Evenings

The school will host an annual parents evening in June for all pupils who are Year 1-4, during the summer term.

Complaints

Alamiyah School believes that every person should be treated with fairness and compassion in every situation. Therefore, prompt and serious attention will be given to any concerns raised by parents about the childcare or operation of the School. Most concerns can be resolved quickly and informally by discussing the issues with the Headteacher . However, if this does not achieve a satisfactory result, there is a clear process for parents to lodge a complaint so that the issue at hand can be investigated further. All complaints are logged and reviewed by Management throughout the year. Complaints forms are available to parents at all times.

Step 1 – Discuss concern/complaint with the Headteacher. Any parent who has a concern/complaint relating to an aspect of their child’s treatment, safety, education, or any other School related issue, should first discuss their concerns with the School Headteacher at the earliest opportunity.

Step 2 - If the concern/complaint has not been resolved then a meeting with the Principal should be arranged at the earliest opportunity to endeavour to resolve the issue.

Step 3 - If the meetings in Stage 1 and 2 does not have a satisfactory outcome, or if the problem re-occurs, the parent should put their concern/complaint into writing and pass to the Principal, who will in turn notify the Governors and launch an investigation.

Step 4 - A letter will be sent to the parent advising that the complaint has been received and will be investigated as a matter of priority. A provisional date will be provided of when the findings will be communicated back to the parent. A meeting will be organised in which the Principal and Governors will discuss the findings and seek an agreed solution.

Leaving Alamiyah School

When the time comes for you to transition out of the school into the next phase of your child’s education a meeting will be held to discuss these details further.

You will also be asked to complete a Leavers Questionnaire : encourage openness in their views and experience of the school in order we can learn and improve expand further ..

AEF Board of Trustees

The Alamiyah Educational Foundation (AEF) Board of Trustees is comprised of the following four people, Dr Angela Misra, Mrs Saahera Motara and Mr Nicholas Hayton and Dr Uzma Ayub. A Committee of Trustees forms the Governing Board responsible for overseeing the management of the School. This School Board is comprised of Mrs Saahera Motara (Chair), Dr Angela Misra (on Maternity) and Mr Nicholas Hayton (Treasurer)

MRS SAAHERA MOTARA

Chair of Governing Trustee Board

HR Governance Lead and Quality Assurance for Teaching, Learning and SMSC

Principal of the School since 2011, Saahera combines her experience in education and industry to undertake key governance and management tasks within the school. She is responsible for the recruitment and retention of staff and ensures that appropriate checks are conducted and recorded. Saahera works closely with the accounts team on the AEF finances having previously worked within the financial sector. Saahera graduated with an M.Sci in Mathematics and Computer Science from UCL and a PGCE in Maths Education from Kings College London. She gained a Certificate in the Arabic Language from SOAS and studied in Damascus, gaining an Ijaza in Tajweed. Saahera has 10+ years teaching experience having taught in a range of secondary schools and at a Montessori Primary School in West Hampstead whilst studying for a Montessori Early Childhood Diploma. Harnessing this experience, Saahera provides direction and quality assurance of the curriculum, teaching, learning and SMSC within the school. She also ensures that the work of the headteacher is supported and any advice on the school operation is provided and that the head and staff are directed to the correct channels of support to ensure a high quality educational provision

MR NICHOLAS HAYTON

Governing Member of Trustee Board

ICT and Comms Coordinator, Payroll and Premises Manager

Nick is currently a Trustee of the Alamiyah Educational Foundation. He is the Network Manager and coordinates the ICT systems. He develops and implements strategies aimed to deliver efficient IT management systems. In addition to these responsibilities, Nick works on the finance team to manage Payroll and to ensure that staff details, policies and procedures are maintained. Nick works as a Quality Assurance Manager at an IT company in London. He graduated with a B.Sc in Information Systems and has over 10 years of experience in his field.

DR ANGELA MISRA

Governing member of Trustee Board

Safeguarding Governance Lead (Governor) and Business Manager

Dedicated to the vision of Alamiyah, Dr Misra works on the strategic development and management of the business and has the role of management consultant for the School. In her role she has the responsibility of planning the future goals and direction of the business in line with the vision of the organization. She also works closely with the Principal and Headteacher on key management functions and troubleshooting. Dr Misra is an Interventions Consultant and Business Manager at TUI. She is currently one of the only female intervention providers in the UK. Dr Misra is also a practising Medical Doctor having graduated with MBBS, BSc, from Imperial College, London. She has recently had her medical research internationally presented at the Association for Research in Vision and Ophthalmology in Denver May 2015 and is awaiting publication.

DR UZMA AYUB

Governing member of Trustee Board

Marketing and Customer Services and Welfare, Health and Safety Manager

Uzma is a recent addition to the Trustee Board and a long standing supporter and volunteer of Alamiyah. She has the role of overseeing the health and safety in the school working closely with the premises manager, Headteacher and Health and Safety Coordinator as well as providing quality assurance on all areas associated with pupil welfare including pupil attendance. Uzma works on reviewing complaints and concerns and ensuring customer satisfaction from all stakeholders. She works on ensuring that communications are efficient and publicity and marketing for the school is effective. Uzma is a practising medical doctor working in an NHS Hospital having graduated from Kings College London with a BSC in Human Nutrition and Basic Medical Sciences and gained a Bachelor of Medicine and Bachelor of Surgery in 2016.

Supporting the School

Joining the PTA [Parent teacher Association]

The Alamiyah School is committed to the belief that the development and growth can be significantly enhanced through the active involvement and support from parents and carers. It is with this intent that the School has established a Parent Teacher Association. The role of the PTA is to establish a strong alliance between parents, teachers and management committee members in order to enrich the School in the following three areas:

Volunteering: to work towards having a dedicated pool of volunteers to assist in regular activities which includes helping set up and maintain extra curricular activities, classroom and outdoor areas. In addition to this we anticipate the support of parents on School visits and events.

Fundraising: to raise funds for the School through regular small scale fundraising activities, encouraging donations and other passive revenue streams.

Community Outreach: To establish regular opportunities for parents to socialise and bond with their children and other parents of the School. This is currently being offered through parent workshops and coffee mornings. The PTA is committed to taking these opportunities out to the wider community of Barking and Dagenham by establishing opportunities for learning outside of the School day through workshops on a wide range of practical and theoretical aspects, lectures and educational courses ranging from home schooling, health, arts and crafts and much more.

This alliance is fundamental to enriching the School and the opportunities it can provide not only to registered parents and children but also to the wider community as a whole.

If you would like to join this exciting team then please contact the School using the contact details provided.

Getting Here

Alamiyah School is conveniently located in a residential road just off Longbridge Road, accessible from the A406 and the A13.

Free parking is available on Marlborough Road and other surrounding roads.

Contacting the School

There are several ways in which you can contact the Alamiyah School, however our preferred method of communication is email:

By email:

Alamiyah School Office: admin@alamiyahschool.org

Principal: principal@alamiyahschool.org

Headteacher: headteacher@alamiyahschool.org

By phone:

020 8595 5999

Parents are welcome to call between the hours of 8am and 5pm on weekdays.

If there is no answer then please leave a message on the answer phone and a member of staff will contact you as soon as possible.

In writing:

If you wish to contact the School in writing then please address your letter to

Alamiyah School
113-115 Marlborough Road
Dagenham
Essex
RM8 2ES

Privacy Notice: Data Protection Act 1998: How we use pupil information

We collect and hold personal information relating to our pupils and may also receive information about them from their previous school, local authority and/or the Department for Education (DfE). We use this personal data to:

- support our pupils' learning
- monitor and report on their progress
- provide appropriate pastoral care; and
- assess the quality of our services

This information will include their contact details, attendance information, where they go after they leave us and personal characteristics such as their ethnic group, any special educational needs they may have as well as relevant medical information.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so. If you want to receive a copy of the information about your child that we hold, please contact: **Mrs Grace Drewell (Senior Administrator and Data Protection Officer)**.

We are required, by law, to pass certain information about our pupils to our local authority (LA) and the Department for Education (DfE).

DfE may also share pupil level personal data that we supply to them, with third parties. This will only take place where legislation allows it to do so and it is in compliance with the Data Protection Act 1998. Decisions on whether DfE releases this personal data to third parties are subject to a robust approval process and are based on a detailed assessment of who is requesting the data, the purpose for which it is required, the level and sensitivity of data requested and the arrangements in place to store and handle the data. To be granted access to pupil level data, requestors must comply with strict terms and conditions covering the confidentiality and handling of data, security arrangements and retention and use of the data.

For more information on how this sharing process works, please visit:

<https://www.gov.uk/guidance/national-pupil-database-apply-for-a-data-extract>

For information on which third party organisations (and for which project) pupil level data has been provided to, please visit: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

If you need more information about how our local authority and/or DfE collect and use your information, please contact our local authority, The London Borough of Barking and Dagenham or visit the DfE website at <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>