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Newton British Academy

Parents Handbook

2025 - 2026

Welcome to the Early Years Foundation Stage

Newton British Academy, Al Dafna

Dear Parents & Friends,

Welcome to a new academic year at Newton British Academy, Al Dafna! We are delighted that your child will be learning within our wonderful EYFS setting. The early years are such an exciting and important time for young children's development and learning.

At our school, we follow the UK Early Years Foundation Stage framework which sets the standards for learning, development and care for children from birth to age 5. Our aim is to provide a safe, nurturing and stimulating environment where children can explore, play, create and start building the foundations for their future learning journey.

The EYFS curriculum covers 7 areas of learning and development - Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. Through a mix of adult-guided and child-initiated activities, we will support your child to make progress in all these important areas.

We see parents as partners in their child's education, so we encourage you to become actively involved. There will be opportunities to share your knowledge about your child's interests, strengths and needs with us. We will keep you updated on their experiences and progress through regular communication.

Starting school is a big step, so we have a careful settling-in process to help your child feel safe, secure and ready to learn. More details will follow, but please don't hesitate to ask any questions you may have.

We look forward to welcoming you and your child to our EYFS family very soon.

Best wishes,

Mr. Spencer (Principal)

EYFS Coordinator's Welcome

Welcome to the EYFS Department at Newton British Academy, Al Dafna Campus. We are delighted to have you and your child join our school community, and we look forward to building a strong and supportive partnership with you during this important stage of your child's learning journey.

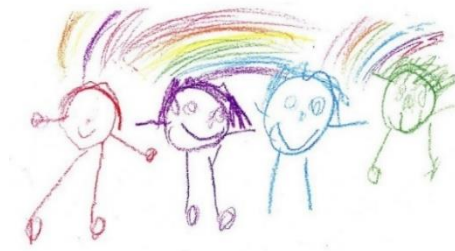
In the Early Years, we believe that children learn best through purposeful play and hands-on experiences. Our goal is to create a safe, nurturing, and stimulating environment where children feel happy, confident, and ready to explore the world around them. Through a play-based approach, children are encouraged to develop curiosity, independence, and a love of learning from the very beginning. Our dedicated and enthusiastic team of Early Years professionals are specially trained in supporting young children's development and have a deep understanding of how they learn and develop. We place great importance on the personal, social, and emotional well-being of each child, and pride ourselves on the strong pastoral care we provide.

We believe that strong communication between home and school is very important for your child's learning, happiness, and overall development. When parents and teachers work closely together, it helps children feel more confident and supported in their school journey. At Newton British Academy, we value building positive relationships with families and encourage regular communication. Whether it's a quick chat at home time, a message, or a scheduled meeting, we are always happy to work together with you to support your child.

This handbook has been put together to give you clear and helpful information as your child begins their time with us. If you have any questions or concerns, please don't hesitate to speak to your child's class teacher. If you need further support, appointments can also be made with the Key Stage Coordinator.

We look forward to working closely with you and making sure your child has a wonderful start at Newton British Academy.

Ms. Almas Patel
EYFS Key Stage Coordinator



COMMUNICATION IS KEY

It is so important that your interaction with the school is constant and up to date. At the start of the year, you will be given access to our communication application – **Class Dojo**. This is where we will post important notices on the class story. It is also where you can contact your child's teacher and school management. It is essential for your child's well-being that you check class dojo daily and are aware of any of the notices sent out by the school.

Should your email address or contact numbers change at any stage during the year then you must update our staff at Reception with your details. It is imperative that we can always get hold of you in case there should be an emergency.

IMPORTANT CONTACT DETAILS:

Telephone numbers	
All Enquiries (also to speak with Parent & Student Affairs Officer)	4414 2294
Reception	3350 8876
Accountant	33523037
Email Addresses	
Mr Spencer Bragg (Principal)	braggs@newtonschoools.sch.qa
Ms. Almas Patel (EYFS Coordinator)	almas.patel@nbadafna.com
Ms. Racha Charafeddine (Parent & Student Affairs Officer)	psofficer@newtonschoools.sch.qa
Reception	info.nba-dafna@newtonschoools.sch.qa

Term Dates

TERM 1 – August to December 2025

Sunday	31st August		Start of Term 1	
Sunday	26 th October	to	Thursday 30 th October	Midterm Break
Tuesday	17th December		End of Term 1	
Thursday	18 th December		Qatar National Day	

No. of teaching days: 74

TERM 2 – January to March 2026

Monday	12th January		Start of Term 2	
Tuesday	10 th February		National Sports Day	
Wednesday	18th February	to	Thursday 19th February	Midterm Break
Monday	16 th March		End of Term 2	
Tuesday	17th March	to	Monday 23rd March	Eid Al Fitr

No. of teaching days: 43

TERM 3 – March to June 2026

Tuesday	24th March		Start of Term 3	
Sunday	5 th April		Western Holiday	
Tuesday	26th May	to	Thursday 28th May	Eid Al Adha
Thursday	25 th June		End of Term 3	

No. of teaching days: 64

Our Vision, Mission Statement and Values

Our Vision

An international community of learners striving for excellence and celebrating success.

Our Mission

We aim to provide the highest quality of education possible for all our students. In doing so, we aim to positively encourage each student to achieve academic excellence, celebrate diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education in a safe, supportive environment that promotes positive discipline and self-motivation. We will provide and maintain a trusting and caring atmosphere where teaching and learning is meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.

Our Values

RESPECT	Self-respect, respect for students/ staff /parents and cultures. Respect for personal and community property.
TRANSPARENT COMMUNICATION	Open and effective communication among students, staff, and parents.
SUPPORT	Support the development of each individual to his/her full potential.
DIVERSITY	Appreciation of all languages, traditions, religions and cultures.
RESPONSIBILITY	Development of responsible citizens through community service and Personal accountability.
ENVIRONMENTAL AWARENESS	Respect for our environment.

School Facilities

At NBA Al Dafna we are very fortunate to have spacious, facilities to help each and every pupil achieve their potential. Each Primary class has access to interactive whiteboards and the internet to aid, develop and enhance learning. We have an ICT suite and a fully stocked library. Our sports facilities are also of high quality with two fully air conditioned sports halls, and a full size basketball/utility court and shaded areas.

Our School Address/Location

Newton British Academy Al Dafna, Building No. 16, Street 970, Zone 63, PO Box 8449, Doha, Qatar

Our Structure

We cater for children in F1 to Year 6 from 3-11 years of age. In Foundation 1 and 2, we follow the UK Early Years Foundation Stage framework.

From Year 1, children begin to access the National Curriculum for England, following the programmes of study for Key Stage 1 (Year 1&2) and Key Stage 2 (Year 3-Year 6).

Year Group	Stage
Foundation 1	Early Years Foundation Stage
Foundation 2	
Year 1	Key Stage 1
Year 2	
Year 3	Key Stage 2
Year 4	
Year 5	
Year 6	

The School Day and Registration

The school day starts at **7:00am** and ends at **12:30pm** for both **Foundation 1** and **2** children.

Registration will be until 7:10am. Any child that arrives after this time should report to the Reception desk to collect a **late** slip which they must give to their teacher. It is important that your child arrives on time for the start of the school day, so they do not miss out on valuable teaching and learning time.

If you wish to collect your child before 12:15pm you will need to fill in an **Early Leave** form online before you come to school.

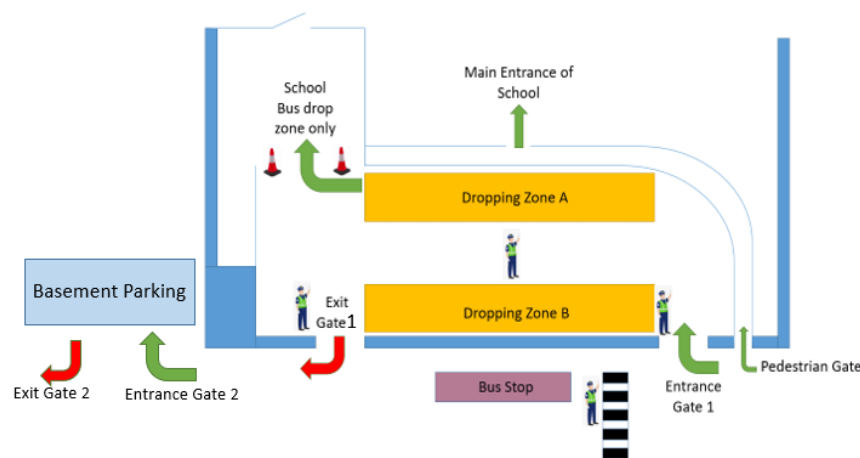
There are two break times for the children to eat during the school day.

For EYFS students who have older siblings in Key Stage 1 and Key Stage 2, or students who will be using the school bus service, aftercare will be provided until 1:40.

All other students MUST be collected at 12:30.

Drop off Procedures

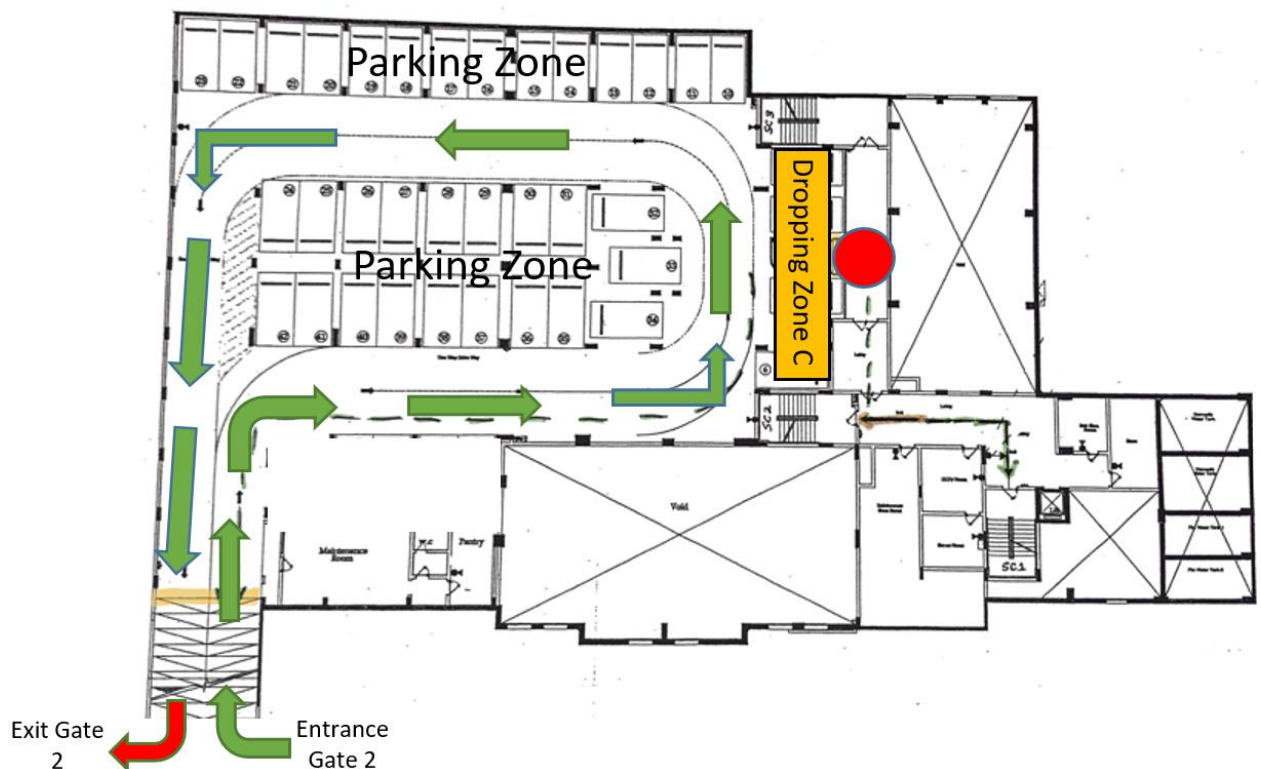
- Due to working on every child's independence, parents will NOT be allowed into the school building to drop off their child.
- Parents will be asked to drive up to the main entrance and a teacher will collect them from the car.
- Please make sure you message your child's teacher on class dojo with any necessary information for your child prior to dropping them off.




Morning Drop Off

- The gates will be open from **6:30am** in order to enable you to safely drop off your children.
- Parents using **Dropping Zone A or B** must enter the school site via **Entrance Gate 1 only** and not stop outside the school gates if more space is available further ahead on the dropping zone.
- Parents using **Dropping Zone C**, must clearly display their dropping zone C pass before entering the basement parking zone at **Entrance Gate 2 only**.
- This is a dropping zone only, **Parking is strictly forbidden**.
- Cars must follow our strict **one-way system**, stopping parallel to the school building as reversing is strictly forbidden in this zone.
- Drivers are expected to exercise courtesy and keep to a maximum **speed limit of 10mph**.
- Please remember to come early to avoid being rushed for time.





- Parents wishing to come into school must park outside of the school building safely off road.
- Additional parking is available in the basement parking deck that can be accessed at **Entrance Gate 2**.
- If you wish to park in the basement, please ensure that your children are supervised entering the building  using the internal door and taken up the stairs following the signs to the reception where the children can go to their designated meeting point.

Pedestrian Gate

- Some parents and children walk to and from school. All pedestrians must use the pedestrian gate **only**, located to the right of Entrance Gate 1.
- **Parking on the road, near the pedestrian crossing, bus stop and traffic lights is dangerous, it causes unnecessary congestion and is against the law.**
- If you intend to walk to school, please **park your vehicle responsibly off road**.
- Safety would improve and congestion reduce, if everyone either parked off road or used **Entrance Gate 1** and the designated dropping zones as shown above.

Collection of children

Parents will be given a card in the first week of school. This card will have:

- A picture of your child
- Your child's class colour and
- Their teachers name

It is imperative that whoever is collecting the child presents this card to staff on duty.

Late collection of children

Should you have an emergency and not be able to collect your child on time it is essential that you call the school in due time to notify us as we will need to explain to your child why your child why you are late. If a child is not collected by the agreed time, we will attempt to contact the parents or the emergency contact person.

Buses

Buses are organised by an external company. All information and contact details are available from the bus coordinator in the Reception area.

Security and Visitors to the School

All visitors to the school must obtain authorisation to enter the school from the security staff. Visitor's details will be entered into the visitor's control book. Visitors will need to hand in their Qatar ID's and they will receive a visitor's pass when visiting during the school day.

We are committed of safeguarding and promoting the welfare of children. We expect all staff, volunteers and visitors to share this common commitment.

Visitor/Volunteer Procedures

1. Visitors/Volunteers must **sign in** at the Main Office.
2. Visitor/Volunteers lanyards must be worn at all times whilst on the school site.
3. Visitors should remain under the supervision of a designated member of staff whilst on site.
4. Please be a good role model to our pupils by being respectful, fair and considerate of others. Remember children may interpret your words/actions differently.
5. All visitors/Volunteers must **sign out** at the main office and return their visitor pass before leaving the site.
6. Regular volunteers will be familiar with the child protection and safeguarding policy.

- **Mobile Phones**

The use of personal phones on school site by **any visitor** is discouraged whilst in school.

- **Photographs**

Photographs must not be taken by any visitors.

- **Health & Safety**

In the event of a fire alarm please use the nearest fire exit and wait at the visitor meeting point.

- **Accidents & Illness**

All accidents, regardless of severity need to be reported to the teacher or team leader.



Our Designated Safeguarding Team

Our designated safeguarding team, Spencer Bragg (Principal), Ashrafa Mohmed (Head of Primary) and Racha Charafeddine (Parent & Student Affairs Officer), have completed Advanced Training for Designated Safeguarding Leads in an International Setting. If you have any concerns, then please contact them as soon as possible.

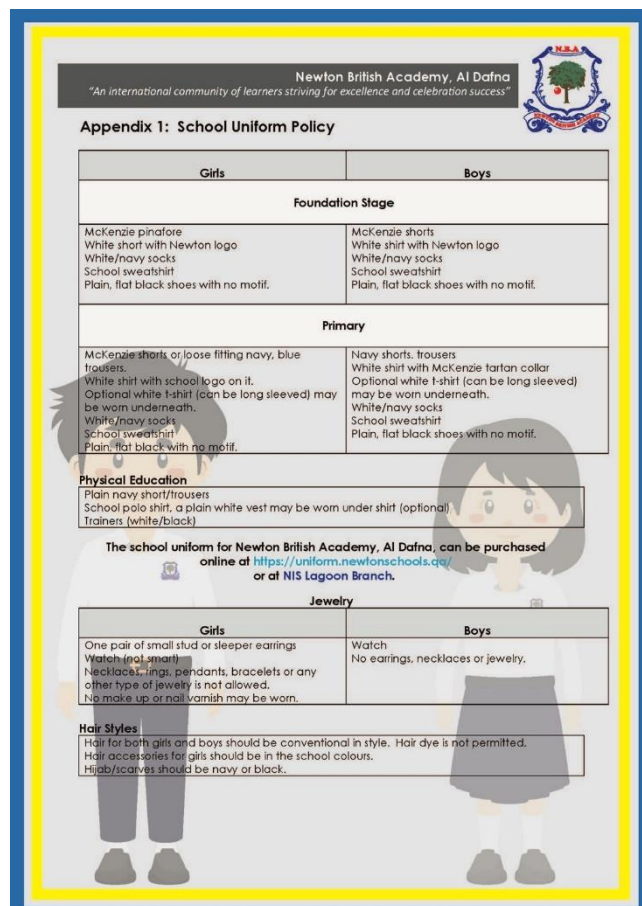
Emergency Evacuation

In the event of an emergency, the alarms will sound. Visitors must evacuate by the nearest emergency exit and meet in front of the visitors sign located to the left of the building as you face it.

Absence and Late Procedure

It is vital that students attend school **every day** in order that they are able to keep up with work. Students who regularly miss days through sickness or other reasons often have problems catching up with work and tend to become frustrated. This can often affect their behaviour and social interaction. Please note that frequent absences and lates may have an impact on your child moving up to the next year group. If for any reason your child will not be able to attend, for example due to illness, or holiday please complete the form in the school reception and inform the class teacher. Should your child be absent for medical reason then please make sure that you give the doctor's note to reception or your child's class teacher. If a child has been absent for 2 days or more then they will require a doctor's note on return to school.

Uniforms



The poster is titled "Newton British Academy, Al Dafna" with the motto "An international community of learners striving for excellence and celebration success". It is labeled "Appendix 1: School Uniform Policy". It features a table with columns for "Girls" and "Boys" and rows for "Foundation Stage", "Primary", "Physical Education", and "Jewelry". It also includes a section for "Hair Styles" and a note about where to purchase the uniform. The poster is decorated with cartoon illustrations of a boy and a girl in school uniform.

Newton British Academy, Al Dafna
"An international community of learners striving for excellence and celebration success"

Appendix 1: School Uniform Policy

Girls	Boys
Foundation Stage	
McKenzie pinafore White short with Newton logo White/navy socks School sweatshirt Plain, flat black shoes with no motif.	McKenzie shorts White short with Newton logo White/navy socks School sweatshirt Plain, flat black shoes with no motif.
Primary	
McKenzie shorts or loose fitting navy, blue trousers. White shirt with school logo on it. Optional white t-shirt (can be long sleeved) may be worn underneath. White/navy socks School sweatshirt Plain, flat black with no motif.	Navy shorts, trousers White shirt with McKenzie tartan collar Optional white t-shirt (can be long sleeved) may be worn underneath. White/navy socks School sweatshirt Plain, flat black shoes with no motif.
Physical Education	
Plain navy short/trousers School polo shirt, a plain white vest may be worn under shirt (optional) Trainers (white/black)	
The school uniform for Newton British Academy, Al Dafna, can be purchased online at https://uniform.newtonschools.qa/ or at NIS Lagoon Branch.	
Jewelry	
One pair of small stud or sleeper earrings Watch (not smart) Necklaces, rings, pendants, bracelets or any other type of jewelry is not allowed. No make up or nail varnish may be worn.	Watch No earrings, necklaces or jewelry.
Hair Styles	
Hair for both girls and boys should be conventional in style. Hair dye is not permitted. Hair accessories for girls should be in the school colours. Hijab/scarves should be navy or black.	

Students should be dressed in full uniform each day. It is an expectation that both parents and students adhere strictly to the required dress code and ensure that students are neatly and appropriately presented at all times.

Your child should wear their PE kit on the day allocated for their PE lesson. The class teacher will inform you on Class Dojo. School uniform must be worn when the children go on school trips.

<https://uniform.newtonschools.qa/>

School Bags

No trolley bags (school bags with wheels) will be allowed in EYFS. The children at this age do not need big bags. We ask you please to enquire with reception or our registrar if you are unsure about which type of bag you can get.

Jewellery

No jewellery should be worn. However, girls are allowed to wear one small, plain pair of gold or silver studs worn in the conventional position in the ear lobe. Hooped earrings are discouraged for safety reasons. Friendship bands, bracelets, bangles, rings and necklaces etc. must not be worn.

Hair

- Pupils should have smart and conventional haircuts
- Hair should be neat and tidy
- Fringes should not obscure the eyes
- Trim lines or other shaved patterns are not permissible
- Boys' hair should not be longer than the top of the shirt collar (unless for religious reasons)

A member of staff may ask girls to tie their hair back if they feel it is in the way. However, girls must tie their hair back for all practical lessons.

Pupils coming to school with extreme colours such as purple, green or bleached hair will be sent home and required to restore their hair to an acceptable colour.

Hair ornaments should be plain and kept to a minimum, in navy blue black or white and in keeping with uniform.

Decorative or elaborate hair ornaments are not permissible.

Henna

Henna is acceptable for religious/cultural reasons.

Nail varnish is not permitted.

Settling in Process

Settling into EYFS is an important time for young children. For some children this will be the first time they may have been left with another person and often the first time they have been left in a larger environment. Children will sense when a parent is anxious and uncomfortable with the new setting, and this in turn can have an impact on the child's ability to settle in. For this reason, it is important for parents and staff to work together to help the child feel confident and secure in their new environment.

Please use the next couple of months to talk to your child about what they should expect when they come to school. A child who is anxious and unhappy will have difficulty settling in and learning.

To help you and your child settle into school we suggest the following (Applicable to the Early Years Foundation Stage and Key Stage 1):

- Before their first day at school, talk about school and all the fun and interesting things they will be able to do every day, as well as the new friends they will play with.
- It is extremely important for your child to see that you trust their teachers and have a good relationship with them. Your child looks to you for guidance and security and will

feel a lot more comfortable when he/she sees that you are comfortable and happy for them to stay with their classroom teacher and teaching assistant.

- Please be on time when dropping and collecting your child from school. It is a very important part of the settling process for your child to know they will be collected from school. Children find it particularly distressing when they see other children being collected by their parents while they are waiting for you to arrive. This allows them to relax during the school day knowing they will be collected at the same time as their classmates.
- Please be consistent with their attendance. Children need to develop a school routine to help with the settling in process. Taking a child home because he/she cries teaches that child that crying means going home with Mummy or Daddy and causes further difficulty with the settling in process.
- Please remember, the more your child comes and experiences the activities on offer and sees you interacting with the staff, the more settled she/he will feel.
- Talk to your child about their school day. By showing an interest in their day, you are showing him/her that you value their learning and school day.
- Read them stories about a child's first day at school. Read to them as many as you can and as often as possible. Some great examples of these are:

1. The kissing hand by Audrey Penn
2. The invisible string by Patrice Karst
3. Rosie goes to school by Karen Katz
4. Monkey not ready for Kindergarten by Marc Brown
5. Spot goes to school by Eric Hill
6. I am too absolutely small for school by Lauren Child
7. The night before school by Natasha Wing
8. Maisy goes to school by Lucy Cousins
9. Curious George's first day of school by Margaret & H.A Rey's
10. If you take a mouse to school by Laura Numeroff
11. First day jitters by Julie Danneberg
12. Dear Teacher by Amy Husband
13. Harry and his Dinosaurs go to school by Ian Whybrow

- Most importantly, always reassure them about the fact that you will be back to pick them up and if anything happens, the teacher will call you and you will come immediately.

First week of school

The timings for all EYFS children in the first week of school will be **7:00am - 10:30am**. Please talk to your class teacher in regard to the settling in routines, we hope that working with parents we can provide the best possible start for your child's entry in school, laying firm foundations for the future.

Parent / Teacher meetings

At the beginning of the year, parents are invited to attend a Parents Welcome meeting where the coordinator and teachers will give you an overview of the Early Years Foundation Stage Curriculum. You will also have a chance to ask your child's teacher any further questions regarding the curriculum.

Parent Teacher Interviews are held in each of our 3 terms, which are excellent opportunities to discuss your child's development and progress. Please try to ensure that you attend these meetings. If you do however wish to meet with teachers at any other time, you are more than

welcome to schedule an appointment. Appointments can be made by telephone or by messaging your child's class teacher via Class Dojo.

Teachers cannot be disturbed during their teaching time. Please do not try to talk to the teacher if it is after 07:00am. You may also meet with the EYFS Coordinator by making an appointment at the Reception desk. This should only be done if you have already contacted the teacher.

Parents as Partners

Educational research has shown that children who have support from Parents at home achieve more at school. This is why we include you in our online learning journal, Tapestry. It is a great way for you to view and show your child's progress. In the same way that Parents have expectations of the school, the school also has expectations of parents. We ask parents to support their child and the school. At Newton British Academy, Al Dafna we encourage parents to take an active role within their child's education. During the year there will be additional opportunities for parents to get involved in school activities.

Parental Involvement and the PTA

We encourage all parents to become involved in their child's learning. Educational research shows that children whose parents are involved in any form or manner at their school, are more motivated and committed to their studies. It is also important to note that older children are just as reliant on their parents' support as younger children.

We welcome any assistance you might be able to provide. As our school grows and improves so does the breadth of opportunities we can provide for your child and which you can offer the school.

We have an active PTA who support teaching and learning as well as special events at the school. If you feel you would like to support the school or if you want to be a part of the PTA group, which helps focus parental participation in school life, please do not hesitate to contact the school.

Please use the email address below in order to contact our PTA Committee.

pta@nbadafna.com

Introducing our PTA Committee



Name: Neumann Dias

Nationality: Indian

Occupation: IT Systems Engineer

Length of time in Qatar: 30+ years

No. of children: 2 (1 at NBA Al Dafna)

Length of time within NBA Al Dafna community: My Son, Zayne Dias has been with NBA Al Dafna right from FS1

It feels like, just yesterday our son Zayne embarked on his incredible journey in Foundation Stage 1 at NBA Al Dafna in 2017-2018.

The experience has been truly extraordinary, filled with enriched learning, exciting activities, wonderful new friendships,

exceptional teachers and staff, and countless cherished memories.

We are immensely grateful for the outstanding education and unwavering care provided. The invaluable values and lessons learned will remain with Zayne throughout his life. As parents, we feel incredibly blessed for these remarkable years at NBA Al Dafna.

We extend our heartfelt gratitude to the entire NBA Al Dafna community. A special Thank You to the dedicated teachers and staff for your unwavering commitment and hard work in nurturing our child's growth and development. Your efforts have made a lasting impact on Zayne's educational journey.



“Hi, I’m Sadi Aleem Mohammed! Originally from the beautiful islands of Trinidad and Tobago, I’ve called Qatar my home for the past 16 years. I work as a Lead Application Analyst (Hydrocarbon Accounting) at Qatar Energy, where I have the privilege of leading a talented team to manage one of the company’s highly complex and critical applications. My role demands technical expertise, strategic planning and problem-solving to ensure seamless operations.

Beyond my professional life, I’m a proud father of two boys who inspire me every single day. My journey with the NBA community began 6 years ago, and I’ve been actively involved with the PTA committee since its very inception. For me, being part of the PTA is more than just a role—it’s a commitment to ensuring that our children are nurtured in a safe, supportive, and inspiring environment. I believe that when parents and educators work hand in hand, we create opportunities for our children to thrive and grow with confidence.

Family is at the heart of everything I do, and I’m passionate about using my voice through the PTA to help shape a brighter future for our kids. Whether it’s maintaining high standards in critical applications or advocating for the best in education, I am driven by the belief that strong foundations lead to lasting success. I look forward to continuing this journey alongside such a dedicated community!”



Name: Mohammed Almarei
Nationality: Syrian / Türkiye
Occupation: General Manager
No. of children – 4 children with 1 boy and 1 girl attending NBA Al Dafna
PTA Committee Member Since 2021
Lives in Qatar since 2013

As a proud member of the PTA Committee at Newton British Academy - Al Dafna, I am honored to be part of a team that serves as a bridge between our dedicated school staff and our vibrant parent community. I believe that strong collaboration between home and school is the foundation for student success — academically, socially, and emotionally.

My role in the PTA is not only about supporting school events and initiatives, but also about listening, sharing ideas, and working together to ensure that every child thrives in a safe,

inclusive, and inspiring learning environment. Whether it's helping organize activities, raising concerns, or simply being a voice for fellow parents, I am committed to making a positive impact.

I look forward to continued partnership with all members of our school family and welcome your thoughts, suggestions, and involvement. Together, we can make a meaningful difference in our children's education journey.



Name: Ghadir Mahgoub

Nationality: Sudan

Occupation: Director of Investments

Length of time in Qatar: 18 years

No. children: Two, Nadia and Noor

Length of time within NBA Al Dafna community: 2 years

Personal messages: Proud mother of Noor and Nadia, and a strong believer in teamwork between parents and the teaching community, which is why I am here, to listen, support, and cheer on every child's success!

My name is Batul Udaipurwala. I am an Indian national, a proud homemaker with 3 wonderful daughters, and look to be an involved parent at school through the PTA. I started my journey in Qatar in 2012, which makes my 13 year old to this wonderful country. I hold a Bachelor's degree in Finance and Auditing, which helps me bring a thoughtful and organized approach to everything I do. Supporting my child's education and contributing to the school community are very important to me, and I enjoy working alongside teachers and other parents to create a positive environment for our children. My kids have joined NBA Dafna in 2020. Excited to be on this journey and help nurture our kids' lives.



Pastoral

Every student has the right to develop as a person both in and out of the classroom. Teachers promote positive relationships within the school community, and these are reinforced in lessons, assemblies and at breaks. The class teacher is a key factor in the overall responsibility for student care and welfare. You class teacher is your main link between school and home. Positive relationships are built between teachers, students and parents to ensure everyone feels safe and secure in their school environment.

Pupil Behaviour

Here at NBA Al Dafna we aim to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school at all times
- Outline the expectations and consequences of behaviour

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Our mission at NBA Al Dafna, is for our learners to have integrity, respect and to be safe. We want our learners to be independent and motivated to be the best they can be. Therefore, we have key rules and expectations which underpin not only our philosophies, but also our principles and our day to day practice.

We are Ready.

We are Respectful.

We are Safe.

For more information, please refer to our Behaviour Policy.

Health and Safety

Good health will help your child's ability to learn and achieve at school and throughout his/her life. Therefore, we stress the importance of good nutrition, adequate sleep, good hygiene and regular exercise.

The School assists in this health education and maintains health records on each child so that the best care and treatment can be given. Parents are notified of any problems. Injured and ill children are assessed and treated accordingly. Many of our teaching staff and support are trained in basic first aid and CPR. There is always a medical staff member on hand. Regular fire drills will also occur so that in the event of a fire, students are aware of what to do, how to exit the buildings etc.

Please assist by making sure that we have up to date medical information regarding your child. Do not send your child to school if they are ill or have a temperature. Notify the school doctor immediately if your child contracts a contagious illness. The child cannot return to school unless a medical certificate is provided. If a child is taking medication, please inform the nurse in the building. The following table gives the exclusion periods for some common illnesses.

The School Nurse

- We have an experienced and well-trained school nurse on site throughout the entire school day.
- It is essential that you keep us informed of any changes to your contact details, as well as provide us with an additional emergency contact where appropriate. This will enable our nurse to reach you promptly should your child become unwell or sustain an injury during the school day.
- Upon initial assessment, the nurse will provide you with an update on your child's condition and, if necessary, recommend that you collect them from school or seek further medical attention.



- Parents are not permitted to collect their children due to medical reasons without the recommendation of our school nurse. This is to ensure the safety and well-being of all our students.
- In rare and extreme cases, the nurse may call an ambulance if they deem it necessary. You will be notified immediately afterwards and provided with details of your child's condition and the location where they will be treated.

The school clinic is conveniently located on the ground floor, to the left of the main entrance after the school canteen. In addition to our dedicated nurse, most of our staff are also trained in basic first aid and CPR, further demonstrating our commitment to the health and safety of our community.

Sickness

Please assist us by making sure that we have up to date medical information on your child. Do not send your child to school if he/she has a temperature. Pupils with a temperature above 37.7° should rest at home. Parents will be notified to collect their child as soon as possible with paracetamol (for children) administered upon parental consent.

Children with a raised temperature will not be sent home on a school bus as it is the parents responsibility to collect sick children from school.

Notify the school nurse immediately if your child contracts a contagious illness. The child cannot return to school unless he/she brings a medical certificate.

The following table gives the exclusion periods for some common illnesses.

Medication

Children are not permitted to carry medication at any time.

If your child needs medication in school, it is imperative that parents or designated adults physically bring in the medication and take it to the school nurse, discuss the matter and sign a **written consent form** enabling the nurse to administer medication to your child.

All medications must be properly labelled and must clearly **prescribed by a doctor** and in the original containers/packaging.

Administering Medication

Medication will only be administered by our school nurse with parental consent and only if it is absolutely required.

All medication, including asthma inhalers/pumps, are to be clearly labelled and stored in the clinic.

Chicken pox	7 days or until lesions have healed
Measles	7 days
Mumps	14 days
Rubella (German measles)	10 days

Head Lice	Once the child has received treatment and ALL the lice and nits have been fully removed. All linen and clothes the child has come into contact with should be washed on hot. Remember a second treatment is needed 7-10 days after the first treatment to prevent a re-infestation.
Conjunctivitis	Until treated and there is no discharge from the eye or any discolouration.
Sickness and Diarrhoea	48 hours

Accidents and Sickness

If a student is ill or injured during the day, the school nurse will assess the child and will contact parents if necessary. Parents may not come into school to remove a student on the grounds of ill health without prior notification from the nurse. If you have arranged any doctor's appointments that would take place during school hours, please inform the class teacher in the morning.

If your child has been absent for any medical reason, then please make sure you hand the medical certificate to Reception as soon as they return to school. If a child has been absent for 2 days or more then they will require a doctor's note on return to school.

Toileting

All children enrolled in Early Years should be fully independent with their toileting. Children in nappies or pull ups will be sent home immediately for further toilet training. They can return to school after a minimum of 5 days or once they are able to go to the toilet independently.

Should children have 3 bathroom accidents at school they will be asked to go home to be toilet trained for a minimum of 7 days or until they are able to go to the toilet independently. If a child is still not independent after they have spent time at home, then they will be requested to spend time working on this at home. They will be able to return to school once they are independent with their toileting.

Fire drill

Regular fire drills will occur at different time of the year so that in the event of a fire, students are aware of what to do, how to exit the buildings quickly and without panicking.

Healthy Eating

At Newton British Academy, we are committed to promoting a healthy lifestyle and recognising the vital role that a balanced diet plays in supporting our children's well-being and learning.



Please be reminded that our school has a strict nut-free policy due to severe allergies among some of our students.



We kindly request that you refrain from sending any nut-based products to school. Additionally, we discourage the sharing of food during the school day.

To ensure a nutritious start to the day, we encourage you to provide your children with a healthy breakfast before they arrive at school. For snacks and lunches, we recommend packing healthy sandwiches, salads, fresh fruits, bread with hummus or dips, cereal bars, or crackers. Water or natural fruit juices are also excellent choices.

Please note that chocolate, crisps, candy (including chewing gum), and carbonated drinks are strictly not permitted within the school premises.

Birthday Celebrations

Birthdays are recognised during school assemblies. We would prefer a low scale celebration. Parents may send cupcakes individually wrapped up for the class but avoid any gift bags or large cakes that require cutting and additional plates and cutlery.

Water & High Temperatures

Due to high temperatures and humidity in Doha we ask all pupils to bring in a water bottle to school each day. Water dispensers are available around the school building for staff and pupils to refill water. Everyone is encouraged to drink as much water as possible to avoid dehydration.

The school constantly monitors temperatures and humidity levels. Should the temperature go above 45 degrees then pupils will remain inside. We reduce outside play. In extreme conditions, following MOEHE guidance, we may contact parents to coordinate a reduced school day, for example, an 11:30am collection.

Rain and Sandstorms

On the rare occasions that rain does occur during the school day, the playground may become slippery when wet. To ensure safety of the pupils, we will organise indoor play, where they are supervised by teachers.

In the event of high winds bringing sandstorms during break, pupils will remain indoors for health reasons.

School Closure

In the event of a school closure e.g. due to severe weather we will communicate via Class Dojo and provide remote learning opportunities for our children consisting of shared resources, materials and remote live teaching delivered via Google Classroom.

The Curriculum

The EYFS (Early Years Foundation Stage) is child centred and play based, with carefully chosen areas of play set up around the room. This is done in accordance with the specific curriculum areas and current interest of the children. During a typical day, teachers and their assistants will work with children in groups, to scaffold student's individual learning.

The Early Years Foundation Stage Framework



A full version of the parents' guide to the EYFS is available online:

<http://www.foundationyears.org.uk/>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

The EYFS sets the standards for learning, development and care for children from birth to 5 years of age. The principles which guide the work of our Early Years Professionals are grouped into four themes. They describe how early years' settings should support the development, learning and care of young children:

A Unique Child - every child is a competent learner from birth who can be resilient, capable, confident and self-assured

Positive Relationships - children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person

Enabling Environments - the environment plays a key role in supporting and extending children's development and learning

Learning and Development - children develop and learn in different ways and at different times; all areas of learning and development are equally important and inter-connected.

Areas of Learning and Development

There are seven areas in which our Early Years Professionals support children to learn and develop. There are three prime areas and four specific areas.

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas:

- Expressive Art and Design

- Literacy
- Mathematics
- Understanding the World

Phonics

Little Wandle Letters & Sounds

<https://www.littlewandlelettersandsounds.org.uk/>



We teach phonics using a systematic synthetic phonics programme called Little Wandle which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school from Foundation 1. Parents will be provided with workshops in order to

provide information and guidance how to further encourage and improve your children's reading, writing and mathematics knowledge and understanding.

Outside Play

The outdoors is the very best place for children to practise and master emerging physical skills. It is in the outdoors that children can fully and freely experience motor skills like running, leaping and jumping. The outdoors has something more to offer than physical benefits. Cognitive and social/ emotional development too. Outside, children are more likely to invent games. As they do, they're able to express themselves and learn about the world in their own way. They feel safe and in control, which promotes autonomy, decision-making, and organisational skills. Inventing rules for games promote an understanding of why rules are necessary. The EYFS environment is regularly risk assessed by all the staff in the EYFS unit. We will always take any serious weather conditions into account; however, it is important for all children to play outside every day. In light of this we ask that every child bring a labelled **Newton** hat to school every day. We adhere to a strict NO HAT NO PLAY policy. The children must have a hat in school every day so they can access the outdoor area. During the cooler months please could you make sure your child has the Newton jersey or fleece so that they will be warm enough when going outside.

Parent Workshops

Throughout the year we offer a range of parent workshops to teach you how to use the applications we use as well as how we teach according to the British Curriculum. We strongly encourage parents to attend these workshops so that they can better support their child's learning at home. EYFS children require a lot of reinforcement and repetition to grasp all the concepts introduced to them.

Learning Support AESN

Here at Newton British Academy, Al Dafna, we have a dedicated AESN (Additional Educational Specific Needs) department led by Mr. Halley and his assistants. Mr. Halley and his team provide additional support and guidance to class teachers & parents, following their request for help.

At NBA, Al Dafna:

- We aim to build an ongoing, holistic understanding of each pupil's learning needs through regular assessment and input from parents, the pupil themselves, and specialist professionals (when required)
- Our teachers use the assessment information to make decisions about the next steps for teaching your child.
- Learning support involves understanding each student's individual needs through assessment, empowering teachers to make decisions, and providing tailored support like specialist staff, technology, therapies, etc. to enable students to make progress and become more independent and happy learners who feel that they belong.

You, as parents are key to the development of any additional strategies to further support your children with clear channels of communication pivotal.

Step 1: Teacher assesses and gathers evidence.



Step 2: The teacher employs a range of strategies



Step 3: Teacher shares any concerns with parents
and they agree to refer to AESN department



Step 4: AESN team review evidence
and a bespoke plan is drafted



Step 5: Parents are consulted and the plan
and review date are agreed



Step 6: Progress is made and plan is reviewed accordingly.

If progress slow or not evident then the parents and school

might agree on seeking the external assessment by an expert e.g. Educational Psychologist

Pastoral Care

At Newton British Academy, we firmly believe that successful schools strike a balance between maintaining high expectations and fostering strong relationships, ultimately cultivating a sense of belonging. When your child feels safe and happy within our school community, we have succeeded in laying the foundation for their success.

Our commitment to pastoral care, ensures that every child has access to an attentive adult who will listen to them whenever necessary. In addition to our dedicated teaching staff, we have a School Counsellor, Ms. Racha, who also serves as the person responsible for Parent & Student Affairs.

We understand that a nurturing and supportive environment is crucial for your child's overall well-being and academic growth. Our team is dedicated to providing a caring and inclusive atmosphere where each student feels valued and supported throughout their educational journey.

Parent & Student Liaison/School Counsellor

The school counsellor supports teachers, parents and the pupils. Parents may come in school for any queries or to express their concerns to the counsellor. Pupils are encouraged to see the counsellor for any friendship or school related issues. The school counsellor also intervenes with any behaviour concerns or disclosures and provides appropriate support to pupils, parents and staff in the situation.

All about Foundation 1

In Foundation 1, the children are encouraged to become independent and responsible such as making the right choices in their daily lives. The curriculum focuses on the prime areas of the EYFS as mentioned earlier. The environment is designed to help children develop their social and emotional skills such as getting along in a group and managing conflict in a positive manner, developing communication and language skills by listening to others and taking turns in conversation and motor skills, such as pencil control and developing spatial awareness.

We use EAL strategies (English as an Additional Language) to support children's language development through conversations and activities.

Children in the early years learn through play; play provides many opportunities for learning. The curriculum is delivered in a way that suits children's playful nature. By following their interests, the teachers support the children's development in all areas by creating and offering suitable and challenging activities. Children are active learners and therefore we limit the use of worksheets.

What you can do to support your child's development in Foundation 1

Please encourage your child to:

- Eat independently

- Clean themselves when using the toilet
- Express their needs to an adult
- Practice counting out loud, such as when climbing the stairs
- Point out familiar letters in the environment.
- Sing number rhymes and songs
- Make marks as with different tools, such as chalk, crayons and paint
- Read stories that your child enjoys regularly and then spend time discussing what you have read. Always read to them before they go to bed. It sets a good routine and is so important for children to be exposed to books every day.

All about Foundation 2

In Foundation 2, the children will continue to develop the skills to be independent and responsible. The curriculum will also focus on the specific areas of the EYFS such as literacy skills, recognising the letters and sounds of the alphabet, which will help the children to read and write. In mathematics, children learn about numbers, shapes and measurement. They will also learn about the world around them and be encouraged to express themselves through art and design, role play and music.

What you can do to support your child's development in Foundation 2

Please encourage your child to:

- Recognise shop signs and other familiar signs, as well as simple labels in the supermarket
- Recognise and write their name
- Play simple board games
- Count everyday objects, such as how many spoons and plates on the table
- Recognise and write numbers
- Try to use their knowledge of the letter sounds to read and write small words, such as cat, hat, pin, etc.

When reading stories that your child enjoys, spend time talking about the title and picture on the front page; as you read the story, ask questions about the characters and where the story takes place. You can also ask your child how they think the story will end and then discuss how they would change the ending of the story if they could.

On-going observations and assessments

The teachers will do on-going observations to assess and monitor each child's progress. This will provide them with the information needed to plan for appropriate and individualised learning opportunities.

Online Learning Journeys

Each child will have an electronic 'Learning Journey'. This is where the teacher keeps a record of the progression a child has made in different learning areas. It will contain photographs and observations to show the progress your child has made. Towards the middle of term 1, parents will be given access to their child's 'Learning Journey' online. This will enable you to see the

observations made by your child's teacher as well as add your own observations from home. Please make sure you check it frequently.

Reports

Reports are based on the Early Years Foundation Stage Curriculum of England (DfE, 2021). These reports are progressive, and your child will be working towards meeting their age-related expectations for the year. Ideally at the beginning of the year your child will start at 'beginning to work towards age related expectations' and work their way on to 'meeting age related expectations' by the end of the year. Parents will have the opportunity to attend parents' meetings and are welcome to discuss their child's progress regularly with the class teacher, team leader or key stage coordinator.

Homework

In the Early Years we will provide suggested activities for the children to complete, however, these are not compulsory, instead they are something you and your child may enjoy doing after school. One way to help your child is to read to them for a short time each evening.

In EYFS, the children will begin to receive wordless and decodable reading books. They will also get access to Bug Club so that they can read books online at home. Reading is such an important habit to start with children from an early age.

Activity Weeks

Newton British Academy runs many activities weeks throughout the year. The students find the weeks very enjoyable and learn a lot whilst having fun and showing off their costumes. We would love to see homemade costumes creatively made with things from home or cardboard. However, we do understand it is sometimes easier to order a costume. Here is a list of our fun days so you can plan ahead:

Term 1:

House Colour Day (children come to school wearing a t-shirt in their school, house colour)

Pyjama Day (children come to school in their pyjamas)

Nursery Rhyme week (Children come to school dressed as a nursery rhyme character)

Colour Day (Children come to school with a crazy hair style and colourful clothes)

Healthy eating week (Children come dressed as their favourite fruit or vegetable)

International Day (Children wear traditional clothes from their home country)

Qatar National Day (Children wear traditional Qatari clothing)

Term 2:

Book week (Children come dressed as their favourite book character)

Sports Day (Children should wear a t-shirt in their school, house colour)

Garangao Day (Children wear their Garangao clothes)

Term 3:

Pirate Day (Children come to school dressed up as pirates)

Once upon a time (Children come to school as a princess/prince or superhero)

Teddy Bear's Picnic (Children will come to school with their favourite teddy bear and bear ears)

Helping Your Child Succeed in School

By promoting your child's health and wellbeing, you are best preparing them for success in school. Here are some ways of achieving this:

1. Encourage Physical Activity

- a. Provide opportunities for active play both indoors and outdoors
- b. Go for family walks, bike rides or visit parks and playgrounds regularly
- c. Limit sedentary time like watching TV or using tablets/phones
- d. Make physical activity fun through games, dancing, sports etc.

2. Promote Healthy Eating Habits

- a. Offer a variety of fruits, vegetables, whole grains and lean proteins
- b. Limit sugary drinks, candy and processed snacks
- c. Involve children in meal planning and preparation
- d. Model healthy eating yourself as children learn by example

3. Prioritise Sleep

- a. Establish a calming bedtime routine
- b. Ensure the sleep environment is quiet, cool and dark
- c. Limit screen time before bed (minimum 1 hour before sleep)
- d. Stick to consistent sleep and wake times

4. Foster Emotional Wellbeing

- a. Build a nurturing relationship through quality time together
- b. Teach emotional literacy to help children identify and express feelings
- c. Provide opportunities for creative outlets like art, music, dance
- d. Model and encourage positive self-talk

5. Limit Screen Time

- a. Set reasonable limits on TV, tablets, phones etc.
- b. Choose quality, age-appropriate content
- c. Engage in other activities as a family like reading, games, outdoor play

6. Nurture Social Skills

- a. Arrange playdates to build friendships
- b. Teach sharing, taking turns, conflict resolution
- c. Get involved in community activities
- d. Model kindness, empathy and respect for others

Frequently Asked Questions

▪ **Why is there so much paperwork to complete?**

It is of the upmost importance that we obtain as many details about your child as possible to ensure their welfare at school. During the first week you will be asked to complete some information forms – please make time to do this while at school.

▪ **How do the teachers communicate with the parents?**

Your child will receive a log in code for a **Class Dojo** account, which is the main way teachers and parents communicate. It is vital that we have your correct email address in order to set up these accounts. Each month you will receive a newsletter which includes event information, updates and curriculum information.



▪ **I haven't experienced the British curriculum before. How will I learn more about the curriculum?**

We will be holding Parent workshops throughout the year. It is really important that you attend all parent workshops so that you can better support your child at home.

▪ **What do you expect from parents?**

We would like parents to be as involved as possible. We are constantly sending messages on Class Dojo, and it is so important that you check Class Dojo and Tapestry every day. Uploading videos of your child learning at home is so important and we expect these videos throughout the year.

▪ **What does my child need to bring to school?**

- ❖ A healthy snack (enough for the whole school day)
- ❖ A labelled bottle of water
- ❖ A spare change of clothes (labelled with the child's name and class)
- ❖ A pack of wet wipes
- ❖ A sun hat

▪ **How can parents get involved with their children's school life?**

There are many ways to get involved:

- ❖ Tapestry
- ❖ Parent/teacher meetings
- ❖ Parent Teacher Association
- ❖ School events
- ❖ Class story or activity time
- ❖ Parent Workshops

▪ **What if my child cries on the first day?**

Don't worry! It is quite normal for young children to become upset when entering a new school. All the teachers and other adults are used to this and they will do all that they can to make your child feel safe and eventually settled in their new environment.

▪ **How often will my child go outside?**

It is important for children to be able to get some fresh air every day.

During the cooler months, children will have regular access to the outdoor areas, however we do ask that children **always wear a hat and have water with them.** During the hotter month's children will spend very little time outdoors; this will be monitored closely by teachers and the Coordinator.

▪ **How is children's learning assessed?**

Children are assessed by:

- ❖ A baseline assessment is done at the start of every year

- ❖ Regular teacher observations
- ❖ Regular assessment based on the 7 areas of the EYFS curriculum
- ❖ Parent observations from home on Tapestry

▪ **What happens if my child has an accident at school?**

Any incidents that happen at school will be logged in an incident report. A copy will be kept with the nurse, one given to the teacher and one to the parents. Our school nurse will be available at all times to tend to any child who might be sick or hurt. They are also available for any queries regarding medication at school.

▪ **How do you manage children's behaviour?**

At NBA we promote positive behaviour and rewards. Children will be rewarded for good behaviour, kindness, good work and anything a member of staff sees positive and worthy of rewarding. There are times when children misbehave, and this will be dealt with appropriately. Children will be spoken to by the class teacher and an opportunity to reflect on their actions for a short time. In serious cases of misbehaviour, the parents will be informed and possibly asked to meet with the class teacher, counsellor or coordinator.

▪ **What happens if I am late collecting my child?**

The Foundation Stage day finishes at 12:30pm. Children must be collected by an adult on time. However, we do understand that things happen, and you may be late to school. We would appreciate a phone call to inform the school if you are going to be late for your child.

▪ **Who should I speak to if I have a concern?**

Please feel free to speak to your class teacher if you have any concerns or queries. If you are still not satisfied, you can discuss it with our Early Years Coordinator. If you are still not satisfied, then you can talk to our Ms. Racha our school parent and student affairs officer. Please try to speak to your child's teacher and then team leader before you speak to senior management.

▪ **Can my child bring their favourite toy to school?**

No, please don't let your child bring any toy to school unless specifically requested by their teacher. Toys very often get lost or damaged and your child's teacher cannot take responsibility of these toys.

▪ **Can my child celebrate their birthday at school?**

Yes, we do celebrate birthdays at school. However, please note we do not accept birthday cakes. Parents need to bring individual cupcakes for the class. You can also bring a juice box for each child as a special treat.

▪ **Do the school hours change in Ramadan?**

Yes, our school hours are reduced during Ramadan. Please make the necessary arrangement in advance so that your child is dropped off and collected on time. It is so important your child attends school every day. They miss such vital learning when they are absent.

