



**EARLY YEARS
FOUNDATION STAGE
PARENT HANDBOOK**

**ACADEMIC YEAR
2023/2024**

**ENOUGH
FOR ALL,
FOREVER.**

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1. The Arbor Vision and Mission

Enough for all, forever.

We are guided by an ethic of material sufficiency - **enough** for all, forever.

We are guided by an ethic of equity – enough **for all**, forever.

We are guided by an ethic of responsibility to future generations – enough for all, **forever**.

Arbor School's mission is to provide an education that connects our community with the natural world and inspires us to imagine and build a future in which all may flourish.

We endeavour to achieve this through approaches to teaching and learning that:

- integrate the principles and concepts of sustainability, ecoliteracy and environmental justice to develop practical understandings of and solutions to authentic issues;
- promote academic excellence, character strengths and sustainability competencies as interrelated learner outcomes;
- recognise students' prior knowledge and interests as catalysts, and use inquiry to investigate complex questions about our world and the human experience;
- value both established and newly gained knowledge and understanding as a basis to challenge assumptions and beliefs about social, economic and environmental systems;
- provide regular opportunities for direct experiences in natural and built environments that build the sense of agency and self-efficacy needed to take effective action;
- frame learning in the exploration of what it means to live well in a place, as a pathway to exploring global roles and responsibilities;
- advance critical thinking, systems thinking and futures thinking; and recognise perspectives and challenge injustice and inequity

Arbor School is a diverse and welcoming community that nurtures curiosity and celebrates the connectedness of humans with the natural world. Arbor recognises and addresses the unique academic, social, emotional, and physical needs of each individual and strives to build a culture of human flourishing, social harmony and ecological abundance.

2. Head of Primary Welcome



Dear Early Years Foundation Stage Parents and Guardians,

As the proud Headteacher, I extend my warmest greetings to you and your family and warm welcomes to a brand new school year at the Arbor School! We are filled with pride and joy as we embark on this exciting journey with your little ones in our FS1 and FS2 classes. Our School is dedicated to providing a nurturing environment where curiosity, independence, and the power of play are both celebrated and cherished.

We believe that the early years of education are vital in shaping a child's future. Our team of passionate educators are committed to fostering a love for learning and ensuring that each child feels valued, safe, and supported. We understand that every child is unique, and we celebrate their individuality, encouraging them to explore their interests and express themselves freely.

At Arbor, we firmly believe in the transformative power of play. Play is more than just a fun activity; it is a fundamental aspect of a child's development. It sparks their imagination, enhances problem-solving skills, and cultivates social-emotional growth. Our classrooms and range of additional Arbor facilities have been thoughtfully designed to inspire and engage young minds. They are filled with stimulating materials and opportunities for exploration, encouraging children to take risks, make discoveries, and learn through hands-on experiences. While play is at the heart of our approach, we are equally committed to maintaining academic excellence. We understand the importance of providing a solid foundation for future learning. Our dedicated teaching staff employ a variety of developmentally appropriate strategies and resources to ensure that each child reaches their full potential across all seven areas of their learning and in the wider context of their schooling. We value the balance between child-led learning and structured activities, ensuring that academic progress is achieved in a way that respects and nurtures their unique capabilities.

Beyond academic and personal growth, Arbor is proud to be an environmentally conscious establishment. We believe in instilling ecological responsibility in our young learners, helping them understand the importance of caring for our planet today and tomorrow. We actively engage in initiatives such as recycling projects, gardening, and nature walks in our Biofarm and the local community to foster a deep appreciation for the natural world. Through these experiences, we aim to create environmentally aware citizens who will make a positive impact on the world around them, not just today but also tomorrow.

We recognise the importance of a strong partnership between school and home in supporting your child's education and that begins with this Arbor Early Years Foundation Parent Handbook. We encourage your active involvement and open communication. Our doors are always open, and we welcome your questions, feedback, and ideas. Together, we can create a nurturing and stimulating environment where your child can thrive and grow.

As we embark on this new school year, we are excited about the endless possibilities that lie ahead. We look forward to building meaningful relationships with each child and family, creating lasting memories and fostering a love for lifelong learning. Thank you for entrusting us with the privilege of nurturing your child's growth and development as part of an Arbor education. We are honoured to be a part of their journey.

Warmest regards,

A handwritten signature in black ink, appearing to read 'D Nichol'. The signature is written in a cursive, slightly slanted style.

Mr. Daniel Nichol, Primary School Headteacher and Designated Safeguarding Lead

3. Key Staff



Dan Nichol
Head of Primary and
Designated Safeguarding Lead

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George Stokes
Deputy Head of Primary

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Lisa Davage
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Richard Swingler
Assistant Head of Primary:
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Charlotte Dingman
FS1 Year Lead

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Chloe Morrill
FS2 Year Lead

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Sarah Vundum

SEnCo

svundum@thearborschool.ae

4. Term dates

[Academic Calendar 2023 – 24 PDF DOWNLOAD](#)

Whilst the events shown in this calendar will take place over the course of the year, there will be the addition of other events, including dress up days (no more than three)! The Early Years Foundation Stage team will communicate any additions or changes with you well in advance.

5. Curriculum

We cultivate a love for learning, nurturing curiosity, supporting the holistic development of your child by addressing their cognitive, physical, social, emotional, and creative needs. The Early Years Foundation Stage Curriculum framework is applied through a holistic, child led approach emphasising the importance of play, where learning is integrated into discovery where children are actively engaged in hands-on experiences. Play provides a context for children to develop social skills, problem-solving abilities, language skills, and creativity, while also promoting their overall well-being.

We pride ourselves in our Early Years at the Arbor School on our educational values that revolve around the whole child. Each child is unique and comes with a different starting point. Children learn best by doing things for themselves and from becoming more aware of their own learning. We respect each child's individuality for who they are and value them for their efforts, encouraging children to reflect and respond to their own learning. We see each child as whole beings whose thoughts feeling and actions are interrelated. Young children learn in a holistic way, in our early years we seek ways to fully activate all aspects of the learner's personality; intellect, emotions, imagination and body, for more effective and comprehensive learning. Froebelian principles are fused into our pedagogy following a holistic and child-led approach

The Early Years Foundation Stage Curriculum framework and educational programmes are the areas of learning and development shape the activities and experiences that children have in our Early Years setting at all ages.

The three prime areas of learning are:

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

The four specific areas of learning are:

- Literacy
- Maths
- Understanding the World

- Expressive Arts and Design

Children will have the opportunity to experience specialist lessons including Early Arabic, Islamic (for our Muslim students), Ecoliteracy, Expressive Arts, Music, P.E., Swimming, Sport and Fundamental Movement.

6. Assessment and reporting

The children in the Early Years Foundation Stage are assessed against the Early Years Foundation Stage Curriculum Framework objectives. We take into consideration the age and stage of each child and therefore a majority of our assessments are completed through observations of the children demonstrating their skills and understanding. Teachers assess child-led independent application of learning. Phonics and reading are assessed by a half termly one to one assessment that is used to inform the next steps in learning and to ensure that children are part of the appropriate phonics groups.

At the end of Term 1 and 3, reports are shared with parents or guardians, and throughout the year there are focus weeks, stay and play, as well as the option for Parent Teacher Conferences; details of these are communicated to you throughout the year.

7. Thrive

The Thrive Department is a collaboration of student support services which identifies and personalizes learning pathways for Arbor students; *Helping students to discover their purpose and passion*. The departments comprise of an in-house SENDCo (Special Educational Needs and Disabilities Coordinator), Educational Psychologist, Speech and Language Therapist, a Counsellor with a play therapy specialism as well as a team of Learning Support Assistants. Our aims are to foster:

Intellectual curiosity

- **Active citizenship** – Ability to connect, engage with and lead people, through the development of their skills and knowledge to build fairer, sustainable, and resilient societies.
- **Growth mindset** – Ability to set goals and persevere with the journey towards achievement.

Learning for life

- **Employability and Career** – ‘Ikigai’ – a reason for being. (What you are good at, what you love, what the world needs and what you could be paid for.)
- **Individual development** – Purpose and passion towards independence and sustainable life skills.
- **Alternative pathways** – Learner directed programs and projects based on interests.

Flourishing

- **Social inclusion** – Purposeful and successful interactions and relationships whilst belonging to community. Ability to demonstrate empathy and compassion.
- **Health and vitality** – Ability to engage in positive life choices and wellbeing practices.
- **Therapeutic input** – Supported interventions from internal and external specialists that focus on balancing challenges.

a. In school referrals

If you and/or your child’s class teachers have any concerns about your child's wellbeing or learning, referrals can be made to our school SENDCo (Ms Sarah Vundum - Svundum@thearborschool.ae) or school Educational Psychologist (Dr Ashleigh Wilson - Awilson@thearborschool.ae) who will carry out

further observation and assessments. The table below illustrates the process for referrals and time scale.

	Week 1	Week 2	Week 3	Week 4
Teacher concern raised	Observation period	Observation period	Observation/ Assessment	Case review
Parents informed of concern	In class observation completed by YGL/AHT/HoD	Link Thrive teacher to complete in class observation	Onsite therapists and EP to complete observations and screeners	Information presented to panel
Concern form completed by teacher	Class teacher to implement interim plan	Strategies shared with class teacher	EP to meet parents	Recommendations for next steps
Information request form sent to parents				IEP written if required

b. Individual pathways and curriculum plus

The Arbor school offers a range of additional programs designed to enrich the learning experience for different cohorts of students.

For our most gifted students we offer opportunities to further develop critical thinking skills and leadership characteristics through curriculum plus lessons during the school day.

Our students of determination can access a range of individual pathways including ASDAN which gives our pupils opportunities to access learning at their own level and work towards living an independent life.

Students who are new to English can access additional language sessions and in class support. We use an immersive language approach at Arbor which engages students through practical experiences and language rich classrooms.

c. Individual Education Plans (IEPs)

An IEP (Individual Educational Plan) is a plan designed around a student's specific needs. It identifies what the focus is, what strategies will be put in place, how the curriculum will be differentiated and how we know that the goals have been achieved. Parents are expected to be involved in IEP meetings which are organised by class teachers in the Early Years Foundation Stage.

Students of determination have an IEP, whereas very able students will access an IEP called an ASP (Accomplished Student Plan) and students new to English will access an ILP (Individual Language Plan), however, it is highly unlikely that students in the Early Years will have either an ASP or ILP due to their age. Plans that are in place are updated termly.

d. External agencies

Arbor is happy to collaborate with external providers of specialist care such as occupational, speech and physical therapists who are registered with the CDA (Community Development Authority) or DHA (Dubai Health Authority). We also collaborate with, and signpost parents to, reputable assessment centers and hospitals if requested.

8. Behaviour

a. Positive behaviour philosophy

Underpinned by our commitment to Positive Education and restorative practices, we put into effect our approach for promoting positive behaviour through our Arborhaviour guidance. The Arborhaviour approach sets out the whole school direction to behaviour management in order to achieve a positive whole school-learning ethos, with the aim of ensuring all students come to school and feel happy and safe so that they can reach their potential. This is underpinned by our three whole school agreements:

- **Ready**- children are ready to learn by arriving on time, with the correct uniform, the necessary resources and a great attitude.
- **Respectful**- children are respectful of themselves, others, and our learning environment.
- **Safe**- children play their part in keeping everyone safe.

Each class, at the start of the year will create their own set of whole class agreements to support positive behaviour for learning.

b. Rewards and consequences

We believe that positivity, praise of the process and outcome, as well noticing students will provide the best outcomes. The Arbor School uses a combination of extrinsic rewards such as 'Above and Beyond postcards' to encourage good behaviour and intrinsic rewards, targeted praise and encouraging students to value good behaviour and learning for itself, not because of some other outcome.

These rewards are scaffolded by ensuring consistent class norms, focussing on explicitly positive learning and social behaviours.

- Rewards include:
 - *Whole class initiatives (such as Marbles in the jar).*
 - *Stickers.*
 - *Above and Beyond Postcards.*
 - *House Points.*

Whilst exciting, engaging lessons and positive praise and reward may be enough for most children, unwanted behaviour may still present itself. The Arborhaviour steps are used to address unwanted behaviour such as not listening to instructions, low level disruption, rudeness, biting or swearing. It is not possible to leap or accelerate steps for repeated low-level disruption, as all students are given 'take up time' in between steps. We ensure that steps are gone through with dignity, care and consideration, taking individual need, and the age and stage of development of each child into account where necessary, this is especially relevant for our youngest learners or those who may be experiencing an educational setting for the first time.



In cases of extreme behaviour (racism, biting, swearing, hitting etc) teachers may escalate to 'Internal referral'. Parents may be contacted at any stage of the Arborhaviour steps regarding their child's behaviour choices, depending on the severity or frequency; this may be via a phone call, email or conversation at pickup.

Steps	Possible teacher actions
Reminder	A reminder of the class or school agreement delivered privately wherever possible. The teacher will explain the next steps if their behaviour does not improve.
Reflection with teacher	The teacher will give the learner a chance to reflect away from others, to help them calm down and reflect on their actions, considering who or what was harmed, the feelings of those involved and a course of actions to restore what is broken.
Reflection with Head of Year	At this point, the learner will be referred internally to the Head of Year or Key Stage Assistant Headteacher if they are unavailable, they will have some time to reflect on their actions, as above.
Internal referral	At this stage, the learner will be referred to the Assistant Headteacher Student Welfare and Support Services, who will decide the appropriate course of action and parents will be informed.

c. The House System

All students and staff belong to one of four Houses and develop strong ties to their House. The choice of which House a student joins is made through consideration of overall numbers and gender split. During the year there are a variety of inter-house competitions or events. Students and staff will all wear their House shirts every Friday to further develop a sense of belonging to their House.

The names of the Houses have been chosen to reflect the environmental ethos and focus of the school. Our Houses are:

- (Dame Jane) **Goodall**
- (Sir David) **Attenborough**
- (Ken) **Yeang**
- (Isatou) **Ceesay**

House Points

Each child collects House Points, and ten House Points equate to one House token, these are placed in the House tubes each week. House Points are awarded based on an individual's efforts and achievements rather than a comparison to other children. A House Point can be awarded for a range of reasons, such as:

- good effort or achievement for a particular piece of work
- meeting Arborhaviour expectations
- displaying good character strengths
- caring for others and the environment

9. Uniform

The intention of the dress code is to ensure our students are consistently well presented, whilst being comfortable and in style consistent with the ethos and approach of the Arbor School. All students are expected to come to school neatly groomed and in the correct school uniform. We ask for parental support in meeting these expectations. Uniforms must be purchased from Kapes, who are the only providers of sustainable uniform in the UAE. All products are made in ethically certified factories that guarantee employee welfare whilst paying fair wages, just one of the reasons we are proud to be partnered with them.

Uniform can be ordered via the Kapes website. To place your uniform order, please visit shopkapes.com and use the code **7enHB3Uk2P** to log in.

Our uniform list for Foundation Stage is as follows:

- Polo shirt
- Skort, shorts or trousers
- School jacket
- House polo shirt
- School hat
- Book bag (trolley bags, for practical reasons are not recommended)
- Swimming hat *
- Swimming costume (not available from Kapes) *
 - *Girls should wear blue or black one-piece swimming costumes or longer wetsuit style costumes are also permissible. Boys should wear blue or black swim shorts with an optional rash vest of the same colour*

*Swimming in Foundation Stage 1 starts in Term 3

Please note that:

- children are requested not to bring backpacks, but are required to bring a school book bags and lunch and snack bag.
- House polo shirts are to be worn on Friday by the entire community.
- Students will be asked to tie their hair back if it is longer than shoulder length for health and safety reasons.
- For safety and hygiene, nails for all students should be short.
- Plain white socks and plain black school shoes must be worn on all school days except for P.E. days. For P.E. days, children can wear their usual EYFS uniform but wear sports shoes or white trainers.

For full uniform guidelines with example images for shoes, information on haircoloring, styles and hairbands etc., please refer to the following document available to download [here](#).

a. Jewellery and electronic devices

Students are permitted to wear the following jewellery: one pair of small stud earrings through the earlobe. Religious jewellery is permitted; however, this jewellery should be concealed if possible and must be removed during PE lessons, and students are individually responsible for its safe keeping. Smart watches or electronic devices are not permitted.

10.A Typical Day

Over is an example of how a typical day in FS2 might look, FS1 would be similar to this but with a 1pm finish.

TIME	MON	TUE	WED	THU	FRI
8:00-8:40	Phonics	Phonics	Phonics	Phonics	Phonics
8:40-9:00	Discovery time	Discovery time	Discovery time	Islamic	MSC
9:00-9:20	Snack	Magic Maths	Magic Maths	Discovery time	Snack
9:20-9:40	Magic Maths	Snack	Snack	Discovery time	Muddy Play!
9:40-10:20	Swimming (10:00-10:40)	Ecoliteracy	Guided Time	PE	Muddy Play!
10:20-11:00	Assembly (11:20)	Library	Discovery time	Snack	Discovery time
11:00-11:40	Discovery time	Discovery time	Discovery time	Magic Maths	Discovery time
11:40-12:20	Guided Time	Guided Time	Arabic	Arabic	Home time
12:20-1:00	Lunch	Lunch	Lunch	Lunch	
1:00-1:40	Discovery time	Discovery time	Creative Arts	Discovery time	
1:40-2:00	Home time	Home time	Home time		

a. Parking

The main gates open at 7.30am with limited parking available. Also open at 7.30am is our Farmhouse Café for families who would like to enjoy a croissant or slice of toast and a cup of coffee or a freshly pressed juice as a family breakfast before School starts. Alternatively, our early drop-off in the **Ground Floor Cafeteria** is open from 7.30am for those who want to drop their child off and go, with staff-led activities on offer and away from the heat, where children can wait until they are escorted to their class at 7.45am. Further details can be found in the section (b. i. Start of day) below.

The parking lot often becomes full by 7.45am, alternative parking locations are available, for more information please see [here](#).

Please note, the parking lot is classified as a pedestrian zone. We respectfully request that you give way to pedestrians, are alert and vigilant, follow the instructions of the security team and comply with local road and traffic laws.

b. Start and end of day arrangements
i. Start of day

As mentioned in the previous section (a. Parking), families that arrive early are invited to wait in our **Farmhouse Café (where children must be accompanied by an adult at all times)** or children may wait in the **Ground Floor Cafeteria for early drop off**, both are open from 7.30am until our classroom doors open at 7.45am, when children will be escorted to their class. Children who catch the bus will remain with their bus monitor until they go to their class at 7.45am.

We open our classroom doors for drop off at 7.45am with registration and learning starting at 8am prompt, children must be taken by their parents or guardian to the class door and supported with putting away their belongings. Families should use the main Foundation Stage Reception doors at the front of the School for this. After dropping off, parents should then vacate the school corridors promptly as learning begins.

ii. Late arrivals

The **School building entry points close at 8am**. Children who arrive after this time must report to the Foundation Stage Reception, with their parent or guardian, where our team will be on hand to register your child and ensure they get to their class. Please note that it can be a busy time of the day and **you**

will need to remain with your child until the our team can register your child and take them to their class.

iii. Foundation Stage 1 staggered starts

We want your child to settle quickly and smoothly into life at Arbor, therefore, we implement a staggered start, each class is split into two groups. During these first two weeks at school, your child's class teacher will assess how your child is settling in. If your child has settled in well, a full timetable will start from week three. Arrangements for this will be communicated with families before the start of the year.

If your child, whether in FS1 or FS2, is finding it difficult to settle, we will work with you to put together a plan and a timetable together to meet your child's needs.

iv. End of day

Children should be collected from their classroom by their parents or guardians at the end of the school day, the Foundation Stage Receptions doors will be the only point of access for this and will open at 1pm and 2pm for FS1 and FS2 respectively. Families should vacate the school corridors as learning is still taking place across the School. Children who take the bus will be escorted to their bus at the end of the day.

Changes to pick up arrangements should be communicated in a timely fashion. Please let us know via email (if before 11.30am) to **Parent Relations** (reception@thearborschool.ae) **and** your **child's teacher** or alternatively call us (if after 11.30am) on +971 (0)4 581 4100. Please see section f. Lanyards to ensure whoever is picking up is wearing the correct lanyard.

c. After school care and clubs

Whilst we recommend your child going home at 1pm or 2pm, as the length of the school day is appropriate to their age and stage of development, we recognise that some families may require their child to stay at school a little longer. For Foundation Stage students, the option of paid childcare, run by [ISM Sports](#) is available from 1pm to 4.30pm Monday through to Thursdays. A number of After School Activities, also run by ISM, are available and will be communicated to parents in due course. Please contact info@ismsports.org if you require further details.

Additionally, there are a number of sports academies that run After School Activities on the Arbor site, including but not limited to Hamilton Aquatics Swim Academy, TFA Football Academy and Hoop Mountain Basketball Academy. Please contact info@ismsports.org for more details about these.

d. Absent, late or early and late pick up

i. Planned Child absence

If, for whatever reason (a bereavement, family emergency, travel, etc.) you need to request planned absence for your child you must make this request in writing to Mr Daniel Nichol, the Head of Primary (headofprimary@thearborschool.ae) or through the Zenda app; the request will then either be approved or refused.

ii. Unplanned Child Absence

In the event your child is absent from school, please email the School office (reception@thearborschool.ae) and the class teacher, no later than 8am on each morning of absence. If we are not informed of the reason for absence our Parent Relations team will contact you. If attendance rates become a concern, school will act as per the [KHDA \(Knowledge and Human Development Authority\) parent contract](#).

iii. Parent absence

We understand that there may be times when you need to leave the UAE and need to appoint a local guardian to assume loco parentis. If this is the case, it is essential that you complete the [Local Guardianship Form](#).

iv. Late pick up

We know that there may be times when you are running late to collect your child from school. If you can, please let us know via email (if before 11.30am) to Parent Relations (reception@thearborschool.ae) and your child's teacher or alternatively call us (if after 11.30am) on +971 (0)4 581 4100 and head to the **Main Reception** as soon as you can. Your child will be cared for in their classroom or Reflection Garden until you arrive. **Persistent late collections may result in your child being enrolled into paid childcare; this is at the discretion of the school.**

v. Early pick up

Early pick up is discouraged but we acknowledge that there may be extenuating circumstances that mean you need to collect your child early from School. If this is the case, please let us know via email to Parent Relations (reception@thearborschool.ae) and your child's teacher providing as much notice as possible. We can then plan accordingly for this. Parents or guardians should collect children from the Main Reception to sign them out but please note, children will not be collected from their classes until the parents arrive, this ensures that children are maximising learning and not waiting in Reception for their parents to arrive.

e. School transportation

Arbor School partners with STS, Dubai's leading school transport service provider, to offer parents a safe, convenient, and cost-effective alternative for transporting students to and from School, adhering fully to all applicable KHDA and RTA safety regulations governing school transport.

Starting this 2023/2024 academic year, we are also pleased to announce that the school's bus fleet will be expanded to service more areas, and to reduce travel times to all serviced areas.

Full details regarding school transport, terms and conditions, routes and fees can be found using the link [here](#).

If parents have any queries relating to bus services in general, including fees, they should direct all such matters to the School's Transportation Team on transportation@thearborschool.ae.

f. Parent lanyards

Campus access is limited to authorised individuals only; parents, carers or guardians are required to visibly wear their orange lanyard, with their school issued photo ID attached in order to access the site, whether they are accompanied by their children or not. Whilst it is essential to the safety of our community that we know who is on site, our students are also taught about the different lanyards and what each colour represents; this allows them to feel safe and secure at school so that they can identify who is a trusted adult and so on.

At drop off and pick up times, security teams are stationed at the gates and can issue temporary visitor passes to parents, carers or guardians who have forgotten their lanyard; they will be required to submit basic personal information and one form of ID.

Lanyards are issued through Parent Relations at the time of registration; replacements can be sought through the Parent Relations team by emailing reception@thearborschool.ae

g. Hygiene

Overall hygiene in early years settings is vital for the health, well-being, and development of young children. By establishing and reinforcing good hygiene practices, educators and caregivers create a safe and nurturing environment that supports optimal growth and learning during these critical years. Young children are assisted where required when using the bathrooms and reminded to wash their hands thoroughly with warm water and soap. Our designated Early Years' cleaners ensure that the bathrooms and all learning spaces are regularly checked, cleaned and sanitised.

h. Snack and lunch

Children will have a morning snack and lunch at school. Parents can pack food from home or arrange meals through The Farmhouse at Arbor or combine the two options.

The Farmhouse at Arbor, an aspiring 'farm-to-fork' canteen concept that makes full use of our school-grown produce, offering fresh, healthy and delicious meal plans. There are options for vegan, vegetarian, non-vegetarian, and the Simply Farmhouse menu for the less ambitious eater available. The online form will enable you to sign up for meals, and view prices, terms and conditions. More information can be found on our website [here](#).

For children that bring a snack and a packed lunch, the School promotes healthy eating and encourages children to eat a balanced, nutritious diet which is essential for growth and development. No sweets, fast or junk food should be packed, and no canned or sugary drinks are allowed, only water is permitted. Lunch and snack boxes must not be glass and should be clearly marked. Products, such as grapes, should be sliced to ensure they are not choking hazards and provided meals must not contain sesame, nut or pork products.

i. Birthday Celebrations

There are restrictions on allowing cakes and other treats to be brought into school for health and safety reasons, however, we do not want your child to miss the chance to celebrate their birthday with their classmates. Through our online booking system, your children can receive a small celebration in school, complete with a small cake of their own and cupcakes for their classmates. More details can be found [here](#) along with the order form.

j. Trips

There are regular opportunities for our Early Years students to have experiences in the community and other settings off site. Our students will be transported by school buses and there will be an option for you to install a booster seat onto the bus ahead of the journey. A full risk assessment is completed prior to any school trips to ensure the safety of your child.

Consent and payments for trips will be processed through the Zenda app with details of deadlines shared with you well in advance.

11.Home Learning

In the Early Years Foundation Stage we do not set homework expectations, however, teachers share the current learning that is happening and if you wish to engage with conversations or activities related to their focus this is welcomed. Reading and storytelling is a very valuable activity therefore we encourage parents to read to their children every day. Parents may select age-appropriate books

with colorful pictures and engaging stories encouraging their child to ask questions and participate in the storytelling process.

12.Safeguarding

a. #Safewithme

Here at the Arbor School, we are committed to providing an extremely safe and secure environment for not only our students but also for our families, staff and visitors through our own diligent practice and care for our campaign of **#safewithme**.

All our staff have read and committed to our Safeguarding and Child Protection Policy/Procedure (available on our website) and fully recognise that safeguarding children is the responsibility of all. At Arbor, we aim to safeguard and promote the welfare of all children through early intervention, vigilant and rigorous safeguarding procedures and through effective and efficient record keeping.

b. Everybody's responsibility

Keeping children safe is the responsibility of the whole school community, this means even those visiting the school have a responsibility to report instances of actual or suspected abuse or neglect to the Designated Safeguarding Lead (DSL) and Designated Safeguarding Team. The Designated Safeguarding Lead at the Arbor School is: **Mr. Daniel Nichol**.

The DSL takes lead responsibility for safeguarding and child protection (this includes online safety) and is available to provide advice and support to other staff on child welfare and child protection matters. To contact the DSL, please email: headofprimary@thearborschool.ae

For Primary specific support, please reach out to our EYFS Child Protection Team:

- **Mr. Richard Swingler:** rswingler@thearborschool.ae (Assistant Head of Primary: Student Welfare and Support)
- **Ms. Chloe Morritt:** cmorritt@thearborschool.ae (FS2 Year Lead)

If you do have any further questions, please do feel free to contact us.

c. Parent, carer or guardian expectations

When on site, we expect all adults to:

- Wear the school lanyard assigned to you at all times (**orange** for registered parent/guardian and **black** for visitors signing in). You **MUST** sign in and report if you forget your assigned lanyard.
- Report inappropriate or unacceptable behaviour immediately (child or adult).
- Be aware that verbal interactions with a child could be interpreted as being inappropriate.
- Be aware that contact with a child from the Arbor School outside the campus may be inappropriate.

Alongside this, we state all adults must not:

- Use the marked students-only toilets.
- Take photos or film inside the school unless you have received the school's permission.
- Initiate or respond to physical contact with children (report this immediately).
- Be alone with a child of whom you are not the guardian.
- Exchange personal information with children.
- Physically or verbally abuse any child.

d. Intimate care

As part of an **Arbor care package**, there are times we may need to support your child with changing their clothes and some personal intimate care, post a toileting accident. At Arbor, we pride ourselves on being **#safertogether** and as part of our collective engagement with **#safewithme**, we seek to **gain advanced consent** for being able to respond immediately to the care needs of your child. **All our intimate care programme will only ever be carried out in the presence of two female members of staff.**

Please complete this consent form: [Intimate Care \(FS1-Year2\) consent form](#).

Even with consent, we will ensure you are informed by telephone with the option to come collect your child and provide them with a personal shower (on site or at home) before returning to class.

13. Health and Wellbeing

Wellbeing is a core focus across the school and specialist spaces and intervention programs are designed to improve students emotional and psychological health thorough positive psychology approaches. The school counsellors and Thrive team work alongside the pastoral leaders to offer therapeutic input, mindfulness sessions and relationship building programs.

The school psychologist and counsellor are available to respond to children's personal, social, emotional or educational concerns, promoting a caring and supportive environment at all times.

a. Medical

The school has a qualified medical team on its premises throughout the day who are equipped to deal with physical injury and sickness. The school maintains a medical record for each child and asks that parents inform the school of any change in a child's medical circumstances. More information will be provided to families over the course of the year and as and when necessary. Dr. Quratulain Faisal, the School Doctor, can be contacted via email on qfaisal@thearborschool.ae.

b. Extreme weather

Hot weather in Dubai impacts the time students can safely learn and play outside, we treat hot weather conditions and air quality with the utmost importance. The display below refers to the various flags you may see throughout the year on flagpoles installed in the Learning Garden, the Playground and next to Biodome 3. The Operations team check the Heat Index (taking into account both temperature and humidity) and Air Quality Index at **8am, 10am, 12pm** and **3pm** every day, and will change the flags as necessary, allowing staff to see what degree of outdoor play and learning is acceptable in both "Shaded Areas" and "Unshaded Areas" at any point in time, our provision is adjusted according to this system.

OUTDOOR PLAY AND LEARNING

GUIDANCE			FLAG KEY			
RATING	METRIC	GUIDANCE	SHADED AREAS		UNSHADED AREAS	
SAFE	HEAT INDEX < 31	APPLY STANDARD PRECAUTIONS Remind children to wear hats, apply sunscreen, and drink water. Watch for signs of discomfort.				
CAUTION	HEAT INDEX 32 - 40	APPLY ADDITIONAL PRECAUTIONS Encourage children to wear hats, apply sunscreen, and drink water. Limit strenuous activities, monitor children for signs of heat-related illness, and increase rest periods / water intake.				
WARNING	HEAT INDEX 41 - 51	MINIMISE OUTDOOR ACTIVITIES Require all children to wear hats, apply sunscreen and drink water. Limit activities to 10 mins for EYFS / KS1, and 15 mins for KS2 and up. Be extra vigilant for signs of heat-related illness.				
DANGER	HEAT INDEX > 52 AIR QUALITY INDEX > 150	REMAIN INDOORS No outdoor activities are allowed in these areas.				
HAZARDOUS	AIR QUALITY INDEX > 300	REMAIN INDOORS No outdoor activities are allowed anywhere outdoors.				

14. Communication channels

Arbor values proactive and timely communication between all stakeholders, and there are a number of platforms we use to communicate with you. Please see below for each platform and what is communicated through them:

- **Seesaw** – this is the primary, one-way, channel for your child’s **learning**, through this we will communicate:
 - Learning journal
 - Class teacher updates
 - Year Lead updates
 - Assistant Headteacher newsletters
 - Thrive student portfolios

- **Zenda** – this is the primary, one-way, channel for School **notifications**, through this we will communicate:
 - Calendar information
 - Teacher absences
 - Closures
 - Emergency Communication
 - Whole school notices
 - Events and enrichments
 - Leaderships communication
 - Trips
 - Shows (paid)
 - Reports
 - Farmhouse
 - Safeguarding
 - Medical notices

- **Outlook** – this is the primary, two-way, channel for personal **communication**, through this we will communicate:
 - Daily absences
 - Changes to pick up
 - Invitations to meetings
 - 1:1 communication relating to your child

Other platforms may be used throughout the year such School Cloud, which is used for Parent Teacher Conferences and other sign ups, details of these will be communicated where and when appropriate. Outward facing, one-way, social media accounts also share celebrations and provide an additional window into the School.

15.Key Contacts

Below is a list of key contacts throughout the School. If required, please email them directly to their school Outlook account. The school emails are formatted as “*first name initial + last name @thearborschool.ae*”

Primary Leadership Team	
Daniel Nichol	Head of Primary
George Stokes	Deputy Head of Primary
Lisa Davage	Assistant Head of EYFS
Nicola Commons	Assistant Head of KS1
Stuart Arpino	Assistant Head of KS2
Richard Swingler	Assistant Head of Student Welfare & Support Services

Primary Specific Leads	
Anisha Pervaz	Transition Lead
Anna Elwood	Primary Music
Annie Leonor	LSAs Lead
Charlie Shrimpton	House System
Charlotte McCrossan	MSC and World Cultures
Sarah Qadir	Reading and Phonics
Alfred Bache	Mathematics Lead
Laura Campbell	English Lead
Nicola Commons	Science Lead
Sabrina Michael	Innovation & Ed Tech Lead
Amer El Haj	Head of Arabic and Islamic Department

FS1 teachers		LSA
Charlotte Dingman	FS1 Tulip - Year Lead	Anne Marie De Gala
Pamela Woodall	FS1 Lavender	Henry Hachaso
Anisha Pervaz	FS1 Daisy	Miranda Gurupira
Milica Radomirovic	FS1 Jasmine	Rochelle Ramos
Christie Dineen	FS1 Clover	Catherine Lapidez

Stacey Mercer	FS1 Buttercup	Harshani Weerasingha
FS2 teachers		LSA
Chloë Morritt	FS2 Sunflower - Year Lead	Anne Basa
Orla Campbell	FS2 Poppy	Ruby Rosaga
Ellie Gosling	FS2 Bluebell	Rejoice Machakaire
Sarah Qadir	FS2 Orchid	Madonna Zamora
Lee Gray	FS2 Rose	Cherry Miasco
Sarah Sharp	FS2 Heather	Lea Perucho
Rachel Mayhew	FS2 Lotus	Janette Navor
Fareen Aslan	FS2 Gerbera	Eva Jadulan
Y1-Y6 Class Teachers		LSA
Abbie Allen	1AA - Year Lead	Maybe Grandez
Agi Watts	1AW	Catherine Talastas
Garnet van Schie	1GV	Annie Leonor
Joanna McKeever	1JM	Romelyn Guerrero
Lauren McCarthy	1LM	Nilusha Jayaweera
Sophie Toms	1ST	Saba Mazhar
Thea Pittas	1TP	Flordeliza (Iza) Manahan
Steve Reid	2SR - Year Lead	Rebecca Josiah
Amy Brown	2AB	Emilienne Aki Ettah
Abbie Ellis	2AE	Rolly (Let) Estember
Adele Mackay	2AM	Aida Namwaje
Ashmi Bhansali	2ACB	Charlene Chigumo
Sarah Ward	2SW	Zainab Shabbir
Saranne Lourens	2SL	Mikee Fegarido
Susan Bell	2SB	Jessie Salamatin
Megan Gallacher	3MG – Year Lead	Amna Butt/Gladdys Francisco/ Anita Loosley
Charles Shrimpton	3CS	
Emily Mangat	3EM	
Ellen Swayer	3ES	
Beccy Clements	3BC	
Georgia Duncan	3GD	
Stephen Elwood	4SE - Year Lead	Zina AlBitar/ Danijela Duvnjak/ Mary Grace
Chrystal Phillippou	4CP	
James Drake	4JD	
Ryan McMullen	4RM	
Karlea Baker	4KB	
Evelyn Henderson	5EH - Year Lead	Adam Cunningham/Diana Rodrigues
Daniela Velasquez	5DV	
Freddie Clements	5FC	
Scott Jackson	5SJ	
Teri Doyle	6TD - Year Lead	Aireen Arado/Vivian Wiajik
Laura Campbell	6LC	

Alfred Bache	6AB	
Charlotte McCrossan	6CM	

Primary Subject Teachers		LSA/Year group
Samantha Brown	Art & Design	Amra Mahmood/Year 1 to Year 6
Katie Moore	Ecoliteracy	EYFS to Year 2
Sacha Ray	Ecoliteracy	Year 3 to Year 6
Sabrina Michael	Ed Tech Lead /Computing	All year groups
Ellen Weaver	Library	All year groups
Anna Elwood	Music / Performing Arts	Year 2 to Year 6
Ola Khalil	Art & Design / Performing Arts - EYFS	EYFS & Year 1
George Spurling	Head of PE	Year 6
Sarah Miller	PE Teacher	EYFS to Year 4
Helena Knight	PE Teacher	EYFS to Year 5
Emma Nanson	PE Teacher	Year 5 & Year 6
James Wakefield	PE Teacher	EYFS to Year 6
Imogen Freeman	PE Teacher	EYFS to Year 6
Jessica Gie	Swim coach	All year groups-swimming
Hari Subedi	Swim coach	All year groups-swimming
Grant Woods	Swim coach	All year groups-swimming
Nilan Tharanga	Swim coach /Lifeguard	All year groups-swimming
Amer El Haj	Head of Arabic & Islamic department	
Abdullah Layla	Arabic	Arabic A: Year 5 & Year 6
Yahya Moustafa	Arabic	Arabic A: Year 2 to Year 4
Elham Ellisy	Arabic /Islamic	Arabic A: EYFS and Year 1 Arabic B: Year 4 & Year 6 Islamic A: EYFS to Year 2
Shaimaa AlDaqaq	Arabic /Islamic	Arabic B: EYFS to Year 5 Islamic B: EYFS to Year 1
Malak AlBojok	Arabic /Islamic	Arabic B: EYFS to Year 3
Samar AlSoubani	Arabic /Islamic	Arabic B: EYFS to Year 3
Selma Ben Hamadda	Arabic /Islamic	Arabic B: EYFS to Year 4
Mohamad Zaghnoun	Arabic /Islamic	Arabic B: Year 5 & Year 6
Mohannad Alhaddad	Arabic	Arabic B: Year 2 to Year 6
Ahmad Jlelati	Arabic	Islamic A: Year 2 to Year 6
Zena Alsaab	Arabic	Arabic B: Year 4 to Year 6

Primary THRIVE Team	
Rachel Smith Green	Head of Thrive
Sarah Vundum	Special Educational Needs and Disabilities Coordinator
Ashleigh Wilson	Educational Psychologist
Seodhna Griffin	Speech and Language Therapist
Stella Antoniou	Primary Counsellor and Play Therapist

Lesley Walsh	KS2 Thrive Lead Teacher
Jade Iggulden	KS1 Thrive Lead Teacher
Dimple Parmar	EYFS Thrive Lead Teacher

Primary Admin Team	
Primary Admin team	primaryadmin@thearborschool.ae
Andres Floden	Head of Operations
Saeed Khan (Bus Coordinator)	skhan@thearborschool.ae
Arbor Accounts	finance@thearborschool.ae
Arbor Parent Relations	reception@thearborschool.ae

We are excited about the year ahead and we are pleased that you are here with us as part of our community; we cannot wait to see your child flourish and thrive in this next chapter of their own journey!