

EtonHouse®

Bahrain

Parent Handbook

Mission Statement

EtonHouse is committed to the pursuit of excellence and leadership in educational services and practice.

“To provide quality, inquiry-based education that allows each learner to reach their full and unique potential within a caring setting that celebrates its cultural and linguistic diversity”



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Executive Principal's Welcome

Dear Parents,

Thank you for choosing EtonHouse Bahrain for your child and welcome to the EtonHouse family! We believe every child is unique and has their own talents, strengths and weaknesses, interests. We use those to help support each child as an individual.

Our team of staff are qualified and nurturing professionals who are committed to reaching the needs and enriching the development of your child. We set up exciting provocations that allow children to develop their social, emotional and personal skills through play while supporting them with academic activities that enhance their literacy, mathematics, understanding the world and expressive arts and design.

We believe a strong partnership between staff and parents is vital to help support your child to develop to their best of their abilities. Please feel free to share new ideas and suggestions. We value the need for close communication between families and teachers.

We look forward to getting to know you and to offering you and your child a safe and joyful educational environment.

Best regards,

Nicola Ann Lloyd
Executive Principal



EtonHouse Vision

EtonHouse is committed to the pursuit of excellence and leadership in educational services and practice.

EtonHouse Mission

To provide quality, inquiry-based education that allows each learner to reach their full and unique potential within a caring and committed international setting that celebrates its cultural and linguistic diversity. We will empower each individual to be an enthusiastic lifelong learner and a confident global citizen of the future.

EtonHouse Bahrain will meet its vision through:

- Empowering each individual to be enthusiastic lifelong learners and confident global citizens of the future.
- A curriculum focused on pedagogical integrity and research based practice.
- Acknowledge and responding to each learner's potential.
- An authentic partnership with families and community.
- Continuous evaluation, improvement and quality assurance across the organisation.

Image of the Child

At EtonHouse Bahrain, we see children as active, curious, enthusiastic and capable human beings. We see them as able to convey complex ideas, to form strong relationships and to feel deeply. We see each child as a unique individual; with ideas, wishes, hopes and preferences that deserve to be respected and nurtured.

We see children as constructors of their own learning, as they constantly discover themselves, others and the environment. We believe that what they experience everyday helps to shape their idea of the world and how it works.

We believe that children express their ideas, needs and feelings in multiple ways and that our role as educators is to recognise, observe, bring out and challenge those characteristics.

Image of the Educator

- Collaborative
- Communicator
- Open minded
- Lifelong learner
- Respectful
- Reflective

Community

There is a distinctively warm community feel that is unique to each EtonHouse Schools globally. Every teacher knows every student. This translates into an environment where your children feel valued in the classroom and also within the school community. Learning is differentiated to cater to the unique interests, abilities, and learning styles of each student. Your children are encouraged to become independent and self-motivated learners in an environment that is safe, inviting and challenging at the same time.

EtonHouse Schools is a community of learners who embrace the Image of the Child philosophy. We respect every child as a curious, communicative, capable, confident and respected individual. Recognizing a sense of wonder defines every child's attitude towards learning.

Philosophy

Every student has a right to an academically rigorous education that allows them to reach their full potential. Here, students feel both academically challenged and supported by a learning that is safe, nurturing and enriching.

Our teachers are aware of each student's emotional, social, psychological, and physical development as well as their cognitive growth. They provide a motivational framework for each learning opportunity. We view community members as partners who play integral part in the educational process. The active participation of parents provides a rich, multicultural experience for students.

Technology is also integrated into learning experiences in a relevant and engaging manner. Individual, small group and whole class learning happens spontaneously and both inquiry and teacher directed learning are valued.

At EtonHouse Schools, classroom is an inviting and safe place where students feel comfortable and develop a love of learning.

School Culture Statement

The culture of EtonHouse Bahrain is built on two main pillars:

1. Our concept of Who We Are (the type of people we want to be as individuals, as a group of people, as citizens.
2. Our Philosophy of Learning at EtonHouse Bahrain, we are respectful, principled and caring community, providing a collaborative, stimulating and challenging environment where inquiry, innovation and life-long learning are nurtured.



Early Years Foundation Stage (EYFS)

Areas of learning and development consist of **Three Prime Developmental Areas and Four Specific Learning Areas**. The prime areas cover the knowledge and skills which are the foundations for children's school readiness and future progress and are applied and reinforced by the specific areas. Where they close links with National Curriculum subject areas; particularly literacy and maths- they form an appropriate baseline for the National Curriculum. Therefore, the Early Years Foundation Stage- setting the standards for learning, development and care for children from birth to five years- incorporates seven areas as follows:

Milestone Overview

Language and Communication Development

- Giving children opportunities to experience a rich language environment
- To develop their confidence and skills in expressing themselves
- To speak and listen in range of situations

Physical Development

- To provide opportunities for the young children to be active and interactive
- Develop their coordination, control and movement.
- Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Social, Emotional and Personal Development

- Help children to develop a positive sense of themselves, and others
- Helping children to form positive relationships and develop a respect for others
- To develop social skills and learn how to manage their feelings
- To understand appropriate behaviour in groups
- To have confidence in their own abilities

Literacy

- Encouraging children to link sounds and letters and to begin to read and write
- Children must be given access to a wide range of reading materials to ignite their interest

Mathematics

- Providing children with opportunities to develop and improve their skills in counting
- Understanding and using numbers
- Calculating simple addition and subtraction problems
- To describe shapes, spaces and measure

Expressive Arts and Design

- Enabling children to explore and play with a wide range of media and materials, as well as to provide opportunities and encouragement for sharing their thoughts, ideas and feelings through variety of activities in art, music, movement, dance, role-play and design and technology.

Understanding the World

- Guiding children to make sense of their physical world and their community through opportunities to explore
- Observe and find out about people, places, technology and their environment

How we use Reggio

Being a Reggio-inspired preschool, we have adopted the core values and beliefs of the Reggio Emilia approach. These values include the image of the child, emergent curriculum, project work, the role of the teacher, the role of the environment, parental involvement and documentation. Children are encouraged to think, explore, investigate and question the world around them. After careful observation, our teachers plan and provide a variety of provocations to simply provoke discussions, interest, creativity and ideas. The role of the teacher is to observe how the child will proceed.

We work with calm colours, natural resources, loose parts and by bringing nature into the classroom. The separate art studio allows the children to explore collaborative art projects by using wire, wood, clay, paints and a variety of parts they can add to their creations. Reflective surfaces, mirrors on the walls, at right angles to one another and arranged in the triangular prisms provide unusual viewpoints and prompt reflection, both literal and metaphorical. Light and shadow activities help to support active exploration and discovery therefore, allowing the teacher to activate and understand prior knowledge the child may have about the topic, or to gauge the child's interest level. Teachers then listen to what questions children ask, or how they use their body language to plan extension activities to further learning.

Image of the Child

As our "Image of the Child" statement declares, we believe that children are competent, capable and social human beings. Therefore, our curriculum, breaks away from traditional approaches to early years' education by encouraging children to become critical thinkers, life-long learners and responsible members of our community through their own actions. As part of our inquiry-based learning approach, children at EtonHouse are respected as competent thinkers and communicators who are offered many opportunities to engage with a range of material and resources that extend and challenge their thinking.

Play and conversation

Definition of play: "Engage in activity for enjoyment and recreation rather than a serious or practical purpose"
Play is a cornerstone of our daily life, as it is what children do naturally. Play allows children to develop independence, responsibility, ownership of their learning and self- confidence. Play is often spontaneous and unstructured but teachers purposefully work on designing provocations linked to the learning goals that will engage children in a type of play that gives them opportunities to further explore and demonstrate what they know about the world and themselves. During play children apply communication, social, research, thinking and self-management skills. They pursue their own interests and develop their imagination. Throughout the day, play happens in many forms and contexts, during recess, shared spaces or in the classroom. We want to share some information with you about play so that you understand what teachers and children do in school.

Flexible environments

We understand that the environment plays a vital role in developing happy, confident and resourceful children. That is why our school places great emphasis on creating a warm, nurturing and family oriented atmosphere. Teachers purposefully plan the environment considering the long and medium-term goals and the type of learning experiences they wish to offer children.

Teachers as Researchers

At EtonHouse, we believe that the teacher's role is supporting and guiding learning, not merely transmitting facts and information. Therefore, our teaching teams collaborate regularly to plan for possibilities in students learning. To help them in this process they use planning cycle: observe, analyse, reflect, plan experience, evaluate. Using this cycle allows teachers to ask questions about how students learn best and evaluate their own practices constantly.

Teachers see themselves as researchers who work with colleagues, children and families to deepen their understanding of their own teaching by:

1. Engaging in critical reflection on practice
2. Seeking opportunities for collaborative dialogue with peers
3. Participating in process of formal and informal mentoring
4. Participating in relevant professional learning opportunities
5. Deepen their understanding of recent and relevant education theory

Unit of Inquiry

The Units of Inquiry (UOI) are based around a central idea that explores an aspect of a determined transdisciplinary theme. The scope of the central idea is defined through the lines of inquiry and the approach through the key concepts. Through the inquiry-based approach, students develop an understanding of important concepts, acquire essential skills and knowledge, develop attitudes and learn to take socially responsible action.

Size Matters

In an age when schools have become vast institutions where connections are impersonal, departments segmented and territorial, and students get lost in the midst, EtonHouse Bahrain puts our students front and centre. Our boutique size means a much higher teacher to student ratio than average, and that means your child will get the attention needed to excel. The result? Engaged, all rounded-learners and confident articulate world citizens. **Class sizes: maximum of 18 students for Preschool**



Routines and Structure of the School Day

Routines and structures are the backbone of the functioning classroom. They provided everyone in the classroom and school a sense of security and belonging. During the first few weeks of the school year, teachers work hard establishing routines that will support the socialisation and self-management skills of the children.

For children who are new to the school, we allow time for them to settle and cope with separation from their parents. However, over time children find having regular timetable reassuring children to act independently and gain control over their surroundings.

Sample Timetable (Nursery 2)

Time	Sunday	Monday	Tuesday	Wednesday	Thursday
8:00 – 8:30	Drop off Outside Play	Drop off Outside Play	Drop off Outside Play	Drop off Outside Play	Drop off Outside Play
8:30-8:45	Settling in Self-registration Morning provocation	Settling in Self-registration Morning provocation	Settling in Self-registration Morning provocation	Settling in Self-registration Morning provocation	Settling in Self-registration Morning provocation
8:45-9:20	Arabic	Arabic	Arabic	Arabic	Arabic
9:20-9:50	Snack Time	Snack Time	Snack Time	Snack Time	Snack Time
9:50-10:30	Outside play Outside provocations	Outside play Outside provocations	Outside play Outside provocations	Outside play Outside provocations	Outside play Outside provocations

10:30-11:00	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
11:00-11:30	Integrated learning	Integrated learning	Integrated learning	Integrated learning	Integrated learning
11:30-12:00	Music	Explorative Art	Music	Explorative Art	Music
12:00-12:30	Lunch Time	Lunch Time	Lunch Time	Lunch Time	Lunch Time
12:30-1:00	Outside Play	Outside Play	Outside Play	Outside Play	Outside Play

Student Behaviour Management and Attitude to Learning

At EtonHouse Bahrain classroom management is based on 'positive guidance'. Positive guidance reflects our belief that children can understand the implications of their actions if supported by a caring and sensitive adult who attempts to understand and see the child's perspective.

- Classroom leaders: For example, if a child is sharing well in the classroom, the child might show positive behaviour by being asked if he or she would like to be a line leader when walking outside or being the classroom helper by giving out papers.
- Positive note: If the teacher notices a child is having a good day, write a note home praising the behaviour. The child will be proud to show the letter to his or her parents after school and more likely to continue the behaviour.
- Student behaviour: The teachers make an intentional effort to point out things that all of the children are doing well whether that's sharing during playtime or cleaning up after making a craft.
- Verbal affirmation: Ultimately, one of the most effective ways teachers can reinforce good behaviour is through verbal affirmation. Telling the children that they see how hard they're working to behave and thank them for helping to make the classroom a fun place in which to learn. The teachers are specific in their praise, for example: Instead of just saying "good job", they would say "good job for sharing your cars"

Essential Agreements

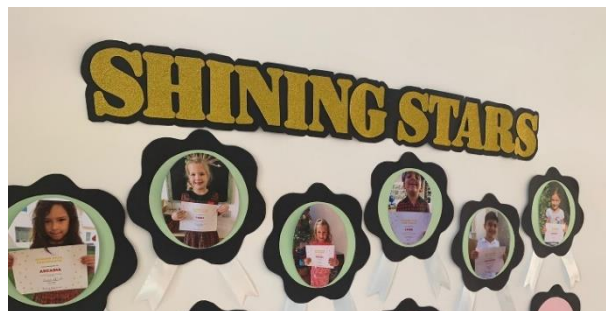
At EtonHouse Bahrain, it is important that behaviour is managed successfully and positively. Teachers aim to create a safe environment through consistent clarification of expectations, roles, rights and responsibilities. They also endeavour to create a positive and orderly atmosphere where high-quality learning and teaching can take place.

In order to make children an active part of the decision making in the classroom and to help them become responsible and reflective of their own actions, each class establishes essential agreements at the beginning of the school year- aligned with the principles of fairness, truth, equality and inclusion. The essential agreements are positive statements that indicate the expectations for harmonious and positive relationships between the members of the class.

The essential agreements will be communicated to parents through the communication book once they have been established and they will be displayed in the classroom throughout the year. Essential

agreements are the main tool that the teachers have for motivating students to have a responsibility conducted in the class.

Positive behaviour at EtonHouse Bahrain is valued, praised and rewarded, and used as an example to build upon. Each class has an action board in which children and teachers document and celebrate their positive actions. Children will also reach agreements for the use of common sense in the school: lobby, hallway, playground and library. Parents and children are encouraged to follow these codes for good functioning and harmony in the school.



Behaviour Management Procedure

The cooperation and consistency in codes of behaviours at school and home is fundamental for the positive development of the child. Teachers and parents must work in a partnership. Parents are informed at every stage of their child's learning journey. In some cases, teachers may contact home to discuss an issue. Should the issue escalate, parents will be invited to the school to discuss the behaviour and next steps. This could be with the teacher and/or Principal. Every step taken is supported and parents may request meetings with the academic team at any time.

Challenging Behaviour

On occasions where a more structured approach is necessary to monitor the level of a child's behaviour the following steps are taken:

- Teachers reminds the students of inappropriate choices. Discussion with students take place to support their behaviour development.
- Encouragement and positive reinforcement are consistently applied.
- If necessary, a child who is struggling to follow the essential agreements will be momentarily separated from the rest of the group until he or she is calm enough to express his feelings and needs. Teachers may decide to schedule an appointment with parents to gain more information about the child's behaviour and to set goals and actions for an intervention plan.

Attitudes: What do want students to feel value and demonstrate?

While recognising the importance of knowledge, concepts, and skills, it is vital that there is also focus on the development of personal attitudes towards people, towards the environment and towards the learning, attitudes that contribute to the well-being of the individual and of the group. Attitudes to learning support our whole school culture and classroom environment.

Developing the Whole Child

Appreciation	Appreciating beauty of the world and its people
Commitment	Being committed to their own learning, persevering and showing self-discipline and responsibility
Confidence	Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices
Confidence	Feeling confident in their ability as learners having the courage to take risks, applying what they have learned and making appropriate decisions and choices
Cooperation	Cooperating, collaborating, and leading or following as the situation demands
Creativity	Being creative and imaginative in their thinking and in their approach to problems and dilemmas
Curiosity	Being curious about the nature of learning and of the world, its people and its culture
Empathy	Imaginatively projecting themselves into another's situation in order to understand his/her thoughts, reasoning and emotions
Enthusiasm	Enjoy learning
Independence	Thinking and acting independently, making their own judgments based on reasoned principles and being able to defend their judgments
Respect	Respecting themselves, others and the world around them
Integrity	Having integrity and a firm sense of fairness and honesty
Tolerance	Being sensitive towards differences and diversity in the world and being responsive to the needs of others

Monitoring of Learning and Student Development

EtonHouse Bahrain shall monitor the academic performance of the students and use the data collected to review its processes so as to continually provide high-quality educational services. It also reviews how the school monitors students' development and takes appropriate actions for students who have not met required standards and reported to parents.

Assessing, Documenting and Reporting

Teachers are available to discuss the progress of your child at any time of the year, please make an appointment at a mutually convenient time with the class teacher.

We report on children academic progress three times per year.

EYFS

Key Stage One: Pupils' characteristics of effective learning are fostered throughout the learning opportunities as they are encouraged to play and explore, engage in active learning and to create and think critically. Through the three prime areas of learning: personal, social and emotional development; communication and language; and physical development. Along with four specific areas of learning: literary, mathematics, expressive arts and design, and understanding the world.

Classroom Administration Information

Age and Year Level

Age	Year Level
18-24 months	Pre Nursery
2-3 years old	Nursery 1
3-4 years old	Nursery 2/KG 1

School Hours

Year Level	Timing
Preschool (Pre Nursery to Nursery 2)	8:00 am to 1:00 pm
Preschool After School Club	1:00 pm to 1:45 pm

After School Activity

The purpose of After School Clubs is to provide opportunities for students to engage in extracurricular activities. There are a variety of ASAs we will offer which aim to develop the students' interests and overall growth. At the beginning of each term, the ASA programme will be emailed to parents and will be posted in the school app for registration. Please assist your child to make their selection. Students are fully supervised by staff at all times during these sessions. From time to time the school may have outside- providers conduct after school clubs and there may be an additional cost.

Absences

Parents are responsible for notifying the school if their child will be or she has been away from school, especially if the child is away due to symptoms of a communicable disease, such as Hand, Foot and Mouth or chicken pox. In such cases, the school bears the responsibility of informing the other parents in the classroom and the government bodies if necessary. If a student has been away due to a communicable disease, he/she must be seen by a doctor and be given medical clearance to return to school.

Arrival

During arrival it is very important to set up a routine that your family can follow every day. This provides your child with a sense of security. Please keep teachers informed about your child's health, mood, eating habits, family saturation, or anything you think might affect your child's behaviour at school. We recommend that you help put away items in the cubby, walk your child into the room, greet the teachers and friends, and assist your child in selecting a toy or joining an activity. When it is time for the person dropping the child off to go, tell the child you are leaving, and say, "Goodbye". If your child is having difficulty separating, signal a teacher for assistance. Feel free to call us later if your child is upset when you leave, and we will let you how he or she is doing.

Separation

If there is still protest and difficulty, teachers are close by to help your child when you leave. Usually, children calm down and begin to play soon after you leave. Remember, even those children who are comfortable in play and in their environment need your attention, affection and reassurance.

Departure

If someone we do not know is to pick up your child, please inform the teacher. This person must be listed as authorised to pick-up your child on the admission paperwork. Remind the authorised person that we may ask for picture identification to ensure your child's safety.

Birthdays

Birthdays are a special time in a child's life and it is understood that parents would want their child to share this occasion with his/her classmates. To facilitate this, parents are welcome to send along a cake to share with the class. Please inform the teacher in advance if you plan to celebrate your child's birthday at school and send a list of ingredients of the cake, as there are children that maybe suffering from food allergies. The recipe of the birthday cake should be provided. When selecting a cake please keep in mind our **nut-free policy**.

Healthy Food Policy

Children in their first five years of life are developing rapidly and require a nutritious and safe diet for their intellectual, behavioural and physical development. These early years are also the time when a child's eating habits and food preferences are formed. This is why we ask that each snack and lunch that is sent to school provides your child with the nutrition they will need to get through the day. **We do not allow sugary products, drinks, chips. Please ensure your child has some fruit, yogurt, vegetables or sandwich.** Teachers will not offer sweets as a reward for good work or behaviour. 'Instant lunches' which require hot or boiling water is not allowed at school due to the unacceptable risk of burns. As a rule, apart from special occasions, i.e. birthdays etc. food is not to be shared between children as some children have reactions to certain food product.

Home-School Connections

At EtonHouse Bahrain, we value strong partnerships and parents as partners in the child's learning journey. Parents and families play a major role in our school. We believe that when children see a positive and collaborative working relationship between their family and teachers, they feel a sense of stability and continuity. Therefore, parent involvement is encouraged and appreciated.

We seek many opportunities to invite families to be partners in the education of their children, such as:

- Participating in school events and initiatives (International Day, Book Week, UOI projects)
- Volunteering regularly to ready for your child's class
- Attending parent-teacher conferences, exhibitions, assemblies, concerts and special events.
- Offering ideas and feedback to enhance the operation of the service and the quality of curriculum
- Being a member of the PTA (Parents Teacher Association)

School Policies

All school policies are available and accessible online (<https://www.etonhouse.me>) and in the reception desk.

Medical Assistance and Medication

The school provides adequate facilities to handle most minor accidents and emergencies that may occur. If a student has had an accident or become ill, parents will be notified and depending upon the injury, parents may be asked to take their child home.

If your child has been absent due to illness, it is your responsibility to inform the teacher through the communication book. Please advise the school if your child has been exposed to a contagious illness. If your child has had such an illness, they must be seen by a doctor and be given medical clearance to return to school.

The school clinic does not stock or administer any other than basic medical supplies e.g ice for bruising, a saline solution for the cleaning of wounds, simple dressing. Panadol in liquid or tablet form may be administered if parent permission is obtained. The clinic operates under these conservative guidelines so that no medication is administered that a student could be allergic to, and so that any follow-up specialist treatment can be conducted without the masking effects of school clinic treatment.

Medication cannot be administered.

EtonHouse Bahrain Staff have been trained in Paediatric First Aid Programme

In consideration of other children, and your own child's health, **please keep your child at home if he/she has (1) or more of the following:**

- Diarrhoea: more than one abnormally loose stool
- Headache or stiff neck
- Severe coughing
- Unusual dark, tea coloured urine
- Difficult or rapid breathing
- Grey or white stool
- Severe itching of the body or scalp or scratching of the scalp. These may be symptoms of lice or scabies
- Fever: 37.7°C by mouth or 37.2°C under the arm
- Pinkeye-tears, redness of eyelid lining, irritation, followed by swelling or discharge of pus
- An infected skin patch(es)-crusty, bright yellow, dry or gummy areas of the skin
- Unusual spots or rashes
- Vomiting
- Sore throat or trouble swallowing
- Yellowish skin or eyes

Also, the child may be brought to school if he or she is taking an antibiotic prescribe within the last 24 hours-children must be on antibiotics for 24 hours before returning to school.

24 Hour Fever Free Rule: EtonHouse Policy Statement on sick children

A child must be fever free for 24 hours before returning to school. A child's temperature is lowest in the morning but a low temperature is often not a true indicator of 'wellness'. If a child has been given Panadol, Tylenol, Motrin or equivalent the previous night this medication could still be at work lowering the child's temperature. Therefore, a child must be fever free (without the assistance of medication) for a period of 24 hours before returning to school.

Administration of Medication

Medication will only be administered if full written permission and instructions are given (in English) for the teachers to do so and only with medication that is prescribed by a medical practitioner for the particular child. Over the counter medication will not be administered by staff. **Please refrain from asking your child to**

take his/her own non-prescribed medicine without the school's knowledge as this could have detrimental consequences for your child.

Children Sent Home for Illness

Children sent home from school due to illness should not return to school the following day. A child who is feeling ill needs to be in a quiet place where he/she can rest and have lots of attention and tender loving care. If children develop a fever while at school, they will be isolated and cared for in the Nurse's room until the parent or emergency contact person can pick them up. **Children may return to school 24 hours after the disappearance of all symptoms, including the disappearance of fever, ever-reducing medicine free.**

On-going Covid-19 precautions may include the school mandating the following:

- All adults (parents and staff) wearing masks on the school site
- All visitors must record their temperature taken and recorded using the QR code
- If your child displays any symptoms of illness- please keep that at home and inform the school
- From time to time Covid-19 restrictions may include school or class closure which are usually mandated by the Bahraini authorities. In these circumstances, we will contact all parents to provide information.

Accidents/Incidents

Whilst our teachers are diligent with supervision, from time to time, minor accidents occur. Our teachers are trained in first aid and will take action to apply first aid and tend to your child to ensure the he/she is not distressed.

If an accident/incident occurs, you will find an accident/incident form in your child's bag detailing what happened and how your child was supported as a result (we draw your attention to this form by email/ face to face discussion/phone call). If the injury is more serious you will be notified immediately.

Emergencies

In the event of an emergency, the first point of contact will be the parents or primary care-giver. If neither parent can be reached, we will contact the emergency number you have provided to us at the time of registration.

PLEASE NOTE:

Should your emergency contact details change please make sure that you keep the school informed in writing. In the instance that both parents are travelling simultaneously, please inform your child's class teacher/ administration of emergency contact numbers. Should neither parent nor caregiver be reached at the time of an accident EtonHouse Bahrain will take the child to the nearest hospital or doctor. All bills related to the medical care will be passed on to the parents. EtonHouse Bahrain cannot accept any liability for injury or illness.

Parent Teacher Association

Parents are highly regarded in our school and the partnership of the PTA works for the benefit of the children, the school and the community. Regular committee meetings, morning teas, social events and gatherings take place throughout the year open to all parents to attend.

The association assists at functions such as Sports Day, cultural days, inter school activities, school concerts and works for the general well-being of the student and the community. Please consider being part of this

body and contributing to the school. We warmly welcome parent involvement and support for the benefit of our school community and culture.

Uniform

The wearing of school uniform is compulsory, and all students are expected to wear full school uniform. School uniforms are available for purchase at the House of Uniforms.

House of Uniforms: Al Aali Mall- Shop No. 1114 & 1130, Building 2210 Road No 2287, Seef District (+973 17851510)

On special occasions, students are allowed to wear 'casual clothes'. Parents will be informed in advance of these circumstances. At all other times, students are required to wear the uniform. Long hair is to be tied back. Ribbons/hair accessories should be the same colour as the school uniform. We highly recommend that you send few extra sets of clothes in a labelled bag, as accidents and spills happen fast and we want your child to feel comfortable. We are happy to store the extra clothes at school for when they are needed. We like to take care of our planet and ask that you bring in a swimming bag, or canvas for your child's soiled clothes to be sent home in. This bag can be washed and sent back the next day. We are doing our best to remove all plastic from the school and would appreciate your support.

Shoes

Please ensure your children's footwear is suitable for everyday school activities and is easy to remove and put on. Due to safety reasons, students are not allowed to wear 'croc's' or shoes that are not securely fastened e.g. flip flops. All children must keep a pair of sports shoes/trainers at school for PE. They will be sent home at the end of each term. Students are permitted to wear white/cream socks and gym or black shoes with their uniform. During warm summer periods children may wear black or brown securely fastened sandals.

Hats

It is essential for your child to wear a sun hat when playing outside during break and lunch and for PE activities. Hats can remain at school; however, it will be sent home on a regular basis to be washed. Please ensure your child's hat is clearly named.

Sunscreen

Please bring in a labelled bottle of at least SPF 30 lotion for your child, or for each of your children. We recommend that you take the time to thoroughly apply sunscreen to your child before arriving at the school for the day, as experts recommend application should take place at least 30 minutes prior to exposure.

Jewellery

For health and safety reasons it is strongly recommended that children do not wear jewellery, particularly hoop and drop earrings. If parents wish their child to wear jewellery, please discuss this with your class teacher e.g., stud earrings may be acceptable. No other expensive jewellery should be worn.

Water Bottles

Due to the hot weather, students are regularly encouraged to maintain their fluid intake. Each student must have a water bottle, clearly labelled with his/her name and class. Students should only bring water to school- no fizzy drinks are allowed. For health reasons water bottles are not shared. Students can refill their water

bottles during the day. Younger students will have their bottles refilled by the classroom teachers and assistants.

Lost and Found

Items found without a label are placed in the lost and found box (located outside the office). If your child has lost an item, please check this box or enquire at the reception. Items will be kept until the beginning of a new term before the box is cleared.

Please ensure that your child's belongings are clearly labelled. We ask that you please do not send precious or expensive items to school.

EtonHouse Bahrain