Parent Handbook

2026/2027



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About Alamiyah Montessori

Alamiyah Montessori is an initiative of the Alamiyah Educational Foundation a UK registered charity with charity number 1158578 and a UK registered company with company number 08922089. The AEF is led by a Board of Trustees who are responsible for ensuring that the organisation fulfils all of its legal, charitable and financial duties. The Executive Director Mrs Saahera Motara is the nominated person legally responsible to Ofsted for compliance and works closely with the management team to ensure that the setting operates to a high standard. Our staff are comprised of highly skilled professionals who are committed to providing an excellent standard of Montessori Childcare.

Message from the Director

Welcome to Alamiyah Montessori

We are delighted to present Alamiyah Montessori's Parent Handbook.

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

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

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

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

Jazakum Allahu Khair,

Saahera Motara

Executive Director

Vision and Mission

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

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

Vision and Mission

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

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

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

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

Alamiyah Montessori Aims and Objectives

Aims

The setting aims to provide an education which:

- directs children to be thankful to God and to see the beauty, bounty and perfection of their Creator
- promotes a love for God and love for the Messenger of God, Muhammad (pbuh) and all the Prophets
- promotes a respect and love for the Righteous Companions of the Prophet, the inheritors of the Prophets, the Saints and Scholars
- supports children to find their purpose, skills and talents
- supports children to be active and engaged learners
- empowers children to be self-motivated and to build inner discipline
- empowers children to be independent in all areas of their life
- empowers children to build concentration and mastery of skills
- supports children to reach their unique potential
- builds respect for everyone, valuing the differences and diversity of people
- promotes understanding and harmony between individuals and within communities
- builds interdependence and service of the community as a whole

Objectives

The setting aims to achieve this by:

- providing a Montessori approach infused with Islamic Etiquettes and Values

- preparing teachers to align with the vision and mission of the organisation
- training teachers to model expected etiquettes and behaviours
- training teachers and teaching assistants to act as guides in the classroom to support the natural learning process and promote concentration
- implementing a positive discipline approach to behaviour management
- teaching Quran, Hadith, Duas, Arabic, Nasheeds (devotional songs and poetry), Seerah (stories from the life of the Prophet)
- encouraging children to perform prayer and meditational practices
- providing children with the freedom to explore the curriculum
- allowing children to make choices about their learning
- teaching children individually and in small groups in order to learn and make progress at their own pace
- providing a child friendly environment where children have access to everything they need to learn to problem solve and to take care of themselves, others and the environment
- providing opportunities to learn about different people, religions, cultures and societies and to explore their similarities and differences
- providing opportunities for children to work together to achieve a goal and to serve the community

Teaching and Learning at Alamiyah Montessori

Children's House - Early Years

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

The early years' provision at Alamiyah Montessori continues the work of the Alamiyah Preschool and Alamiyah School which successfully ran from 2011 to 2017 and 2017 to 2025 respectively.

The Early Years Environment

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

Indirect Teaching in the Early Years

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

Direct Teaching in the Early Years

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

Children's Interests

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

Planned Themes and Circle Times

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

Montessori Children's House Curriculum

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

1. Practical Life

The practical life curriculum is the starting point for all children entering the Montessori Early Years class and lays the foundation for all other learning to come. The activities encompass both direct and indirect aims, which together support the child in becoming both physically and mentally independent and responsible. Through the practical life curriculum, the child learns how to take care of themselves, their environment and others, through graded- hands on life skills. This area of the curriculum promotes the physical development of the child as a pre-requisite for later learning, building fine and gross motor skills, hand eye coordination, muscle control and one to one correspondence. All of these skills are developed while also building a child's concentration, independence and confidence to do things for themselves, in the classroom and at home. The child is also indirectly exposed to mathematical and language concepts. For example, activities such as pouring beans provide the child with the direct aims of independence of pouring without spilling, but also allows them to develop muscle control, concentration, hand eye coordination and indirectly introduces addition and subtraction as well as preparing the child's eyes for scanning from left to right which is a necessary skill for reading.

2. Sensorial

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

3. Mathematics

The Montessori mathematics curriculum provides children with concrete materials, which allows them to acquire precision and order whilst building mathematical skills and awareness that becomes intuitive and interconnected with all other areas of the curriculum. Through the use of these concrete materials, the child

develops a firm foundation in numeration, the decimal system, the four operations and measurement. As the child masters basic mathematical skills, he is naturally drawn to abstraction which will enable him to perform arithmetic and develop further mathematical knowledge and skills with ease.

4. Language

The Montessori environment is set up as a language arts laboratory in which the child is able to acquire clear and concise language in all aspects and areas of the classroom. Due to this rich environment, which is full of songs rhymes, read aloud stories, books, labels and short informative text to read for children at every level, all children in our Montessori environment develop an interest in written and spoken language. Each child is then supported at their own rate through the rigorous curriculum, which systematically supports them along the path of reading and writing.

5. Arabic and Quran

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

6. Arts and Crafts

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

7. Cultural

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

Seerah

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

Movement and Exercise

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

Music and Rhythm

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

Technology

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

Montessori Home Education Centre

At Alamiyah Montessori, we recognise that there are parents who wish to continue their child's Montessori learning through home education. We aim to support home educating parents who have adopted a Montessori approach to learning in the home so that they can access Montessori childcare and educational support to assist parents with their childcare and home education. Parents are fully responsible for their child's education. Alamiyah supports this process by providing a place where children can attend flexibly for two to four mornings a week to access a Montessori Learning environment where they can continue their independent learning whilst accessing excellent quality childcare and tutors in three subject areas: Maths, English and Science.

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

Broad Goals

Our aim is to support home educating families by:

- providing high quality part time childcare for parents of home educated children;
- providing Montessori home education support in the core subjects through the provision of experienced and qualified Montessori tutors in Mathematics, English and Science;
- promoting Montessori as a conscious parenting style;
- promoting a positive discipline approach in the home;
- supporting and advocating for the welfare of the child;
- promote Montessori principles in the home, through building independence and concentration;
- promote respect and love for all people and other cultures regardless of any differences;
- inspiring and supporting pupils to be aspirational and to reach their full potential.

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

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

The Great Lessons are connected stories that span the enormous historical frames of time and space. From this story framework emanate the details of the disciplines: science, mathematics and language. The story provides an overview, stimulates the imagination and provides holistic lessons. The children then study the subjects in detail: Biology, Botany, Zoology, Chemistry, Geology, Physics, English and Maths. Because of the unifying thread of the Great Lessons, no subject is studied in isolation from the others. Parents will be supported to inspire their children and to deliver these elements in a Montessori way

Home Education Centre: Areas of Learning

English	Support offered will include: Vocabulary development, reading practice, language exercises which lead to reading with understanding; word study, spelling, grammar boxes and related classification along with analysis of simple, compound and complex sentences. Writing proceeds from short stories to composition, the structure of paragraphs and composition, appreciation and development of style, along with a history and study of literature
Mathematics	The following areas are supported: numbers, place value, continuation of the hierarchy of numbers, linear counting, four operations, long multiplication and long division, multiples, factors, divisibility, fractions, decimals, negative numbers (and their related operations), squares and cubes of numbers, powers of numbers, data handling. Geometry and measurement form part of Mathematical learning including the concepts of equal, similar and equivalent; exploration with constructive triangles; a study of polygons along with circles, angles and lines.
Integrated Science	Scientific study is supported through the use of stories, experiments, charts and pupil's research. The study of science includes, Astronomy, Earth Sciences, Natural History including Botany, Zoology, Ecological Science, Physics, Biology, Chemistry and Geological Sciences. Pupils will be allowed to follow their own interests and conduct their own independent research and studies in the area facilitated by tutors.

The Montessori Home Education Centre is an interactive environment designed to help children become self-directed, independent learners. Children will be provided with tuition and tutors to assist them and they are free to practice and refine their skills at their own pace. They are guided to manage their time and to meet the responsibility of working independently.

At Alamiyah, safeguarding is always at the centre of our care. Children will be taught to be safe within the setting and safeguarding procedures will be adhered to fully.

Parent Partnership

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

To do this:

• The teachers/tutors are accessible and available for discussions with parents and private meetings can be requested with the Manager/Director.

• All our staff are approachable and committed to an ongoing dialogue to ensure that communication is kept open with parents.

• Key Teachers/Tutors will be available to communicate with each parent about the child's activities.

• In order to understand and best meet the needs of the child, parents are asked to inform the setting of any information or changes in personal circumstances that may affect a child developmentally or emotionally.

• Parents must attend any meetings scheduled by teachers to discuss progress or behaviour.

• All information given by the parent about their child remains strictly confidential.

• Parents are kept up to date about information regarding the setting through regular updates on email

• We inform all parents about our policies in summary in the parent handbook and in detail on our website.

• Parents or emergency contacts will be informed if there is concern for a child's health and well-being during the day.

• Parents have access to their child's written and online records on My Montessori Child.

• Parents are encouraged to contribute to their child's learning by reading the weekly observations on My Montessori Child and commenting online or during weekly parent discussions.

• Parents are encouraged to come in to observe their child and attend progress meetings on a regular basis.

• We provide opportunities for parents to contribute their own skills, knowledge and interests to the setting. We welcome contributions from all parents in whatever form they may take.

• Parents are given opportunities to learn about the curriculum and about their child's learning through open mornings, workshops and training sessions.

In addition to the points above, Alamiyah employs a Parent Preschool Partnership Agreement which together with the parent handbook, policies and procedures form the basis of a Home School Partnership. Please find the contracts below for children attending the Preschool and the Home Education Centre.

Early Years Parent Partnership Contract

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

1. To demonstrate a commitment to the vision, mission and ethos of Alamiyah Montessori.
2. To maintain communication with the setting about your child's health, development and learning including, any professionals working alongside your family and any assessments.
3. To inform the setting about any changes to information held by Alamiyah including, personal or emergency contact details, authorised collectors, your child's home address or living arrangements. All notifications must be made at least 24 hours prior to any change taking effect.
4. To ensure that all absences and lateness are authorised by providing advance notice in writing (via email or letter) prior to the start of the session for each instance of absence or lateness.
5. To maintain high levels of attendance aiming for 95% attendance, to ensure continuity in your child's learning and to build good habits for life.
6. To ensure that your child maintains a high punctuality rate (unless there are extenuating circumstances), since lateness disrupts the learning of your child and that of others.
7. To ensure that your child comes in clean and tidy according to the dress code and appropriate for the weather - see Alamiyah Montessori Dress Code.
8. To commit to the prompt payment of fees, in accordance with our fee payment policy.
9. To understand the Alamiyah Montessori ethos and how the Montessori curriculum works, accepting that each child learns best following their unique and natural path of development.
10. To attend parent workshops in order to understand and implement the ethos and approach used to educate your child. There will be no more than two compulsory parent workshops per academic year.

11. To be willing to implement recommendations from the parent workshops or as a result of observations of your child.
12. To work with the setting to develop the best plan for your child's home learning so that no unnecessary pressure is placed on your child which can have a negative impact on long term holistic development.
13. To keep up to date with your child's progress, receive important updates and contribute to their learning by informing us of your child's current learning and interests at home.
14. To attend and provide follow up to progress meetings, meetings regarding pupil behaviour, any meetings regarding your child, coffee mornings/afternoons and parent's evenings to keep up to date with your child's progress and learning.
15. To strongly encourage constructive activities, which are in line with the development of the child and engage all aspects of the child - head, heart and hands.
16. To actively avoid all screen time including television, DVD's and playing video games to help preserve the fitrah of your child, leaving their hearts open and receptive to the message of the Prophet (pbuh).
17. To provide your child with a healthy breakfast and lunch with no added sugar, thereby working with the setting to limit the impact poor diet has on behaviour, concentration and learning.
18. To monitor the environment and company that your child keeps and ensure that any negative interactions or incidents are fed back in order for us to support their learning.
19. To ensure that your child is polite, courteous and respectful to all staff and pupils
20. To ensure that your child maintains the rights and boundaries of others without harm or any physical force.
21. To ensure that your child only uses acceptable and appropriate language at the setting, the use of racist, derogatory or obscene language is unacceptable and prohibited
22. To ensure that your child handles Alamiyah property and the property of others with care and respect
23. To adhere to the setting's policies and procedures, correspondence and guidelines as outlined on the website and parent handbook, paying particular attention to policies on attendance, punctuality, dress code and fees.

Home Education Centre: Parent Contract

To get the most out of your time with us, it is important that you demonstrate a commitment to the vision, mission and ethos of Alamiyah Montessori. It is also important to build a partnership to ensure the health, welfare and safety of your child while they are with us. In order for Alamiyah to provide quality childcare and educational support, the terms below must be adhered to:

1. To demonstrate a commitment to the vision, mission and ethos of Alamiyah
2. To maintain communication about your child's health, development and learning including, any professionals working alongside your family and any assessments
3. To inform the setting about any changes to information held by Alamiyah including, personal or emergency contact details, authorised collectors, your child's home address or living arrangements All notifications must be made in advance of any change taking effect
4. To ensure that all absences are communicated in advance in writing (via email or letter) prior to the start of the session for each instance of absence so that we are aware of who will be attending daily
5. To ensure that your child comes in clean and tidy according to the dress code see Alamiyah Montessori Dress Code
6. To commit to the prompt payment of fees, in accordance with our fee payment policy
7. To attend meetings regarding pupil behaviour or any meetings regarding your child
8. To strongly encourage constructive hands on activities and avoid or minimise screen time
9. To adhere to healthy eating guidelines when providing snack to help your child to have the best health, wellbeing and educational outcomes
10. To ensure that your child is polite, courteous and respectful to all staff and pupils
11. To ensure that your child maintains the rights and boundaries of others without harm or force
12. To ensure that your child only uses acceptable and appropriate language at the setting, the use of racist, derogatory or obscene language is unacceptable and prohibited
13. To ensure that your child handles Alamiyah property and the property of others with care and respect
14. To adhere to the setting's policies and procedures, correspondence and guidelines as outlined on the website and parent handbook, paying particular attention to policies on attendance, punctuality, dress code and fees.

According to the centre's Montessori ethos, it is important for children to receive a balanced and holistic education. A full range of learning which is balanced should include: physical, emotional, social, mental intellectual aesthetic and spiritual education. According to the Education Act: it is your responsibility as a parent to ensure that your child receives a full and balanced education, it is your choice how you wish to deliver this.

Please read the following carefully to make clear what you can expect from the Alamiyah Home Education Centre. According to this agreement:

Alamiyah will provide: childcare and learning support for 2-4 mornings a week, for no more than 27 weeks a year and tutors in English, Maths and Science to support your child's home education.

Alamiyah will not provide any home-work or home learning. Alamiyah will also not provide any teaching in any of the following subjects: Physical Education, Practical Life, Music, Dance and Drama, Arts, Crafts and Design, Geography, History, Information Technology, Modern Foreign Languages, Religious Education, PSHE, Relationships Education.

Alamiyah Montessori Team

Nominated Person and Executive Director: Mrs Saahera Motara

As Director of Alamiyah Montessori, Saahera has 24 years of experience working within the field of education in teaching, management and leadership roles. She has a PGCE in Mathematics, has completed a diploma in Montessori Early Years and Elementary education. As nominated person, she has legal responsibility to Ofsted for the leadership and management of the setting. It is her duty to ensure that the statutory requirements of the EYFS are met and that all of the welfare and safeguarding obligations of the Home Education Centre are adhered to. Her role involves making sure that the needs of pupils and staff are catered for, and that all legal and financial obligations are considered and met. Saahera is also a Trustee and in this capacity Saahera works closely with the AEF Trustees and the Local Authority. In addition to this, she tutors science and mathematics in the Home Education Centre.

Manager: Mrs Nasima Bobat

Nasima holds an Early Years NVQ Level 3 in Childcare Learning and Development, an MA from the Royal College of Art and she has completed an Elementary Montessori Teaching Diploma for pupils aged 6-12 years. She has also trained as an NVQ Level 2 Assessor and has experience in teaching adults and families at the Redbridge Adult Education Centre. As the Manager, her role is to manage the day to day running of the setting through ensuring the welfare of the pupils on the floor and through managing the paperwork for the setting. Nasima also supports the home education centre as an English tutor where she guides children in their work and ensures that their needs are met. **Nasima has the key responsibility of Designated Safeguarding Lead, Prevent Officer, SENCO and Fire Safety Officer.**

Deputy Manager and Early Years Montessori Teacher: Nadia Begum

Nadia is a graduate with a BA in Early Childhood Studies, as well as AMI Montessori Diploma and NVQ Level 3 in Early Learning and Childcare. She brings with her thirteen years' experience as a Montessori Directress for 3-6 year olds as well as being a mother of three. Nadia is the Deputy Manager of the Early Years, in this role she supports the manager to ensure that all policies and procedures are implemented in the preschool and supports with any arising issues. She is a key teacher who presents new activities to the pupils and follows on with children's interests to extend their learning. She delivers circle times with songs, nasheeds and rhymes and carries out observations of the children which inform the refinement of the learning environment. She also develops new lesson plans and resources for both indoor and outdoor learning. **Nadia has the additional responsibilities of being the Inclusion and Equality Officer, Deputy SENCO and the EAL Coordinator.**

Early Years Teacher: Tayoba Rahman

Tayoba is a graduate with a BA in Early Childhood Studies and an NVQ Level 3 in Childcare. She has several years' experience in both Early Years settings and Primary Schools, she has gained significant experience as a Montessori Early Years Practitioner having trained and worked at Alamiyah School in the early years for over 6 years. At Alamiyah, Tayoba is a key teacher and is an Early Years Montessori Presenter and Overseer in the classroom. In the role of presenter, she plans and presents new activities to the pupils and follows on with children's interests to extend their learning. She delivers engaging and stimulating circle times and other group activities and develops lesson plans covering indoor and outdoor learning. In the role of overseer, Tayoba ensures that pupils are engaged and that the classroom is settled. **Tayoba has the additional responsibility of being the First Aid Officer.**

Early Years Teaching Assistant: Nazan Said

Nazan holds an NVQ Level 2 in Childcare and Development. She has several years' experience in Montessori Early Years settings and is a mother of three. Nazan has trained as a Montessori teaching assistant and is a key teacher, Overseer and Observer. In the role of Overseer, she ensures that pupils are engaged and that the classroom is settled. As an Observer, she monitors children during snack time and undertakes care duties to support their independence. She takes observations and follows up on children's interests to support the teachers to advance pupil learning and development. She delivers engaging circle times and helps to develop plans to support indoor and outdoor learning. **Tayoba has the additional responsibility of being the Food Safety Officer.**

Senior Administrator: Ms Hannaa Abou-Taleb

Hannaa brings with her a strong background in governance and compliance from her previous company secretarial roles and completion of Level 1 of the Chartered Secretaries Qualifying Scheme with the Chartered Governance Institute. At Alamiyah, Hannaa is responsible for admissions, pupil welfare and transitions finance, HR, purchasing and maintaining paperwork according to regulations. **Hannaa has the responsibilities of being the Admissions Officer and Accounts and HR Officers.**

Administrator: Mrs Khairunisa Ismail

Khairunisa brings with her a broad and diverse experience of employment and voluntary posts in the UK and in her native Singapore. She has worked in various administration and finance roles and runs her own catering business. Her voluntary roles include, Coach and Girls' Team Manager at Barking Cricket Club, Fundraising roles and Cookery Teacher. At Alamiyah Khairunisa provides broad scale administrative support and is responsible for premises and facilities management. **Khairunisa holds the role of Health & Safety Officer and Data Protection Officer.**

EY Arabic Teacher and Lead Practitioner for Ethos and Pastoral Care: Mrs Emine Said

Emine is an Early Years Practitioner with many years of experience of working with children. She has trained as a Montessori Overseer at Alamiyah and as a Behaviour Management Officer specialising in positive discipline. In this capacity Emine ensures that there is a consistent approach employed with respect to behaviour management across the setting through training and observing practice. Emine is also an Arabic and Quran Teacher who has studied extensively in the Middle East. She speaks fluent Modern Standard Arabic (Fus-Ha) and has two Ijaza's in Tajweed. **Emine is the Behaviour Officer and Hygiene and Cleanliness Officer.**

Specialist Tutor - Mathematics (Part Time): Mrs Shaista Kasmani

Shaista is a trained and qualified Elementary Montessori Teacher for pupils aged 6-12 years. She has a background in computing and education and has successfully home educated her own children. Shaista completed her Elementary Montessori teaching practice with Alamiyah School and has worked at Alamiyah as a Science and Technology Teacher and as an Elementary Montessori Teacher. Shaista is another very strong addition to the Home Education Centre team, where she has the role of tutoring Mathematics to elementary aged children, supporting their learning through the Montessori Mathematics curriculum.

Qualifications of Teaching Staff

At Alamiyah, we recognise that excellence in teaching and learning relies on the skills and knowledge of the staff. The staff team have a range of qualifications at graduate and post graduate level including Montessori Diplomas, PGCEs, NVQs Level 2, 3 and 4 in Childcare, BA in Education, Ijazas in Quran and Bachelor's Degrees in their specialist subject areas or specialist qualifications for their subject and role. We further ensure that all other staff have rigorous training for their role.

We also provide teachers with both externally led and in-house training led by subject leads who have expertise in their respective fields. The emphasis on relevant training and qualifications ensure that our curriculum is delivered in a way that is consistent with our aims of promoting a rigorous and high-quality balanced education.

Key Persons

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

Updating pupil's progress records
Completing and updating Learning Journals
Completing observations for the children
Planning circle times and activities which reflect the children's interests

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

Session Timings

Children's House Session Timings

Morning Session 9:00am – 1:00pm

Time	Activity
9:00 -9:10	Children arrive. Children are greeted by a member of staff. Once inside the classroom, children will be guided to change into their indoor shoes, remove coats, place personal belongings in the cloakroom area and wash their hands
9:00 -12:00	Montessori Work cycle is a time when children will have free access to all Montessori areas and activities. Children will be presented to individually, according to their needs and development. Small groups will come together for story time and group activities. Whole class circle time takes place at 11:30pm before garden time.
12:00 – 1:00	Garden Time
1:00 – 1:05	Morning Children Leave

Afternoon Session 11:45 – 3.30pm

Time	Activity
11:45-11:55	Children arrive and are greeted by a member of staff.
11:45-1:30	Garden Time
1:30 -3.10	Montessori Work cycle is a time when children will have free access to all Montessori areas. Children will be presented to individually, according to their needs and development. Every afternoon there will be an additional themed session (see CH timetable)
3.10– 3.30	Circle Time and Preparation for home time
3.30 – 3.35	Afternoon Children Leave

Full day Sessions 9.00 - 3.30

Time	Activity
9:00 -9.10	Children arrive. Children are greeted at the main door by a member of staff. Once inside the classroom children will be guided to change into their indoor shoes, remove coats, place personal belongings in the cloakroom area and wash hands.
9.00 -11.50	Montessori Work cycle is a time when children will have free access to all Montessori areas and activities. Children will be presented to individually, according to their needs and development. Small groups will come together for story time and group activities. A whole class circle time takes place at 11:30pm with singing and stories. Children independently prepare their lunch tables before 12pm
11.50 – 12.20	Lunch children will eat a healthy packed lunch provided by their parents
12.20 – 1.30	Garden Time
1:30 – 3:10	Afternoon Workcycle and additional themed session which will be a lively and stimulating session based on the theme (see CH timetable)
3:10 - 3:30	Circle Time and Preparation for home time
3.30 – 3.35	Full day children leave

Children's House Timetable

Alamiyah Pre-school Timetable (2026-27)

Time	Day of the Week				
	Mon	Tue	Wed	Thu	Fri
9:00	Arrival / AM Registration				Closed to Pupils Staff Planning & Prep Day
9:00 – 11:30	Workcycle	Workcycle	Workcycle	Workcycle	
11:30-11:50	Circle Time				
11:50 – 12:55	Outdoor Workcycle: Garden Time AM Pupils				
1:00-1:05pm	(1:00 Hometime AM Pupils)				
11:45 - 1:30	Outdoor Workcycle: Garden Time PM and Full Day Pupils				
11:55-12:25	Pupils Lunch				
1:30 – 3:10	Workcycle Drumming and Nasheeds	Workcycle Physical Movement Yoga	Workcycle Storytelling	Workcycle Arts and Crafts	
3:10 – 3:30	Circle Time and Hometime Prep				

Alamiyah Montessori

Preschool Term Dates 2026 - 2027

Autumn Term

Starts:	Monday 7th September 2026
Half Term:	Monday 26th to Thursday 29th October 2026
Ends:	Wednesday 23rd December 2026 Half Day
Winter Break:	Thursday 24th December 2026 to Monday 4th January 2027

Spring Term

Starts:	Tuesday 5th January 2027
Long weekend break:	Thursday 18th February 2027
Ramadan break:	Thursday 4th to Tuesday 9th March 2027
Eid al Fitr Holiday:	Wednesday 10th and Thursday 11th March 2027
Ends:	Thursday 25th March 2027
Spring Break:	Tuesday 30th March to Thursday 8th April 2027

Ramadan is estimated to start on Monday 8th February 2027, subject to the sighting of the moon.

Eid al Fitr is estimated to fall on Wednesday 10th March 2027, subject to the sighting of the moon.

Summer Term

Starts:	Monday 12th April 2027
May Day:	Monday 3rd May 2027
Eid al Adha Holiday:	Monday 17th and Tuesday 18th May 2027
May Bank Holiday:	Monday 31st May 2027
Half Term	Monday 1st to Thursday 4th June 2027
Ends:	Thursday 22nd July 2027 Half Day

Good Friday and Easter Monday are on Friday 26th and Monday 29th March 2027.

Eid al Adha is estimated to fall on Monday 17th May 2027, subject to the sighting of the moon.

Alamiyah Montessori

Home Education Centre Term Dates 2026 - 2027

Autumn Term

Starts:	Monday 21st September 2026
Half Term:	Monday 26th October to Thursday 5th November 2026
Ends:	Thursday 10th December 2026
Winter Break:	Monday 14th December 2026 to Thursday 7th January 2027

Spring Term

Starts:	Monday 11th January 2027
Ramadan break:	Wednesday 17th February to Tuesday 9th March 2027
Eid al Fitr Holiday:	Wednesday 10th and Thursday 11th March 2027
Ends:	Thursday 25th March 2027
Easter Bank Holiday Weekend:	Friday 26th and Monday 29th March 2027
Spring Break:	Tuesday 30th March to Thursday 15th April 2027

Ramadan is estimated to start on Monday 8th February 2027, subject to the sighting of the moon.

Good Friday and Easter Monday are on Friday 26th and Monday 29th March 2027.

Eid al Fitr is estimated to fall on Wednesday 10th March 2027, subject to the sighting of the moon.

Summer Term

Starts:	Monday 19th April 2027
May Day:	Monday 3rd May 2027
Half Term	Thursday 13th May to Thursday 10th June 2027
Ends:	Thursday 22nd July 2027

Eid al Adha is estimated to fall on Monday 17th May 2027, subject to the sighting of the moon.

May Bank Holiday falls on Monday 31st May 2027.

Equality and Inclusion

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

Alamiyah aims to:

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

At Alamiyah we value the diversity of families and welcome:

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

The School's **Inclusion and Equality Officer is Mrs Nadia Begum**

Special Educational Needs and Disabilities (SEND)

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

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

English as an Additional Language (EAL)

At Alamiyah bilingualism is viewed as a positive and life enriching asset.

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

Identification and Assessment

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

- Information from the registration form and new pupil questionnaire;
- Information from meetings/interviews with parents/guardians;
- Information from any initial communication and language assessment carried out in the first term;
- Information from the previous setting

Assessment is undertaken as a partnership between the teacher, EAL Coordinator, parents/guardians and pupil.

Provision

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

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

Admissions

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

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

Commitment to Islamic Values

Parents and pupils form the backbone of the setting, which is why parental support for our vision is essential to build a harmonious and united community. It is important that families support these values and are happy to implement them in the home. Our values are universal and underpin all that we do, and we expect everyone to subscribe to them and to participate in all aspects of life at the setting.

Commitment to Montessori Education

The Montessori system is innovative and works differently to mainstream education. The approach covers all aspects of a child's life which includes parenting, discipline, routines, diet, values and beliefs. This requires families to be supportive of Montessori values and principles and live in harmony with these principles in the home.

Alamiyah priorities regarding admission are therefore identified below:

- We seek families who support Montessori education, Positive Discipline and Islamic Faith Values and implement these principles within their homes so that there is no dissonance between the expectations of both the home and the setting.

We are not selective and aim to support pupils regardless of their needs, attainment and rates of progress. As a small setting with limited resources and funds, there are occasions when we simply cannot cater for a particular pupil's needs. These needs will be assessed carefully and with the support of experts.

Selection Criteria

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

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

Any pupil requiring a place will be given priority if:

- the parent is a staff member
- the parents are committed to the vision of the school

Preschool Admissions

We encourage parents to enrol their children into the preschool in Children's House at age three in order to lay a strong foundation for their later learning. Children who enter at nursery age can stay for the duration of the early years until the child turns 5.

Children entering the nursery need to turn 3 years old before the start of their first term in order to access funding. Occasionally pupils can be admitted just before they turn 3 years old, however the fees will be at full cost for the term. Funding can be accessed by the school on the pupil's behalf from the term after pupils turn 3 up to the term after they turn 5 years old.

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

Home Education Admissions

Upon enrolment in the preschool, a continuous place is offered until parents decide to withdraw, at which point the normal full term's notice is required. Children become compulsory school age at the start of the term after which they turn 5 years old, at which point they would be deemed to be home educated if continuing to attend Alamiyah Montessori.

It is important to note that the Preschool and Home Education Centre are two distinct services and have separate admissions processes and waiting lists. Where there is space in the Home Education Centre, priority admission is offered to children leaving the preschool. If parents do not wish for their child to progress onto the Home Education Centre at the end of their time in the preschool, then the setting must be notified giving at least one term's notice.

Waiting List

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

1.	Preschool Waiting List	3 - 4 year olds
2.	Home Ed Waiting List: Band A	5 – 6 year olds
	Band B	7-11 year olds

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

Admissions Process

The Alamiyah admissions process is outlined briefly below:

1. Registration for a Place
    a. fill in pupil's details to register interest
    b. attend virtual open day presentation
    c. visit setting
    d. pay registration fee
2. Offer of a Place
    a. pay £250 deposit and advance payment of £300 from the first terms fees to secure your place (this is non-refundable if you decide after paying to no longer take up the place)
    b. Sign Parent Partnership Agreement
3. Enrolment

a. fill in enrolment paperwork
b. documents/photos checked and filed
c. pupil induction visit
d. long term medication/spare clothes brought in

1. Registration for a Place

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

- Register their child's details on the Alamiyah Montessori website
- Attend open day
- Pay a £50 non-refundable admin fee
- Attend a visit with their child

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

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

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

2. Offer of a Place

If your child is the first on the waiting list in a particular band, they will be offered a place as soon as a vacancy arises. At this point an offer will be made as close as possible to the preferred sessions that were requested. Sessions can only be offered subject to availability. After accepting a place, the child will start enrolment which is the last step in the admissions process. Upon acceptance of a place, a £250 deposit is payable along

with an advance payment of £300 from the first terms fees. At this stage the Parent Partnership Contract must be read and signed by both parents.

Deposit

The deposit will be returned during the last term of attendance at Alamiyah, provided that the setting has been given a full term's written notice of withdrawal. The deposit and the advance payment are non-refundable if a parent decides to no longer take up a place before their child's first day.

Alamiyah Montessori Parent Contract

The Parent Partnership Contract forms the basis of the agreement that parents have with Alamiyah Montessori and which parents are asked to retain for their records. Alamiyah reserves the right to change the Parent Partnership Contract at any time. Alamiyah will endeavour to provide one term's notice to parents in this event but there may be occasions when this is not possible. Any changes made to these terms are communicated to parents via email.

3. Enrolment

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

Stage 1 Payment of Fees

The first stage is to pay invoices for the deposit, advance fee payment and also to set up a monthly standing order for the remaining fees for the academic year.

Stage 2 Paperwork Visit

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

1) Original Photo ID for both Parents/Guardians, e.g., Driving License, Passport;

2) Original 2 Proofs of Address dated within the last three months, e.g., Utility Bills, Bank Statements;

3) Original Long Birth Certificate - with the name of both parents on it and the child's date of birth;

4) 4 recent passport photos of your child with their full name written on the back;

5) 2 passport photos of each parent and each additional person authorised to pick up your child, with full name of your child and the relationship of the person to the child written on the back;

6) Bring names and contact numbers of people authorised to collect your child for a record of authorisation form (authorising adults to collect your child);

7) If any long-term medication is needed, a letter from your GP explaining the condition, dosage of medication and a healthcare plan for your child if applicable;

8) Completion of Statutory paperwork, which includes the Financial Agreement.

Stage 3 Introductory Visit

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

Stage 4 Bring in Listed Items on the First Day

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

Please note that personal belongings, with the exception of a pencil case at the home education centre, must be left at home since toys and personal trinkets can get lost and cause a distraction or other issues.

Withdrawal from Alamiyah

If a child needs to be withdrawn or sessions reduced, one term's notice is required by the last day of the previous term. If one term's prior notice is not given, the termly tuition fee will be billed to the parent or guardian and the £250 deposit will not be returned. If a parent/guardian would like to decrease the number of sessions booked, notice must be provided by the last day of the previous term. This must be done in writing via email to admin@alamiyahschool.org. If notice is not provided by this date the parent/guardian will be liable for the full fees and will not have the deposit refunded.

If a parent/guardian would like to increase sessions or swap days and times, we will endeavour to accommodate these needs subject to booking rules and availability. However, once the register has been fixed, there is often little room for change. If a requested session is not available, parents can request a session change request to be registered on a session waiting list. If the session becomes available, the session will be given to the next child on the session waiting list.

If you have not already brought documents in due to late enrolment, then on your first day please bring in documents or items due on the introductory day (please see list above). If ANY of these items including fees and documentation is not provided, then we will be unable to continue with the enrolment of your child until it has been submitted and your place cannot be held. **The Admissions Officer is Mrs Hannaa Abou-Taleb**

Fees[1]

Fees for Children's House

In order for your child to derive full benefit from being at Alamiyah Montessori parents must register their children for a minimum of two sessions. Fees are outlined according to the services accessed. There are three terms in one year, however fees are paid monthly.

Alamiyah aims to provide a broad and balanced curriculum which not only fulfils the EYFS standards but also combines the Montessori Method of education with the Prophetic Principles. In order to provide this unique provision for children attending for 15 hours or more, we rely on a combination of EYEF funding for the 15

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

hours and a fee for non-EYFS services. The EYEF contributes towards the core EYFS curriculum framework for 15 hours and we solely rely on fees for the additional non-core activities provided as part of our unique curriculum. Without this contribution we are unable to provide the services which fulfil the ethos and aims of the setting. Therefore, there will be a small charge per term for each child to cover the costs of these extra services in accordance with the funding code of practice.

Non-core services include the following:

Arabic, Quran and Duas - bespoke Arabic curriculum taught and delivered by a qualified Arabic speaker. My Montessori Child Journals - our electronic journals provide parents with the most up to date information and evidence of their child's learning and progress. This unique software strengthens the parent partnership by providing parents with weekly updates about all aspects of their child's learning.

Funding

Pupils are funded from the term after they turn 3 until the term after they turn 5. Children are considered to be compulsory school age the term after they turn 5 years old which is when their funding stops.

Fees for Home Education Services

Pupils of compulsory school age attend for a minimum of 2 mornings and a maximum of 4 mornings. Children are not funded once they reach compulsory school age. Fees are shown below in the Schedule of Fees table.

Schedule of Fees

Early Years Fees for Funded Pupils in Children's House

Session Blocks	Annual Fee	Termly Fee	Monthly Instalment
Additional Sessional Cost (per hour)	**£ 380.00**	**£126.67**	**£ 31.67**
Arabic Language / Islamic Education Services Mon-Thurs 9-1pm	**£2199.44**	**£733.15**	**£183.29**
Cost per afternoon 2.00 - 3.30pm Mon - Drumming and Singing Tues - PE / Yoga Wed - Storytelling Thurs - Arts and Crafts	**£256.50**	**£85.50**	**£21.38**

*All 3 and 4 year olds receive 15 hours of funded childcare. Funding is provided to the preschool by the Local Authority.

Early Years Fees for Unfunded Pupils in Children's House

Session Blocks	Annual Fee	Termly Fee	Monthly Instalment
Morning session inclusive Arabic Language / Islamic Educational Service Mon-Thurs 9am- 1pm	**£5580.00**	**£ 1860.00**	**£ 465.00**
Cost per afternoon 2.00 - 3.30pm Mon - Drumming and Singing Tues - Physical Movement/Yoga Wed - Storytelling Thurs - Arts and Crafts	**£456.00**	**£152.00**	**£38.00**
Cost per afternoon 11:45am - 3.30pm	**£1,140.00**	**£8.00**	**£380.00**

Fees for Home Educated Students Age 7-11 Years

Session Blocks	Termly Fees	Monthly Instalment
4 Sessions **Mon-Thurs 9am - 1pm**	**£ 1800**	**£ 450**
2 Sessions **Mon-Thurs 9am - 1pm**	**£ 900**	**£ 225**

Paying Fees

Fees are calculated termly. Fees are paid on a monthly basis. The payment of fees commences on 1st August and completes on 1st July for each academic year. You will be sent an email containing details of the schedule of payments in advance to your child commencing at Alamiyah. Any additional fees are usually paid termly and due for payment approximately two weeks before the end of the previous term. You will be sent an invoice two weeks before the fees deadline. **It is very important that fees are paid promptly, in accordance with the Fee Payment Terms and Conditions below and your contract with Alamiyah.**

Fee Payment Terms and Conditions

1. A standing order schedule of fee payments will be sent out.
2. Parents will be updated of any changes to sessions and fees via email
3. It is the parent/carer's responsibility to ensure that they retain a copy of their child's fees statement and fee payment dates so that they can set up relevant payments in advance of their deadlines.
4. The invoice number should be used as a reference. Parent/carer's may be liable for the late payment penalty if there is a delay in identifying a child's fees due to the invoice number being omitted from the payment or specified incorrectly.
5. We are not obliged to send any additional reminder invoices after the deadline.
6. Fees must be paid into the account specified on the invoice. If fees are not received into the specified account, then the parent/carer will still be liable for the full fee amount by the deadline and will incur a late fees penalty if fees are not received on time.
7. **All fees must be paid electronically via standing order** into the specified AEF account no later than the deadline provided.
8. The bank will charge a transaction fee per cash or cheque transaction and there are also our own additional administrative costs when processing these types of funds. To avoid those charges being passed to the parent/carer, **cheques and cash payments will not be accepted**.
9. Please note that it can sometimes take up to 7 days for electronic payments to be received and cleared into the AEF account. It is the parent/carer's responsibility to ensure sufficient time is allowed for funds to clear. Failure to do so will result in the late payment penalty being applied.
10. If the funds are not cleared by the deadline, a late penalty charge of £100 will be issued and must be paid within 5 working days of the late notice, otherwise further charges will be applicable.
11. If a parent/carer makes cash or cheque payments into the account at a branch, this will incur an additional penalty charge of £70 to cover administration costs and penalties imposed on the AEF by the bank.

12. Failure to make payment of the fees and the Late Penalty Charge of £100 within 5 working days will result in suspension until a meeting has been scheduled and taken place with the Executive Director / Trustees to establish a way forward.
13. No refund will be issued for the duration of a child's suspension.
14. No more than one late payment of fees in the academic year will be accepted. Failure to pay fees by the deadline more than once may result in further penalties and could eventually lead to the child's place being terminated.
15. If there are any adjustments made to sessions, then adjusted invoices will be reissued accordingly. However, the same fees deadlines will apply regardless of when these changes are requested and granted unless otherwise agreed. The late payment penalty charge will also apply if payment for amended sessions are not received by the relevant deadlines.
16. If the setting closes, due to exceptional and unforeseen circumstances, then do note that fees will not be refunded for those days and the school will not be obliged to reopen on an alternative day to make up the time of the closure.

Alamiyah aims to support parents as much as possible. Parents are advised to contact the Accounts Team in advance of deadlines, of any issues relating to fees or meeting any fees deadlines. Please email accounts@alamiyahschool.org. **The Accounts Officer is Mrs Hannaa Abou-Taleb**

Registration Fees

To secure a place on the waiting list a non-refundable Registration fee of £50 is payable. This must be paid before an offer of a place can be provided.

Deposit Fees

Once your child receives a place, a deposit of £250 and an advance of £300 on the first year's fees are payable as a collated sum of £550. Should your child not take up the place after payment is made then the deposit and the advance of fees will not be refundable.

If the full terms notice is provided after your child starts at the setting, then the deposit of £250 will be refunded in full and the advance will contribute towards the session fees for which your child was enrolled.

Dress Code

All pupils are expected to be sent into the setting in clothing that is adherent to the dress code laid out below. Each child should be sent in looking smart, clean and tidy. Bags, shoes, coats, pencil cases, lunch bags and water bottles should be cleaned regularly. This is especially important for infection control since regular washing reduces the risk of cross infection. Bags, shoes, coats, lunch bags and pencil cases should be washed as a minimum every 4-6 weeks, whilst water bottles and lunch boxes should be washed out daily.

The setting's dress code is provided below, please read over this guidance carefully before purchasing suitable clothing. Do also ensure all clothes including shoes are clearly labelled with your child's name.

Children's House

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

Home Education Centre

Pupils aged 7+ attending the Home Education Centre have a smarter, more formal dress code to signal their new phase of development and learning. This change in dress code will apply to pupils as they enter the Home Education Centre. Guidance can be found in the dress code below.

Dress Code

For all pupils:

- No large logos, branded merchandise, cartoon characters (e.g. Disney, superheroes, branded merchandising)
- Sportswear logos on trainers are acceptable
- Indoor shoes - can be slippers or plimsolls. To protect children's feet, all shoes and slippers should have a hard sole and should not be open toe or open back. Slippers must be clearly labelled with your child's name.

For pupils aged 7+ at the Home Education Centre:

- **Girls:** Hijab and a full-length dress, or abaya or a knee-length dress with sleeves with trousers or a maxi skirt and top with sleeves.
- **Boys:** Islamic hat, smart-casual attire (e.g. trousers with polo shirt or smart Islamic dress).

- No casualwear such as joggers or loungewear will be allowed for boys or girls

Outdoor shoes:

Outdoor footwear should be sensible shoes or trainers. Open toe and open back sandals are not permitted. Shoes with laces can only be worn if your child can fasten shoelaces independently.

Indoor Shoes:

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

Outdoor Coat/Jacket:

In the winter all pupils must bring a warm coat with a hood since pupils will go outdoors in all weather, in addition they should bring a warm hat and gloves/scarf. In warmer transitional weather such as Autumn, Spring and Summer all pupils should bring in a rain jacket since pupils must be prepared to go outdoors in rainy weather.

Lost property

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

Lunch and Snacks

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

Packed Snack and Water Bottles

A healthy snack and water should be sent in for all pupils in labelled tupperware. Snack is not a substitute for breakfast, it is simply an energy boost since children naturally use a lot of energy throughout the work cycle and it is important to have a healthy nutritious snack available if they require it.

Allergies and Sensitivities

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

Packed Lunch (for preschool children staying full day)

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

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

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

Respectful Intimate Care and Nappy Changing

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

We do require all pupils to be toilet trained prior to attending the Nursery at age 3. However, no child is excluded from participating in our setting who may, for any reason, not yet be fully toilet trained. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

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

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

- All parents are required to bring in two sets of spare clothes which will be used in emergencies.
- We encourage all children who are toilet training to wear pants rather than pull ups so that they get used to going to the toilet to relieve themselves.
- Young children are taken to the toilet at regular times and at regular intervals if needed, such as before garden time, after lunch.
- Our staff put on gloves and aprons before changing or toilet cleaning starts, and the areas are prepared.
- All our staff are familiar with our hygiene procedures and carry these out when cleaning children.
- Older children access the toilet when they have the need to and are encouraged to be independent.

Since the preschool takes children who are three years old, they are expected to be dry and toilet trained. If the setting does take on any younger children or children with SEND who have a significant delay to their toilet training then we have additional information on nappy changing and toilet training in our Respectful Intimate Care and Nappy Changing Policy.

Settling In

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

Settling in Process for Children's House

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

Each group of children will be given a special induction window to help them settle in, this will usually last for one to two weeks. Your child must attend all induction sessions. During the induction days your child will only attend one session per day [half day]. If your child does more sessions these will start after their induction once they are ready. The manager/teacher will keep in communication with you to let you know when your child is ready.

First Day at Alamiyah

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

Parents staying with child

During the settling in days which span up to two weeks, parents are required to stay with their child for all or part of the session in order to make the transition into the setting as easy as possible for the child and to reduce any possible anxiety that they may have about leaving their parents. It is normal for children to feel nervous or upset during their first days; if your child is distressed you will be advised to stay. If your child seems settled and is happy for you to leave you will be advised to leave for short periods initially which will gradually get longer until you are no longer required to stay onsite. If your child becomes distressed after you have left, the teachers will make every effort to comfort your child and contact you only if necessary. Feedback will be provided daily by staff to parents about their child's settling in.

Checking up on your child

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

Meeting the Teachers

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

Schedule for the First Few Weeks

To help your child have a smooth settling in experience at Alamiyah we have a special schedule that we use for the first few weeks. When your child arrives, they will be shown their cubby and advised to change into their indoor shoes and take off their coat. All children visit the toilet at the start of the session and they will wash their hands, they will be shown a new activity and shown how to only choose an activity from the shelf which has been already presented to them.

After some time choosing activities, your child will be invited to a circle time. This circle time will cover aspects of grace and courtesy, which are essential for your child to attend in order to understand the routines and boundaries in the classroom. After the circle time your child will be asked to choose activities again for another half an hour. Roughly every 40 minutes your child will be taken to the toilet, depending on the stage that your child is at with toileting. Your child may also choose to read a book in the library, have a snack or look at the objects at the cultural table. At an appropriate time, the child will be asked if they would like to have a snack and they will be shown how to set up and pack away. This cycle of choosing activities for half an hour, then attending a circle time and going to the toilet will continue until it is time to go in the garden.

Activities in the Classroom

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

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

Staying With Your Child

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

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

Distressed Children

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

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

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

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

On the rare occasion that a child does not settle in due to anxiety or having additional needs, this may require that the child attends for less time or less sessions for a defined review period. Parents will be informed of this at the earliest opportunity and a plan devised to support the child. At the end of the review period an assessment will be made about increasing the amount of time attended by the child.

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

Nursery Open House Sessions

We hold open house sessions twice a year where parents of three- to four-year-olds can observe their child in the classroom working on a Montessori activity. During these sessions, one or both parents may attend. Younger siblings however, with the exception of babies in arms, may not attend these sessions.

Drop off and pick ups

The gate will be open for drop offs and pickups at the following times:

Preschool (Children's House) and Home Education Centre

Morning Session: Drop off 9:00 to 9.10am

Morning Session: Pick up 1.00 – 1.05pm

Preschool (Children's House)

Afternoon Session: Drop off 11:45 to 11:55pm

End of day: Pick up 3.30 – 3.35pm

All arrivals and departures will take place from the respective door to the setting where your child is registered. Please ensure that you arrive during these times, as the classroom doors will close promptly at the end of their respective opening times. Please ensure that during morning and afternoon arrivals your child is handed to a member of staff before leaving so that there is a clear handover.

Parking and Child Safety

If travelling with your children by car, please do note that there are parking restrictions in place on Marlborough Road and on surrounding roads. We are situated in a residential area so it is important that we are considerate to our neighbours by causing the least possible disruption to them and keeping the noise on the street to a minimum. To aid in keeping noise to a minimum please can any parent remaining in a car turn the car engine off whilst the car remains stationary.

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

Authorised Collectors

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

If an authorised collector arrives to pick up your child, then your child's teacher will hand over your child to the authorised collector unless you let us know in advance that you have additional special instructions. Therefore, please do ensure that authorised collector details are maintained and kept up to date at all times.

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

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

Late Collection

In the event that a child is not collected on time by an authorised adult, Alamiyah will ensure that the child receives a high standard of care in order to cause as little distress to the child as possible. If a child is picked up after our pickup timings of 1.00 -1.10pm or 3.30 – 3.35pm a late collection fine of £1 per minute will apply.

Uncollected Child

In the event that an authorised adult does not collect a child on time, the setting puts into practice agreed procedures. These ensure an experienced and qualified practitioner who is known to the child, cares for the child safely. In the event that an authorised adult does not collect a child, Alamiyah will ensure that the child receives a high standard of care in order to cause as little distress to the child as possible.

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

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

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

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

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

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

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

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

Attendance and Punctuality

Alamiyah Montessori is committed to supporting children to become lifelong learners and to build good habits for life. We consider that if pupils are to benefit from their time at Alamiyah and to build lifelong habits, good attendance and punctuality are crucial.

Preschool Attendance and Punctuality

We will promote and encourage high levels of attendance for all children at the preschool. We believe that parents have a very important role to play and that there is a need to establish strong communication systems and home-preschool links so that whenever there is concern about attendance it can be addressed promptly.

Persistent lateness can be as damaging as persistent absence. Lateness disrupts not only the child's learning but also the learning of others. Persistent lateness contravenes the parent partnership agreement and parents will be invited to the school for a meeting for persistent lateness in order to put a plan in place to ensure that their child arrives prior to the start of registration.

Preschool Absences

Parents are requested to help us to manage the safety of their children by:

- informing the setting prior to any absence (e.g., doctor's appointment)
- informing the setting prior to registration on the first day of any unforeseen absence
- providing a return date for the absent child (if known)
- informing the setting daily of the reason for absence if no return date is known.

Sickness or Planned Absences

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

Please notify the setting of any periods of planned absence during term time in the form of an email on admin@alamiyahschool.org. When possible, the setting should be notified in advance and in writing.

Holidays taken in term time

The preschool encourages holidays to be taken out of term time so that children have consistent and regular attendance which helps them to build good routines and habits. Consistent routines are important to the settlement and healthy development of young children and therefore holidays should be avoided in term time.

Poor or irregular attendance is followed up by the preschool in order to support families who may be struggling. This is to ensure that support is offered to help families to raise the child's attendance and outcomes.

Home Educated Children

Attendance patterns will vary for Home Educated children since parents may take time off for their children to attend trips or other home education activities. Please do let the centre know in advance of a booked session, if your child will not be attending so that we know when to expect them for planning purposes.

The setting's **Admissions and Attendance Officer is Ms Hannaa Abou-Taleb**

Emergencies

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

Missing Child

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

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

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

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

Behaviour and Discipline

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

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

All staff will be inducted into the Positive Discipline approach and training provided to ensure they are competent in applying it. Practitioners do not raise their voices except in an emergency for safety reasons, they are gentle and encourage children, they apply agreed rules and boundaries consistently. Parents are also expected to acquaint themselves with our behaviour policy and our Positive Discipline approach through reading our policy and attending positive discipline training and workshops at the school.

Code of Expected Pupil Behaviour

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

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

In addition, pupils are expected to:

- be polite, courteous and respectful
- respect the personal space of others
- use acceptable and appropriate language at all times. The use of derogatory or obscene language is unacceptable and not tolerated
- handle the property of others as well as the school with care and respect
- be on time so as to minimise disruption and take part in morning assemblies
- play while maintaining the rights and boundaries of others without harm or any physical force, e.g. no rough play

How we Deal with Behavioural Issues

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

If a behaviour issue arises:

- The teacher involved will speak to the pupil with kindness and patience to either address the issue or redirect them depending on the issue.
- If the behavioural issue continues, the teacher will raise it with the Manager/Director, who will investigate the issue
- The Manager/Director will speak to the parents if necessary so that the school and the parents can work in partnership to try and get to the root of the issue.
- We do not use a time out procedure or punish the children.

Ongoing behavioural concerns will be discussed with parents and recorded on a "Child Behaviour" record form. On the occasion that a child becomes aggressive towards children and staff, and in the case where the child is unable to stop the aggression, the parent will be called to collect their child.

The Behaviour Management Officer is Mrs Emine Said.

E-Safety

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

All E-Safety issues are handled by the Designated Safeguarding Lead Nasima Bobat.

Health and Safety

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

Accidents and Incidents

If your child has an accident whilst at the setting, your child is attended to and first aid administered if required. It is then recorded on an accident and incident form. If your child has a minor accident, such as a small scratch or bump you will be notified at the door and asked to sign the accident form. If your child has a more serious accident that requires first aid by a member of staff trained in first aid, the Manager/Director will contact you immediately to inform you of the situation.

If hospital attention is needed, the Manager/Director will make that decision and take the necessary action to take that person to hospital and will inform the parents immediately. Cuts or open sores will be covered with an appropriate dressing. Plasters are used according to current guidance. The setting must be informed if any child is known to be allergic to plasters.

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

The designated **First Aid Officer is Mrs Khairunisa Ismail**.

Head Lice

If left untreated head lice can spread rapidly through the setting. Our aim is to minimise the risk of spreading head lice to other children or adults in the setting. If head lice are found on a child, they should be kept at home and treated. The setting should be notified immediately so that we can alert other parents to check their children to stop them spreading. Once the child has been treated, they may return.

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

We can control the spread of head lice by following a simple weekly process of “wet combing.” If all parents, follow this process it is possible to eliminate any instance of Head Lice recurring at the setting.

'Wet combing' involves washing the hair and applying conditioner, then combing through with a wide-tooth comb to remove tangles. Taking a section at a time, a fine-tooth detection comb is then pulled downwards

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

Sickness

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

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

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

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

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

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

If a child must have lifesaving medication administered in an emergency such as adrenalin, inhalers and insulin, please speak to the Manager/Director at registration about this to ensure we have adequate provision in place for them. It is important to ensure the well-being and health of every child that attends the setting. We therefore must have a GP prescription, a health care plan drawn up with the parent and us at the setting along with a meeting with regard to any long-term use of medication or lifesaving medication and draw up an emergency health care plan for your child before enrolment can be completed. If the

condition is such that it requires a health visitor, nurse of other health professional, the setting will arrange for them to visit and advise on the health care plan, risk assessment and procedures.

Fire safety is very important to us. Children take part in a fire drill every half term and learn about why these drills are important. All fire detection and fire safety equipment are checked weekly.

The Fire Safety Officer is Mrs Nasima Bobat

Food Safety and Allergies

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

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

The designated **Food Safety Officer is Ms Nazan Said**

Treats for other children to share on special occasions

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

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

The designated **Health and Safety Officer is Mrs Khairunisa Ismail**

Safeguarding

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

Alamiyah's broad aims for safeguarding children are to:

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

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

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

The Designated Safeguarding Lead and Child Protection Officer is Mrs Nasima Bobat

Prevent Duty

The "Prevent Duty" is a duty that all early years' providers and settings must adhere to as outlined in Section 26 of the Counter-Terrorism and Security Act 2015 (the Act). It places a duty on certain bodies (listed in Schedule 6 to the Act), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

How Does the Prevent Strategy Apply?

Early years providers have a critical part to play. Nurseries serve arguably the most vulnerable and impressionable members of society. In England, the Department for Education accordingly places clear duties on providers to keep children safe and promote their welfare. It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere. Similarly, the following guidance documents issues by the DfE, The Prevent duty: Departmental advice for schools and childcare providers and Keeping Children Safe in Education, outline the responsibility on providers to safeguard pupils from radicalisation. Providers have a responsibility to protect children from extremist and violent views the same way we protect them from drugs or gang violence. We can provide a safe place for pupils to understand the values and attitudes that will help to prevent them from being drawn into danger.

What Does this Mean in Practice?

Childcare and Early Years Providers subject to the Prevent Duty will be expected to safeguard children from extremist views and radicalisation through:

- Implementing of robust safeguarding policies.
- Ensuring that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas used to legitimise terrorism.
- Ensuring children are safe from terrorist and extremist material and people who may hold extreme views

The designated Prevent Duty Officer is Mrs Nasima Bobat.

British Values

At Alamiyah Montessori, we actively promote inclusion, equality of opportunity, the valuing of diversity and British values. Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to discriminate directly or indirectly against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage.

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

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

Confidentiality and Privacy

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

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

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

Any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need-to-know" basis. Personal information about children, families and staff is kept securely in a lockable filing cabinet. Electronic records are stored on a secure internal server and password protected to prevent unauthorised access. All children's files will be stored according to the setting's retention schedule; after this period those files will be destroyed. See Retention Policy.

Pupils' Records

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

Pupil Personal Records

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

- Registration and admission forms
- Signed consents forms
- Name, home address and date of birth of child
- Name, home address and telephone number of parents
- Name and contact numbers of all persons authorised to collect your child
- Daily record of your child on the premises and their hours of attendance
- Record of any incidents and accidents
- Record of behaviour
- Records of attendance and punctuality
- Records of any medicines administered to your children at your request
- Reports or minutes from meetings concerning the child
- Medical/health or developmental records as appropriate

Pupil Progress Records

These records include:

- Written observations of your child
- Photos of your child working as a record of their progress
- Record of planning

- Record card of your child's progress through the curriculum

Children's House Progress Records

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

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

- Nothing is left to be stored on teacher devices: Anything uploaded onto the website is stored directly onto a secure website. No data is stored on the iPads themselves and My Montessori Child photos are encrypted and transmitted directly to secure servers as soon as they are saved. No images or information is open to misuse.

- My Montessori Child systems and the data transfer over the web: Transfers of data and pictures are encrypted when sent and then decoded before being processed. All information transmitted across the internet, including children's photos and records cannot be intercepted or viewed by anyone else.

- Organisation devices and authorisation before access. My Montessori applications have been designed from the ground up, so it is not possible for a device from one establishment to access information for another. If a device attributed to our establishment is stolen, the administrators of My Montessori Child can remotely disable devices so as to block access for unauthorised users if a device were lost or stolen.

- User authentication: Access to teacher's systems is further secured by the use of a PIN number assigned to each individual teacher. Teachers are trained to log out after each session so anyone else picking up the iPad cannot access the system.

- Logging and Monitoring: My Montessori Child records all activity on the system, and we keep these records for 3 months. The usage of applications is also monitored to ensure all systems are performing as expected.

- Secure and vetted team: My Montessori Child is run entirely by 4 persons who are all vetted, and police checked.

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

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

Pupils' Progress

Records of children's progress from nursery to the end of year one are available for parents to review at any time on My Montessori Child. Parents are actively encouraged to contribute to their children's learning through the comments section on My Montessori Child.

Children's House Events

Nursery Open House and Progress Meetings

There will be parent open house sessions scheduled periodically throughout the year for parents to see their children at work. Nursery on-entry meetings are scheduled at the start of the Autumn Term and nursery progress meetings are scheduled in the Spring Term. Parents are encouraged to attend the open house sessions or online meetings and maintain regular correspondence with the key teachers and teachers through all available means of communication. Please note that the open house sessions are for one parent to attend at a time and that younger siblings are not permitted to attend.

Reception and above Parents Evenings

The Preschool will host an annual parents evening in March for all pupils who are Reception and Year 1 and 2. Annual Reports will be issued for pupils in Reception and Year One and Two at the end of the academic year.

Parents of any child attending the Home Education Centre will have the opportunity to attend a review meeting and a parents' evening at the end of the Autumn and Spring terms respectively for feedback on progress. Parents also receive a final written report at the end of each academic year.

Complaints

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

Step 1 – Discuss concern/complaint with the Manager. Any parent who has a concern/complaint relating to an aspect of their child's treatment, safety, education, or any other related issue, should first discuss their concerns with the class teacher at the earliest opportunity. If the concern/complaint has not been resolved, then a meeting with the Manager should be arranged at the earliest opportunity to endeavour to resolve the issue informally

Step 2a – Raising a formal complaint. If discussions and or meetings do not have a satisfactory outcome, or if the problem re-occurs, the parent should put their concern/complaint into writing and pass to the Manager, who will in turn notify the Director and launch an investigation.

Step 2b – Investigation. A letter will be sent to the parent advising that the complaint has been received and will be investigated as a matter of priority. Meetings will be arranged as necessary. A provisional date will be provided for when the findings will be communicated back to the parent.

Step 3 – Panel Hearing. If, following a failure to reach an earlier resolution, a complainant can request a panel hearing. The complainant would be expected to put this request in writing to the Board of Trustees, giving reasons why they remain dissatisfied. On receipt of this request a Complaints Panel will be convened. The Complaints Panel will write to the complainant, informing them of the decision and the reasons for it and setting out any recommendations. Please see full Complaints Policy on the website for details.

If the concern/complaint relates to the Director, then the complainant should write to the Head of Appeals and Complaints (appealsandcomplaints@alamiyahschool.org). The Head of Appeals and Complaints is an independent member of the Board of Trustees who is not involved in the day-to-day management of the setting.

Parents may complain directly to Ofsted if they believe the school is not meeting the Early Years Foundation Stage requirements by calling **0300 123 1231** or emailing **enquiries@ofsted.gov.uk**

Alamiyah Educational Foundation Trustee Board

The AEF Board of Trustees is comprised of the following four people, Dr Angela Misra, Mrs Saahera Motara, Mr Nicholas Hayton and Dr Uzma Ayub. Mrs Saahera Motara is a link Trustee and is the Executive Director and Appointed Person with Ofsted.

DR UZMA AYUB

Chair of the Board of Trustees

HR & Safeguarding Lead

In her role as Chair of Trustees, Uzma is responsible for leading the Board of Trustees. Uzma ensures that the Alamiyah Educational Foundation meets all of its duties and statutory requirements as both a company and charity. She has experience of governance ensuring that the school was compliant in all areas, specifically in the area of Leadership and Management. She worked closely with the Principal, Headteacher and DSL to ensure that all governance areas were running smoothly. She worked with the DSL to review safeguarding and ensured that HR and recruitment processes were robust. In addition to these responsibilities, Uzma monitored the quality of teaching and learning and Spiritual, Moral, Social and Cultural Education at the school which involved oversight of the Broader PSHE. SMSC, RE, FBV curricula. Uzma is a practicing medical doctor working in an NHS Hospital having graduated from Kings College London with a BSC in Human Nutrition and Basic Medical Sciences and gained a Bachelor or Medicine and Bachelor of Surgery in 2016.

MR NICHOLAS HAYTON

Deputy Chair and Treasurer,

ICT and Comms Coordinator, Premises, Health and Safety Lead

Nicholas is currently a Trustee of the Alamiyah Educational Foundation responsible for the site and management of the communications and IT on site. He has been the network manager and coordinates the ICT systems including the CCTV network. Nicholas worked closely with the finance team to review budgets, taxes and payroll. Nicholas has utilised his knowledge of quality assurance to advise on monitoring and quality assurance at the school. He oversaw the governance and monitoring of all areas associated with pupil welfare including pupil attendance, health and safety and premises management. Nicholas has been involved with the leadership and management of the organisation since its very early days, he led a team of parents and teachers on a memorable fundraising mountain climb to Snowdon and Scafell Pike. Nicholas works as a Lead Quality Assurance Engineer. He graduated with a B.Sc. in Information Systems and has 18 years of experience in his field.

DR ANGELA MISRA

Secretary

Marketing and Customer Services, Business Development Manager

Dedicated to the vision of Alamiyah, Dr Misra works on the strategic development and management of the business. In her role she has the responsibility of forward planning of the goals and direction of the business in

line with the vision of the organization. Angela has worked on reviewing complaints and concerns and ensuring customer satisfaction from all stakeholders. She worked on ensuring that communications were efficient and publicity and marketing for the school was effective. Dr Misra is a practising Medical Doctor having graduated with MBBS, BSc, from Imperial College, London. She has had her medical research internationally presented at the Association for Research in Vision and Ophthalmology in Denver May 2015. Dr Misra served as an Interventions Consultant and Business Manager at The Unity Initiative.

MRS SAAHERA MOTARA

Saahera has experience working as Principal and then Headteacher of Alamiyah School. Saahera has a PGCE in Mathematics, has trained in the Montessori Early Years Education 3-6 years and Montessori Elementary 6-12 years and has 24 years of experience working within the field of education in teaching, management and leadership roles. As the head of the school, she was legally responsible to the Department for Education (DfE) for the leadership and management of the school and was responsible for ensuring that suitable staff were recruited. It was her duty to ensure that the statutory requirements of an Independent School were met including the Independent School Standards and the EYFS. Her role involved making sure that the needs of pupils and staff are catered for, and that all legal and financial obligations are considered and met. Saahera is also a Trustee and in this capacity Saahera works closely with the AEF Trustees, the DfE and the Local Authority. Saahera has also worked in the role of Designated Safeguarding Lead and the Prevent Duty Officer. She is now the Executive Director of Alamiyah Montessori – staff bio for more details.

Supporting the Setting

Joining the PTA [Parent teacher Association]

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

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

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

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

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

If you would like to join this exciting team, then please get in touch using the contact details provided.

Getting Here

Alamiyah Montessori is conveniently located in a residential road just off Longbridge Road, accessible from the A406 and the A13. Limited free parking is available on Marlborough Road and Stonard Road, by registering a parking session using PayByPhone.

Contacting us

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

By email:

Alamiyah Montessori Office: admin@alamiyahschool.org

Admissions Enquiries: enquiries@alamiyahschool.org

General Communication: info@alamiyahschool.org

Recruitment: hr@alamiyahschool.org

Accounts: accounts@alamiyahschool.org

Sales Enquiries: sales@alamiyahschool.org

Principal: principal@alamiyahschool.org

By phone: **020 8595 5999**

Parents are welcome to call between the hours of 8:30am and 4:30pm on weekdays. If there is no answer, then please leave a message on the answer phone and a member of staff will contact you as soon as possible.

In writing:

If you wish to contact us in writing, then please address your letter to

Alamiyah Montessori
113-115 Marlborough Road
Dagenham, Essex
RM8 2ES

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

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

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

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

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

We are required, by law, to pass certain information about our pupils to our local authority (LA) and Ofsted.

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

If you need more information about how the local authority or Ofsted may collect and use your information, please contact our local authority, The London Borough of Barking and Dagenham or Ofsted for more details.