



STAFF HANDBOOK

2013-14

Aims & Purpose of the Staff Handbook



In the Name of Allah, the Extensively Merciful, the Intensively Merciful

All praise belongs to Allah, Lord of the worlds, and may His choicest blessings and peace be upon our beloved Prophet Muhammad and the other messengers of Allah.

Praise belongs to Allah, the Lord of all the worlds, the Extensively Merciful, the Intensively Merciful; the Master of the Day of Judgement. You alone do we worship, and from You alone do we seek help. Take us on the straight path: the path of those on whom You have bestowed your grace; not of those who have incurred Your wrath, nor of those who have gone astray. Aameen

(Chapter 1; The Opening)

This handbook has been designed to provide a framework for the support of all colleagues at the beginning of the new school year and also to induct colleagues new to the school, so that everyone is able to work together for the benefit of our school community, especially pupils.

It also is intended to be a practical document containing relevant and necessary information, policies and procedures, as well as points of contacts and protocol for staff at our school to follow and be aware of. It is advised that you keep this guide in a safe place so that it is readily available for reference for whenever you may need.

In this regard, we hope, InshaAllah, that this handbook will help all our staff to:

- obtain an overall description of who is who within the school and offer a brief description of what they do
- develop an understanding of the main principles and procedures used by the school which will affect their work
- understand their roles and the work required of them
- develop effective teaching and learning programmes for their students
- feel valued, supported and involved in the school community
- work successfully in the context of department and school policies along with the School Development Plan
- understand and know how to access relevant policies, guidelines and procedures
- understand the professional standards and behaviours expected from our staff
- receive feedback through the formal feedback process and professional recognition program
- successfully use the necessary facilities and resources needed to carry out their work
- establish productive and harmonious working relationships with colleagues
- develop clear work goals
- complete a professional development plan that addresses individual needs as well as the schools needs
- participate in professional development activities and programs consistent with the PD plan
- know whom to approach for support and guidance.

We would like to do our best to support all our staff in their day-to-day work and professional development in the most effective ways possible, and hope that our support program will give a confident and encouraging experience at Azhar Academy Girls School.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَفَمَنْ يَعْلَمُ أَنَّمَا أُنزِلَ إِلَيْكَ مِنْ رَبِّكَ الْحَقُّ كَمَنْ هُوَ أَعْمَىٰ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ (١٩) الَّذِينَ يُوفُونَ بِعَهْدِ اللَّهِ وَلَا يَتَّقُونَ الْمِيثَاقَ (٢٠) وَالَّذِينَ يَصِلُونَ مَا أَمَرَ اللَّهُ بِهِ أَنْ يُوصَلَ وَيَخْشَوْنَ رَبَّهُمْ وَيَخَافُونَ سُوءَ الْحِسَابِ (٢١) وَالَّذِينَ صَبَرُوا ابْتِغَاءَ وَجْهِ رَبِّهِمْ وَأَقَامُوا الصَّلَاةَ وَأَنفَقُوا مِمَّا رَزَقْنَاهُمْ سِرًّا وَعَلَانِيَةً وَيَدْرُءُونَ بِالْحَسَنَةِ السَّيِّئَةَ أُولَٰئِكَ لَهُمْ عُقْبَى الدَّارِ (٢٢) جَنَّاتٌ عَدْنٍ يَدْخُلُونَهَا وَمَنْ صَلَحَ مِنْ آبَائِهِمْ وَأَزْوَاجِهِمْ وَذُرِّيَّاتِهِمْ وَالْمَلَائِكَةُ يَدْخُلُونَ عَلَيْهِمْ مِنْ كُلِّ بَابٍ (٢٣) سَلَامٌ عَلَيْكُمْ بِمَا صَبَرْتُمْ فَنِعْمَ عُقْبَى الدَّارِ (٢٤)

(سورة الرعد)

صَدَقَ اللَّهُ الْعَظِيمَ

“Now, can the one who knows that whatever has been revealed to you from your Lord is the truth, be equal to one who is blind? Only the people of understanding take heed - those who fulfill (their) pledge with Allah and do not break their covenant, and those who maintain the relationships Allah has commanded to be maintained and fear their Lord and are frightful of evil reckoning, and those who observe patience in order to seek the pleasure of their Lord and establish Salāh and spend secretly and openly from what We have given to them, and repel evil with good. Those are the ones for whom there is the ultimate abode, the eternal gardens they enter, and those as well who are righteous from their fathers, spouses, and progeny. The angels will enter onto them from every gate (saying) “Peace on you for the patience you observed. So, how excellent is the ultimate abode.”

WE BELIEVE THAT the opposite of true knowledge is blindness. When imparted and acquired correctly, knowledge causes the people of understanding to take heed and become mindful of its requisites. It nurtures a constant consciousness of the Almighty in them, which guides them towards excellence in His obedience, diligence in fulfilling their obligations towards others*, strengthening the bonds of family and kinship, greater concern for the consequence of their doings, forgiveness and forbearance for the sake of Divine pleasure, undertaking responsibility to maintain social justice and the capability for such immense good that evil becomes irrelevant.

THESE TRAITS ENSURE THAT they enjoy a complete, fulfilling and rewarding life in this world and can anticipate eternal bliss in the Hereafter.

WE ALSO BELIEVE THAT, from the perspective of the learner, the division of knowledge into worldly and otherworldly is a superficial one as, ultimately, it can all be categorized as either beneficial or non-beneficial, which is the only valid division of knowledge. We have been exhorted to seek beneficial knowledge from Allah and seek His refuge from that which does not benefit.

IT IS THIS INSPIRATION FROM THE QUR'AN THAT DEFINES OUR ASPIRATIONS.

*It is the requirement of the Muslim faith to fulfil one's responsibilities towards others diligently in various stages: towards oneself, one's family, one's community, one's society, the legal & governmental authority of where one resides and, finally, towards global causes of peace, equity and justice.

Mission Statement

With sincerity and for the pleasure of Allah, in collaboration with the parent community, our aim is to establish and promote a school that, under the broad framework of Islamic ethos and guidance, provides a broad and balanced education to our students, instills Islamic values in them, enriches the entire school community, promotes community cohesion and inspires an awareness of duty towards Allah, His Noble Messenger ﷺ and the entire humanity.

Aims

- Azhar Academy Girls School is an Islamic organization. Thus, it will promote the values and teachings of the Qur'an and the Prophetic Sunnah in all its policies and procedures with consistency.
- Our school is essentially an Islamic school. It should, therefore, under guidance from the Qur'an and Prophetic Sunnah, foster an Islamic ethos of teaching and understanding, in line with the Aalimah/Islamic Studies Syllabus provided by the school.
- Azhar Academy Girls School should develop and enrich an Islamic community in the fullest sense. It should help its learners, staff and parents to achieve their ultimate goal of being subservient to Allah and following the blessed Sunnah of our Beloved Prophet Muhammad ﷺ in all walks of life.
- We will promote within our school the universal values of peace, honesty, fairness, justice and equality, and the values prescribed by Allah and His Noble Messenger ﷺ of taqwa, sabr, and the love of Allah and our dear Prophet Muhammad ﷺ.
- Our school should prepare pupils for their lives as adults in a secular, materialistic and technological world. Our pupils should be capable of carrying the Islamic beliefs, practices and values with confidence as enshrined in the Qur'an and Sunnah into their everyday lives, and they should be equipped with the education and skills necessary to discharge their duties as a follower of our dear Prophet ﷺ, as well as being a good citizen of the United Kingdom.
- Our school should promote community and social cohesion that helps and encourages children to integrate with the local, national and global society at large.
- Our school should achieve high standards in education, encourage the pursuit of excellence, reward outstanding effort, and provide the means for all students to realize their full potential within a caring and safe environment.
- Our school should ensure that staff members are provided with every opportunity for continuous professional development, and that every individual feels that they have the opportunity to realize their full potential and ambition within our school.
- Our school should work in collaboration and partnership at all levels, ie. with pupils, parents, staff and the governing body. We should share our resources and good practices in order to help our school achieve our vision and goals of success.
- Our school should ensure that it provides extended schools facilities and that the facilities are available for community use throughout the year.

Statement on achieving the School Aims

1. Curriculum

Within the framework of the National Curriculum and the School's policies:

1. To provide a broad and balanced curriculum appropriate to the needs of pupils at every stage of their development.
2. To ensure that the curriculum is taught within a multicultural framework that relevant and sensitive to our pupils' religious, ethnic and cultural identities.
3. To ensure that the curriculum provides equality of opportunity irrespective of ethnic origin or ability.
4. To ensure that the curriculum offers all pupils the opportunity to achieve the highest possible qualifications of which they are capable, encourages the highest standards and motivates pupils.
5. To provide opportunities for pupils to acquire the knowledge and skills required by themselves and society at large.
6. To ensure curriculum continuity and relevance by appropriate liaison with other partner schools, further and higher education providers and employers.
7. To ensure that the multicultural nature of the school is positively reflected and built upon. (Please refer to the multicultural education policy.)

2. Personal and Spiritual, Moral, Social and Cultural Development of Pupils

1. To provide a firm Islamic moral and disciplinary structure within which a caring ethos can develop.
2. To develop tolerance and respect for others and an awareness of the need for self-discipline within the school community and beyond.
3. To increase awareness of self through the school's carefully guided spiritual development programme, the *Tahdhib al-Akhlaq* initiative.
4. To develop tenacity and self-confidence.
5. To nurture respect and sensitivity for the local and wider community and develop awareness of the contribution of individuals.
6. To develop as wider a range of social, cultural and recreational skills and interests as possible.

3. Staffing Developing & Organisation

1. To appoint competent and effective staff.
2. To ensure that the staffing structure reflects the ethos of the school. Staff restructuring programme must ensure that it considers the enhancement of the ethos of the schools and excellence.
3. To provide a framework to support staff in the basic tasks of teaching and guidance.
4. To provide opportunities to help members of staff increase their own expertise and knowledge, through INSET, CPD and other means.
5. To provide opportunities for staff to assume greater responsibilities or widen experiences to increase effectiveness.
6. To promote co-operation and unity amongst staff.
7. To provide effective channels of communication and opportunities for participation in decision-making.
8. To support newly appointed NQT and student teachers.

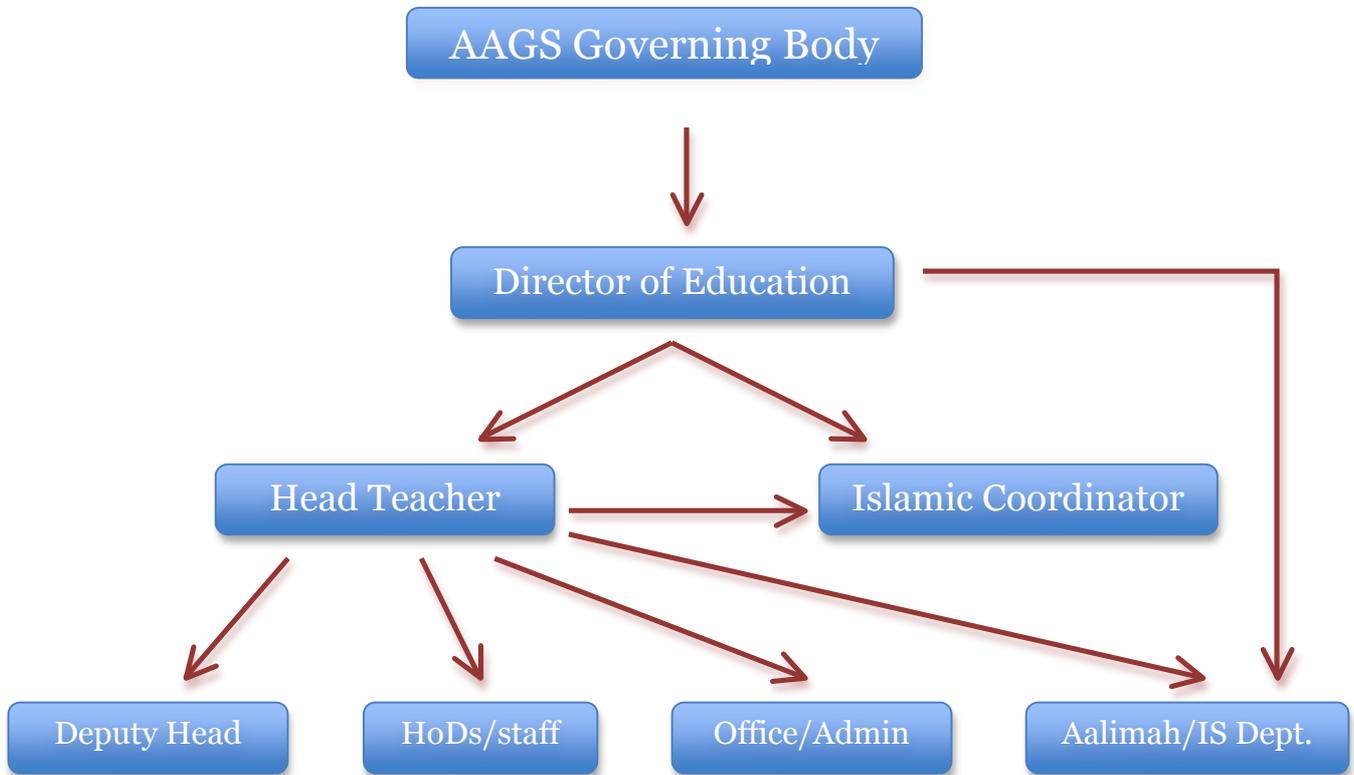
4. External Links

1. To promote effective communication with parents on all educational matters affecting their children.
2. To be sensitive to the aspirations of parents for their children.
3. To incorporate the governors effectively into the work of the School.
4. To promote and develop links with Industry and Commerce, and to be sensitive to their needs and utilise resources to benefit pupils.
5. To foster links with other educational institutions.
6. To utilise other external agencies when appropriate.
7. To foster links with the local community.

5. The Environment

1. Provide a physical environment that encourages and supports teaching, learning and the spiritual, moral, social and cultural development of the pupils.
2. To foster a sense of pride amongst the pupils in their Islamic environment and a commitment to its improvement.
3. To ensure that the resources available are used to maintain and improve the fabric and facilities of the school.
4. To ensure as far as possible that the working conditions of all staff enable them to exercise their responsibilities efficiently.

Management Structure of AAGS



AAGS Islamic Ethos Policy and Guidelines

Involvement in Promoting the Islamic Ethos

All members of staff, regardless of their personal beliefs, should be aware that AAGS is an Islamic school. As such, the entire school body should aim to encourage pupils to discover their full potential and to develop it within an Islamic framework. The school should have high expectations of its pupils, not only academically, but also Islamically, in standards of behaviour, appearance and courtesy, both inside and outside of the school.

In an Islamic school, the spirit of Islam should be at the heart of all aspects of school life. The Islamic elements cannot be separated from other elements. They should permeate all aspects of the school's functions. The staff/pupil relationship is important and should be based upon respect and trust. The relations of staff to each other and of pupils to their peer groups are equally important and critical.

Where applicable, staff should:

- Contribute enthusiastically to the formal teaching of their class/subject with sincerity and for the pleasure of Allah.
- Ensure that some form of vocal prayer should occur at the beginning of lessons and the end of lessons.
- Give enthusiastic support to fundraising for charitable causes sponsored by the school.
- Participate in extra curricular activities.
- Try to incorporate Islamic values in the classroom.
- Support pupils in developing their Islamic personality.
- Attend in-school Islamic circles for spiritual enhancement.
- Always reflect, ponder and self-evaluate.

Guidelines of Aims & Objectives:

1. To inculcate in our pupils strong faith and sound knowledge based on Tawheed (Oneness) of Allah, free from all types of Shirk (Polytheism); and Sunnah (Way) of the last Prophet Muhammad (Peace be upon him) in order to seek the pleasure of Allah in everything we do, so that we are successful in both this life and the next.
2. All teaching and practices at our schools must be within the framework of Ahl Al-Sunnah wal Jama'ah, as defined by the Azhar Academy Girls School governing document.
3. To prepare our pupils to become believing and practicing Muslims and to be able to differentiate between Islamic and cultural traditions & customs.
4. To make our pupils practical models of Islam so that they feel proud to be Muslims, and become promoters of Islamic ideals in their own families, friends and associates and the society at large.
5. To develop a sense of belonging to the Muslim Ummah (community) and to promote feelings of Muslim brotherhood and sisterhood.
6. To prepare and equip pupils to become ideal citizens of Britain and ambassadors of Islam to the wider community.

Means to achieve the Islamic Ethos Aims & Objectives:

- A. Curriculum.
- B. Pupils.
- C. Staff.
- D. Environment.
- E. Miscellaneous.

A. Curriculum:

The compulsory Aalimah/Islamic Studies/Hifz curriculum should provide a catalyst for bringing about and developing the Islamic identity of pupils. It must also actively prepare the pupils for life outside of school as ideal Muslims and ideal citizens of a multicultural society.

The National Curriculum subjects must be planned and delivered in line with the overall Islamic ethos and guidelines of the school and with relevance and sensitivity to the religious makeup of our pupil base. However, it is imperative that the content of the National Curriculum subjects is taught in line with secular principles of enquiry and no effort is made to Islamicize the subject content in a subjective manner.

B. Pupils:

- All teachers should try to incorporate the above-mentioned Aims & Objectives of Islamic Ethos into all their lessons with special emphasis on the inculcation of Taqwa into the pupils.
- Morning Assemblies should be one of the prime means to achieve the Aims & Objectives.
- We should all make efforts to ensure that the pupils, while at school, follow Islamic rules in their dress, greetings, manners, etiquette and general behavior and that pupils do not miss the Salaah (prayers) during school time.
- Pupils should be encouraged to observe Islamic duties at home, particularly prayers. The real impact of our Islamic Education at school can be tested in their behaviour during out of school hours. Teachers, in collaboration with the Islamic Coordinator, can take some steps to check and monitor their activities at home. Teachers should be encouraged to use personal initiatives to contact the parents for this purpose.
- Parents can be advised to take some steps in this respect, and in the overall Islamic upbringing of their children.
- Pupils should be encouraged to read healthy & Islamic literature at home. They should be discouraged from reading literature and watching programmes that are not conducive to Islamic values.
- Any controversial religious issues that need guidance should always be referred to the Islamic Coordinator initially and to the Director ultimately.
- An annual appraisal of the pupils relating to their Islamic studies achievement and Islamic way of life in school should be reported to the parents as part of the school's reporting arrangements to the parents.
- A particular aim of the school is to enable the pupils to fully understand the Arabic language and be able to communicate effectively in it.

C. Staff:

All staff should be aware of the Aims & Objectives, and have the commitment to achieve them.

These Aims & Objectives should be reflected in the subject policies, schemes of work as well as delivery in the classroom and it should be monitored by the SMT.

All Muslim staff should try to be role models of Islam in their dress, conduct and general behaviour.

All non-Muslim staff are required to respect and comply with the Islamic ethos of the School.

The school needs to maintain the education and training of the staff for the above-mentioned duties through organised INSET courses for Muslim and non-Muslim staff, and by involving them in Islamic training programmes (e.g. Tarbiyah programmes, etc).

D. Environment:

There should be posters, displays and charts about Islamic teaching and Islamic Art, either commercially prepared or prepared by the pupils. Such materials should be exhibited in the classrooms, corridors and the main hall or wherever possible. However, all displays and posters should comply with the Islamic ethos of the School and must be put up with the explicit consent of the Islamic Coordinator.

All staff should always be mindful that relationship between males and females within the school is based upon the Islamic teachings and the concept of brotherhood and sisterhood.

E. Miscellaneous:

1. Extra Curricular Activities:

Such activities should be organised for the pupils to prepare them for debates, speeches, recitation of Qur'an, exhibitions, lectures, poems and Anasheed etc. Short dramas and 'one act plays' about Islamic teaching can also be practised. Programmes of Islamic training (tarbiyah) should be organised on a regular basis. We should encourage and prepare our pupils to participate in local and national competitions of all such activities whenever possible.

2. Exhibitions:

These should be organized to highlight the work of the pupils or any Islamic topics, and we should welcome any outside exhibitions that compliments the ethos of the School.

3. Libraries:

The school's main library and classroom libraries should be equipped with carefully chosen Islamic books, Islamic journals, audiotapes or any other relevant materials, which may strengthen the Islamic aspects of the libraries. The contents of the books should always be monitored by the Islamic Coordinator. No staff should place any religious or political book in either libraries without the explicit consent of the Headteacher and/or the Islamic Coordinator.

4. Al-Qalam Newsletter:

Pupils should be encouraged to write articles in the school newsletter; in particular the Islamic activities that have taken place within the School, which can be promoted through this newsletter.

5. Parents:

Parents should be encouraged to participate in Islamic activities, during the school hours, as well as, in the extra-curricular activities.

A line of communication should be established and maintained with parents in order to supplement our Aims & Objectives.

6. Functions / Events:

Special functions should be organised for Islamic awareness on the occasions of Islamic importance (e.g. Ramadhaan, Eid ul-Fitr, Eid ul-Adha and Hajj). Parents and general public can be invited to such functions.

Special events should be organised to highlight the Islamic ethos of the School and publicise the benefits of our School to the Muslim and wider community.

Political and Sectarian Religious Discourse

As an institution firmly grounded in and primarily focused on enriching the community through the provision of sound, balanced and effective education under a broad framework of Islamic ethos, we believe that our school is not the right place or platform to engage in political and sectarian discourse and debate. As such, the school has a strict policy on maintaining a totally apolitical and anti-sectarian attitude within the entire school community.

We understand and appreciate that various perspectives on religion and politics exist within our community, and hence, leaving agreement or disagreement aside, we expect our school community to respect the entitlement of others to hold those views. This mutual intra-faith tolerance is an integral part of multicultural understanding within the context of an Islamic school such as ours.

For the twin purposes of enforcing this policy and to provide the school community with an appropriate channel to express their ideas, opinions and suggestions that are of a religious nature, the school has created the role of the Islamic Coordinator. In collaboration with the Director, she will be responsible for shaping the overall Islamic outlook of the school. Due to the high risk of corroding the overall Islamic Ethos of the school that the breach of these guidelines potentially represents, any alleged breach of this policy will be taken seriously and will be investigated as a possible disciplinary offence.

In line with the governing document, all matters of a religious nature which cannot be resolved internally will be presented for the consideration of the Chief Mufti of Dar al-Uloom al-Arabiya al-Islamiyya, Bury, Lancashire, whose opinion will be considered final and binding for the entire school community.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

The Noble Messenger (SAW) is reported to have said:

إِنَّمَا بُعِثْتُ لِأَتَمِّمَ مَكَارِمَ الْأَخْلَاقِ

“I have been sent to complete the best of character.” (Muslim)

أَكْمَلُ الْمُؤْمِنِينَ إِيمَانًا أَحْسَنُهُمْ خُلُقًا

“The believers with the most complete faith are those who are the best of character.” (Tirmidhi)

Refining character is one of the core objectives of the Divine Message brought by all of Allah’s messengers and prophets, culminating in the final and complete message brought by our noble master, Prophet Muhammad [saw]. The importance of developing good morals and character can be gauged from the emphasis placed on it in the above two Hadiths, of which there are many.

Good morals and character are central to the development of a good and responsible society. From the Islamic perspective, *husn al-khuluq*, or good character, is defined by forsaking all traits that are reprehensible and acquiring all that are desirable. It encompasses the entire ethical and moral framework of an ideal society.

To achieve this goal, the Noble Qur’an places equal emphasis on *ta’leem* (education) and *tazkiyah* (rectification) on several occasions; they both together form the primary functions and objectives of Prophethood.

It is with this in mind that the *Tahdheeb al-Akhlaq* initiative has been undertaken within our school. While we are focused on providing the best quality of education to our pupils in an environment that is secure, stimulating and conducive to learning, we must also ensure that the crucial element of *tarbiyah* does not lose its significance.

Spiritual, moral, social and cultural development of pupils rests at the heart of any successful education system, such as ours in Great Britain. It is one of the key points on which schools are judged in Ofsted inspections. Hence, we are not introducing anything new through this initiative, but only providing an alternative faith-based approach to achieve the same purpose, because, we believe that this approach a) provides more comprehensive guidance for all areas of spiritual, moral, social and cultural development, b) is more relevant to the specific needs of pupils in our school, and c) will be better received by pupils due to its sacred nature.

Towards this end, this initiative is designed to explore and implement methods of holistically embedding the element of *tarbiyah* into the teaching and learning processes at AAGS. The basic framework within which this initiative will operate is informed by the Islamic approach to ethics and

character development as defined by the Muslim scholars who have written extensively on these subjects, such as Imam al-Ghazzali [ra]. These include, in this particular order:

- Identifying the undesirable quality or trait,
- Categorizing the level(s) of its undesirability,
- Specifying the many evil effects caused by it,
- Exploring what quality should replace it,
- Highlighting the virtues found in scripture for forsaking that trait,
- Highlighting the virtues found in scripture for embracing the alternative good trait,
- Highlighting the rewards associated with the process in the Hereafter,
- Develop a workable plan for effecting this change/transition based on the above.

It is clear that not all these processes are always relevant or equally applicable to all situations, even less so in a formal educational setting. However, they do highlight the core elements that a successful *tarbiyah* programme should contain.

Operating under this broad framework, it is the responsibility of the entire school community – management, staff, pupils and parents – to ensure the success of this initiative through:

- careful development of provision, policies and procedures,
- overseeing their successful implementation,
- rigorously monitoring their overall effectiveness through feedback, self-evaluation etc,
- constantly enhancing provision to maintain interest and popularity

The initiative will be lead by the school's Islamic coordinator. She will be responsible for taking the initiative through the above-mentioned four stages with appropriate and relevant consultation of and support from all members of the school community. It is presumed that all sections of the school community will recognize and appreciate the need for it, share its goals and ideals, commit to learning and educating, lead others through personal examples and generally contribute towards its success in ways that are suitable under the leadership and direction of the Islamic coordinator.

May Allah [swt] accept this endeavour, bless everyone involved with sincerity of intent and unity of purpose, and may He enable us to provide the school community with a programme that will ensure for all a successful life in this world and a blissful one in the next. Aameen!

Multicultural Education Policy

The Aim

The aim of Multicultural Education is to introduce the element of global perspective within the school curriculum. Our school demographics reflects a society that is both multicultural and multiracial; therefore the curriculum will be designed and implemented so that all children acquire an awareness, acceptance, and appreciation of cultural diversity and recognise the contributions of many cultures.

Ethos

The general ethos of the school should reflect an attitude of caring for all. The positive side of each child should be encouraged. The praise and encouragement of children should be used to develop self-esteem, a good respect for themselves and their efforts. Without this, esteem and regard for others is impossible. The relationship between the children and staff is important in encouraging confidence and in instilling a sense of responsibility and respect for themselves, their environment and society. All children irrespective of their social or ethnic backgrounds are to be expected to achieve as much as is possible.

While operating under the broad framework of ethos that are inspired by the teachings of the Islamic faith, the school ensures that the secular rationale and methods of enquiry are well preserved in its provision of a broad and balanced National Curriculum and that the religious character of the school and/or the religious aspects of its teaching do not interfere with nor influence the delivery of the secular curriculum.

The Curriculum and Planning

In order to provide a curriculum in which the multicultural aspect is integral, we will consider and take action upon the following:

- Ensuring that there is equality of opportunity for all children regardless of colour, race or beliefs.
- Ensuring that prejudices and intolerance of other cultures are discouraged and shown to be wrong.
- Ensuring that we encourage accepting and respectful attitudes to all.
- Ensuring that our children are made aware of and are appreciative of the diversity of cultures in our society and worldwide.

A multicultural curriculum will be provided through careful consideration to planning and inclusion – ensuring that cultural diversity is catered for and represented within the classroom and wider school environment.

In this regard, it is important to note that as our student body consists entirely of Muslim girls, it is imperative that this reality is given due consideration in the inclusive planning of the school curriculum. However, utmost care should be taken to ensure that this consideration is distinct and clearly distinguishable from any effort to Islamicize the curriculum.

As for the Aalimah/Islamic studies curriculum, the school's Director, Islamic Coordinator and Head of Aalimah/Islamic studies will collectively be responsible for developing and planning a balanced, moderate and relevant Aalimah/Islamic studies curriculum and for ensuring that its content and associated pedagogical rationale reflect the comprehensive, pristine and pure teachings of Islamic faith and practice, in line with tradition and in total harmony with the Independent Schools

Standards.

Cross-curricular approach

A true multicultural curriculum should aim to provide an awareness and understanding of other cultures and religions in a way that is integrated into as many areas as possible. We will therefore adopt a cross-curricular approach to multicultural education.

Multicultural aspects and links to other subjects will be identified on the school's Development Plan. Examples of such links are as follows:

- A topic on 'ourselves' will include references to how we grow and change, and how different cultures form part of our community.
- A Hadith (Prophetic statement) on the virtue of respecting parents, for example, may be explained in light of family values found in various different cultures in the modern world.
- A unit about fruit and vegetables will look at the different countries in which they are produced.
- A Qur'anic verse expounding the concept of equity may be understood through recounting the struggles of various communities throughout history to achieve it.
- A topic on 'water' will include the importance of water in the lives and cultures of other people.
- Religious Education also ensures that it promotes respect, understanding and tolerance of different faiths. Children will learn about the beliefs, attitudes and customs of a variety of religions so that they are able to accept and appreciate those with backgrounds different to their own.

Assembly times also support the school's commitment to Multicultural Education. They can give rise to celebrating and learning about not only Muslim customs and festivals, but an opportunity to look at other faiths and cultures. Children will therefore have a greater understanding of the society in which we live. Guest speakers from other faiths can contribute greatly during assemblies.

Parents and the Community

It is important that parents support the school in its endeavours with Multicultural Education. The school is an important part of the community and as such should reflect the community to which it belongs and the multicultural country it belongs to. Parents and other members of the local community may be included in school events which are informative and promote positive attitudes to other cultures.

Staff Awareness

Multicultural understanding should permeate all aspects of school life and work, and not be treated as a separate subject. All staff have the responsibility to transmit values of equality, acceptance and respect for the diverse cultural beliefs which make up our school and wider community. The staff should be aware of and sensitive to the many beliefs and customs practiced by the cultural groups within the school. The staff have a great influence upon the children they teach and should therefore lead by example.

The teacher must ensure that their expectations of a pupil's ability are formed by their knowledge of the individual rather than by racial stereotyping.

Politics and Sectarian Religious Discourse

As an institution firmly grounded in and primarily focused on enriching the community through the provision of sound, balanced and effective education under the broader framework of Islamic ethos, we believe that our school is not the right place or platform to engage in political and sectarian discourse and debate. As such, the school has a strict policy on maintaining a totally apolitical and anti-sectarian attitude within the entire school community.

We understand and appreciate that various perspectives on religion and politics exist within our community, and hence, leaving agreement or disagreement aside, we expect our school community to respect the entitlement of others to hold those views. This mutual intra-faith tolerance is an integral part of multicultural understanding within the context of an Islamic school such as ours.

For the twin purposes of enforcing this policy and to provide the school community with an appropriate channel to express their ideas, opinions and suggestions that are of a religious nature, the school has created the role of the Islamic Coordinator. In collaboration with the Director, she will be responsible for shaping the overall Islamic outlook of the school. As such, no leaflet, poster, advertisement or any other similar material, promotional or otherwise, may be left in any place in school without the explicit permission of the head teacher, who, in the case of materials of a religious character, will verify its suitability with the Islamic Coordinator.

The Future

Developing Multicultural Education in our school can be helped by:

- The provision of multicultural resources in the form of books, charts and artefacts, including multicultural images.
- Visits by the school to the places which form a part of the beliefs of other cultures so as to increase awareness.
- Visitors from other faiths/cultures are to be encouraged into school.
- A multicultural week should be held each year by the whole school in order to focus on the importance of accepting and understanding other cultures.

Policy on Spiritual, Moral, Social and Cultural Development of pupils

Introduction

Azhar Academy Girls School aims to provide an education that focuses on developing our pupils in all aspects of their lives, both as adherents to the Islamic faith and citizens of multicultural Britain. AAGS firmly believes that both of these perspectives sit in harmony with each other, and are not in conflict with each other. We also recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve and develops their skills so as to be able to make an active contribution to both the community and world at large.

Rationale

The school is a close-knit community where pupils will find acceptance for themselves as unique individuals. However, pupils will, within this small environment, gain cultural awareness, respect and tolerance of those of other faiths and backgrounds.

Pupils will be encouraged to explore and develop their own values, spiritual awareness, along with high standards of personal behavior, all under the broad framework of Islamic teachings.

AAGS places a strong emphasis on building positive, caring attitudes towards others, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. The school community will be a place where pupils will learn to differentiate between right and wrong in as far as how their actions affect other people or society at large.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

Aims

The General Aims of AAGS, with regards to the SMSC development of pupils, are to:

- Ensure that Social, Moral, Spiritual and Cultural issues are embedded throughout the school curriculum in a consistent way.
- Give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
- Enable pupils to develop an understanding of their individual and group identity.
- Provide pupils the opportunity to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- Give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

While making provisions for the SMSC development of pupils is the responsibility of the entire school community, a great deal of responsibility for this, along with the Governing Body, Director and Headteacher, will be that of the Islamic Coordinator, as the leader of the Tahdhib al-Akhlaq Initiative.

Spiritual Development

At AAGS, we want to ensure that pupils are aware of what it means to be spiritual and support them in their spiritual development. Spirituality is about what it is to be human, to grow as a person, to become self-aware and to develop relationships with others. In the context of our school, this is achieved through the prism of belief and faith in Allah and the universal teachings of Prophet Muhammad (peace be upon him).

At AAGS, we aim to provide opportunities that will enable pupils to think, reflect and respond to the spiritual dimensions of life for themselves.

Our main aims are to:

- Inculcate in our pupils the active consciousness of responsibility to Allah and His Messenger (peace be upon him)
- Give pupils the opportunity to explore values and beliefs and the way in which they affect peoples' lives.
- Provide pupils with the opportunity for self-reflection.
- Give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.
- Encourage pupils to relate their learning to a wider frame of reference - for example, asking 'why?', 'how?' and 'where?' as well as 'what?'.
- Help pupils on their path of achieving wide spiritual literacy.

Moral Development

Moral development is considered as personal development relating to human behaviour, especially the distinction between good and bad or right and wrong. In order to develop a pupil's moral awareness at AAGS we aim to:

- Provide a clear moral code as a basis for behavior, which is promoted consistently through all aspects of the school.
- Promote measures to prevent discrimination on the basis of race, religion, age and other criteria.
- Encourage pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour.
- Provide models of moral virtue through literature, humanities, sciences, arts, external speakers.

Social Development

Personal development in this respect is concerned with living in a community rather than alone. In order to develop a pupil's social awareness at AAGS, we aim to:

- Foster a sense of community, with common, inclusive values, which ensure that everyone, irrespective of ethnicity, nationality, gender, ability, sexual orientation and religion can flourish.
- Help pupils develop personal qualities, which are valued in society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect.
- Provide a conceptual and linguistic framework within which to understand and debate social issues.
- Work together co-operatively.

Cultural Development

Cultural development is concerned with the myriad of inherited ideas, beliefs, values and knowledge which provide a solid foundation for social acceptance. AAGS aims to provide our pupils with the opportunity to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Provide opportunities for pupils to explore their own cultural assumptions and values.
- Present accounts of the attitudes, values and traditions of diverse cultures.
- Extend pupils' knowledge and use of cultural imagery and language.
- Recognizing and nurturing particular gifts and talents where possible.
- Provide opportunities for pupils to participate in literature, art and other cultural events, encouraging pupils to reflect on their significance.

SMSC in the Curriculum

All curriculum areas make a contribution towards a child's/pupil's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Below are some examples of how SMSC development has been integrated into the curriculum.

English makes a major contribution to pupils' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling pupils to understand and engage with the feelings and values embodied in poetry, fiction, drama, film and television;
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language;
- Through written and discussion work on points of view and arguments pupils will reflect on a number of social and moral issues.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.

Mathematics can provide a contribution to pupils' SMSC by:

- Supporting whole school policy on issues such as discipline and behaviour.
- Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.

Science provides opportunities for pupils' SMSC development through examples such as:

- Encouraging pupils to reflect on the wonder of the natural world;
- Awareness of the ways that science and technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many different cultures.

ICT can contribute to SMSC development by:

- Making clear the guidelines about the ethical use of the internet and other forms of communications technology.
- Establishing boundaries in society by considering what is acceptable.
- Raising pupils' awareness through the use of ICT.

History makes a contribution to SMSC by:

- Looking at the establishment of multi-cultural Britain.
- Enabling pupils to reflect on ethical issues such as slavery and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.
- Taking pupils on relevant trips develop moral and social consciousness and empathy skills.

Geography contributes to SMSC where:

- Opportunities for reflection on the earth's origins, future and diversity are given.
- Reflection on the fair distribution of the earth's resources.
- Studies of people and places give pupils the chance to reflect on the social and cultural characteristics of society.

Modern Foreign Languages (Arabic/French) contributes to SMSC through:

- Pupils may gain insights into the way of life, cultural traditions, moral and social developments of other people in lesson time and through relevant trips (exchanges where possible).
- Pupil's social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.
- Boosting knowledge and understanding of other cultures.

Religious Education makes a distinctive and substantial contribution to the delivery of SMSC:

- Learn about beliefs, values, and the concept of spirituality.
- Reflect on the significance of religious teaching in their own lives.
- Develop respect for the right of others to hold beliefs different from their own.
- Show an understanding of the influence of religion on society.
- Appreciation and understanding of different cultures, religions and traditions.

Art may contribute to SMSC by:

- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Opportunities to study artists with a spiritual or religious theme.
- Examining pieces of art based on ethical/moral concerns raised by artists i.e.: War/racism/violence.
- Giving pupils the opportunity to reflect on thought provoking questions.

Physical Education – Pupils' SMSC development is actively promoted though PE by:

- Individual activities that provide the opportunity for self-reflection, awareness and challenge i.e aerobics, movement.
- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play i.e team games.
- Creating links where possible with other schools to allow children to develop a healthy sense of competition.
- Providing a range of sports and activities to allow pupils to explore their likes and dislikes as well as their own boundaries. Being accepting of other's strengths and limitations.
- Providing an excellent basis for learning about others and accommodating other's styles and skills.

Collective Worship

AAGS is a Muslim faith school, and as such, the promotion and the understanding of Islam and its values is a key part of Collective Worship. In Collective Worship, children will be given the opportunity to:

- Be part of a community
- Think about the needs of others
- Explore and share beliefs

Links with the wider community

In order to develop pupils' SMSC we believe that it is extremely important to have close links with the local and global communities. We play an important role in promoting shared values and encouraging our pupils to actively engage with other people in the community to understand what common ground there is. In order to help all our pupils grow in SMSC and build close relationships with the community we:

- Welcome visitors to AAGS; local business owners, artists, sportsmen and women.
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures.
- Encourage the development of a strong home-school relationship which is regarded as very important, enabling parents and teachers to work in an effective partnership to support pupils.
- Teach pupils to appreciate and take responsibility for their local environment.
- Liaise with local organisations and schools with regards to the curriculum e.g. community projects, intergenerational work, sports, arts workshops, foreign language trips, creative arts.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning and work scrutiny by senior management
- PSHE topic plans
- Where possible finding ways to link in SMSC directly into schemes of work and on lesson plans but also into extra curricular provisions
- Through the outcome of the Tahdhib al-Akhlaq Initiative activities/projects
- Discussions at staff and parents' meetings
- Getting student feedback about their interests and evaluate the success of different activities.

It is important to note that other policies directly influence, support and promote SMSC. E.g. our School Behaviour and Equal opportunities Policies and these form an integral part of daily classroom practice.

AAGS Support and Culture Statement

Alhamdulillah, we are introducing a system of support which will, InshaAllah, be clear and effective in providing informal routes for professional and personal support and to resolving issues which arise in school, recognizing that it is a community made up of people who have different backgrounds, abilities and roles.

As a community, we accept that individuals and groups face different stresses and strains during our working days. These issues, if left unresolved, may lead to individuals feeling demotivated and unvalued or, in worst-case scenarios, bullied and victimised.

Many of these situations/issues can be resolved through discussion and clear and open communication. The aim of this statement is to clarify our commitment to an open, fair, supportive and united community, which is based on the principles of Islam and the Sunnah of our Prophet ﷺ.

We are striving to create a community in which all members feel happy, secure and have quick and easy access to support and are able to perform their job to their optimal capacity.

The ways in which we will endeavour to promote this culture and ethos at AAGS are:

- 1) Reduce stress and support successful carrying out of role and responsibilities by:
 - making roles and responsibilities clear by producing clear job descriptions which are regularly referred to,
 - weekly all-school meetings,
 - provision to access information of current affairs and issues in school via effective communication,
 - Induction, policy and procedure booklet
- 2) Maintain clear and open communication through:
 - weekly staff meetings
 - regular email communications
 - daily diary
 - weekly general staff meetings
 - weekly planned meetings within departments
 - meetings with Headteacher
 - meetings with the Director
- 3) Provide pastoral care and support:
 - assigned mentor
 - advice and guidance from the school management and Director

Responsibilities of all AAGS Employees

- maintaining a child-centred approach – putting children first;
- listening to children;
- maintaining a positive ethos through cooperation and support of colleagues and respecting the line management responsibilities of the SMT;
- always remembering that you are only as good as the team around you and true success is team success, not individual success;
- valuing colleagues and NEVER complaining about individuals openly in the staffroom. If there are any issues, discuss these with the person involved or your Line Manager;
- avoiding slander and backbiting – this will be challenged openly as it causes suspicion and doubt and leads to low morale;
- working as part of a team- being a productive and supportive member of the team;
- maintaining consistency across the year groups, sharing good practice, resources and plans with colleagues;
- attending staff meetings punctually;
- tackling inappropriate behaviour using school policy;
- abiding by the school's child protection policy;
- maintaining a tidy, bright and stimulating learning environment;
- teaching all areas of the subject curriculum;
- taking responsibility for the well-being and progress of pupils;
- organising the classroom and learning resources to create a positive learning environment;
- planning, preparing and presenting lessons to classes and groups;
- motivating pupils with enthusiastic, imaginative presentation;
- maintaining discipline;
- preparing and marking to facilitate positive pupil development;
- meeting requirements for the assessment and recording of pupils' development, including for new and potential applicants (eg. Entrance test papers marking, evaluating Yr 6 attainment data etc.);
- providing feedback to parents on a pupil's progress at parents' evenings and other (often less formal) meetings;
- coordinating activities and resources within a specific area of the curriculum, and supporting colleagues in the delivery of this specialist area;
- responsible for health and safety and informing the Head Teacher or her representative of any issues which may affect the health and safety of children and staff;
- working with others to plan and co-ordinate work;
- staying up to date with changes and developments in the structure of the curriculum;
- taking part in school events and activities that may be run at weekends or evenings;
- liaising with colleagues and working flexibly;
- maintaining excellent behaviour and punctuality;
- working with parents and school governors to maximise their involvement in the school and the development of resources for the school.

Teaching Staff Responsibilities

All teaching staff are expected to:

- Demonstrate and promote excellence in teaching and learning as well as the positive values, attitudes and behaviour they expect from pupils.
- Be aware of, and work within, the statutory frameworks relating to teachers' responsibilities
- Be punctual in one's arrival to school, lessons and the execution of any supervisory duties.
- Plan and prepare timetabled lessons in accordance with PoS and AAGS SoW and policies
- Plan and develop resources within your subject area.
- Differentiate teaching to meet the needs of pupils, including the more able and those with special educational needs.
- Set and mark homework in accordance with school and area policies
- Attend all departmental meetings and staff meetings as requested
- To carry out duties given by the Islamic Co-ordinator and/or line manager as requested
- Adhere to school rules, policies and procedures.
- Regularly assess pupil's work in line with school area policies
- Complete pupil reports by set deadlines.
- Complete a pupil progress report if requested.
- Complete all assessments by the given deadlines.
- Keep full records of pupils, homework, class work, assessments and examinations in a clear and organised manner.
- Set and mark exam papers for end of year examinations
- Set and mark exam papers for school entrance tests
- Attend and help organise assemblies.
- Organise and carry out school activities and detentions as requested.
- Attend all school meetings, insets, and help plan and carry out all school events.
- Assist in the school set up for all in school programmes and events.
- Attend all training courses on and off site that are made available by the school.
- Act as an invigilator if requested and ensure that guidelines for this role have been read and understood.
- Cover classes for absent colleagues as required.
- Communicate sensitively and effectively with parents and pupils in reports, at pupil review days and on request.
- Participate and support House events and initiatives.
- Plan and participate in opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.
- To take on additional duties and lessons according to the needs of the school.
- Complete an Absence Form following any absences on your return to school.
- Inform the School Office of any changes to your contact details immediately.
- To notify the SMT of absence as per guidance given in the Health & Attendance Policy.

Teacher Guidelines:

- Set high expectations for pupils' behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils' behaviour constructively, and promote self-control and independence.
- Organise lessons well in advance to avoid last minute rush to the office to collect equipment, photocopied work etc.

- Never leave pupils unsupervised in a classroom.
- Ensure that no pupils are sent out of lessons without an AAGS Hall pass except in case of emergency.
- Ensure that all equipment/books etc. are put away in the right place when lesson finishes
- Co-operate with and be courteous to all other staff.
- Report any hazards or faulty equipment/computers/heating/OHP etc. to the School Office.
- Complete an incident report and/or injury report form after any incident/injury.
- Ensure noise level is kept low at all times.
- Be cost-conscious.
- Obtain authorisation from the Science Co-ordinator/Head teacher before that carry out practical experiments and/or lessons.
- Perform morning/ break/lunch and home time duties by circulating in and around the classroom areas, all ways and toilets following AAGS guidelines for supervision duties.
- Maintain cleanliness in classrooms at all times.
- Ensure that your area in the staff room is clean, tidy and organised.
- Be responsible for resources in your care and ensure that they are returned to the school at the end of the academic year.
- Not carry mobile phones in classrooms.
- Not talk about any other issues in classroom except the curriculum.
- Above all be loyal to the school and strictly adhere to all Islamic and School guidelines.

Form Time Tutorials

Methodology and Guidance



The need to present this guidance stems from the realization that we, as educators, have a duty towards our pupils that goes beyond providing them with quality education in an ideal learning environment. We are obliged, religiously and morally, to transform each individual child placed in our care into an ideal Muslim citizen of Great Britain and the World, by bringing out and refining the innate potential for of good and associated qualities that Allah Almighty has placed in each individual human.

As part of improving our provision in this regard, it has been decided that the Islamic Coordinator will take overall responsibility for the school's PSHE provision, which is delivered largely in the weekly form time. It has also been decided that each form group will be assigned two form tutors each, one each from the Islamic Studies and National Curriculum staff, who will work in collaboration to plan, prepare and deliver these lessons on a weekly basis.

The lead responsibility for the preparation of the lessons/tutorials will be that of the Islamic Studies teacher and for administrative matters, such as filling in the weekly form diary etc. as well as dealing with actual behavior-related concerns will continue to remain with the National Curriculum form tutor.

The Islamic Coordinator has set 10 broad themes, which will be at the core of the PSHE provision as well as those of other activities/projects of the TA Initiative. She will also enlist a range of topics under each theme, which will be carefully chosen so that they are both relevant to and beneficial for each year group.

Each topic will generally be delivered over a period of two lessons to facilitate maximum student engagement, participation, 'ownership' and benefit. It is absolutely essential to employ strategies in this provision that will ensure that each child can personally relate to the theme, topic and content as a matter of lived experience, rather than an abstract theory, and subsequently, becomes fully engaged and involved with the provision, rather than being a distant listener. It is essential to remember that the success of the provision depends on this complete 'buy-in' from pupils. Hence, all lessons will have to be interactive, creative, interesting and captivating.

The Islamic Coordinator will share with all form tutors the theme of the month as well as what is being planned in the TA Initiative's other activities/projects for the month. She will also provide each set of form tutors with a lesson plan template for each topic, which will identify the learning outcomes for that topic, as well as some resources to use as a guide in preparing the lessons, sufficiently in advance. These resources will only serve as a guide, and the form tutors will be expected to conduct independent research to gather further resources. They will be required to complete the lesson plan template and submit it back to the Islamic Coordinator prior to the topic being delivered in lesson. The Islamic Coordinator will also provide a template for recording pupil feedback at the end of every topic.

To serve as a rough guide, the two-weekly lessons covering one topic may be broken down as below:

Lesson 1:

- Introduction to the topic – 5 mins
- Exploring how it is relevant to pupils – 5 mins
- Main presentation/tutorial/lesson (as interactive as possible) to impart necessary guidance, Islamic and practical, about the topic and to explore different perspectives to encourage pupils to think about them better – 25 mins
- Summary and setting students individual/group-based tasks/activities/research to be carried out during the week for presentation in the classroom the following week – 5 mins

Lesson 2:

- Brief recap of the previous week's discussion – 2 mins
- Collection/evaluation of set tasks/activities/research – 5 mins
- Pupil's presentation/debates/discussion on the topic based on the tasks/activities/research – 30 mins
- Survey/evaluation of knowledge acquired and viewpoints agreed on the topic – 5 mins

The Islamic Coordinator will regularly monitor the quality of provision through drop-ins, lesson plans, pupil feedbacks and will engage form tutors in reflection on possible enhancements of the provision. Periodically, she will also convene meetings of form tutors to celebrate achievement and share ideas.

It is important to note that, in her capacity as leader of this initiative, the Islamic Coordinator, in consultation with the Director, will have the authority to determine the school's position in matters, religious, cultural or otherwise, where genuine and valid differences of opinion exist amongst Muslims. It will be binding for every teacher to adhere to that position in planning, preparing and delivering the tutorials, even if it goes against her own personal view. The Islamic Coordinator will strive to ensure that such matters are dealt with as sensitively as possible and will endeavor to seek professional advice and guidance from respectable scholars wherever necessary.

As this is the first year where such provision is being contemplated at our school, it must be expected that not all support requested may be provided. Likewise, the school also understands that it cannot expect form tutors to deliver 'complete packages' of lessons. However, the mutual aim should be to raise the standard of the provision to as high a level as possible in as less time as possible.

May Allah SWT bless everyone involved in this effort with His Pleasure, Acceptance and Guidance.

Form Tutor Roles & Responsibilities

The Form Tutor plays a key role in the effective running of the school's pastoral care system. The Form Tutor is usually the student's first and most effective personal contact and should, therefore, be the first person to whom a student turns for help and advice.

Under the general direction of the Headteacher and Islamic Coordinator, the Form Tutor has the following duties and responsibilities (it is recognised that the responsibilities will vary according to which year group is being tutored):

- To be fully aware of the school's Mission Statement, pastoral and academic policies, and to seek to promote them in all aspects relating to their tutor group.
- To work as part of a tutor team within a year group and to contribute to the collective efforts of the tutor team, and to attend meetings appropriate to pastoral responsibilities.
- To ensure that attendance/punctuality registers are completed satisfactorily and punctually by relevant staff members twice a day.
- To use tutorial time positively and with the same professional attitude to attendance, punctuality and preparation as is due in any other lesson.
- To monitor the personal and social development, health and welfare of each student in their tutor group; contribute to year assemblies and the IPSHE programme within school guidelines; counsel and guide students.
- To be aware of the relevant curriculum for the students in their tutor group and to monitor the academic progress of students through School Reports, Assessment Grades and contact with subject teachers.
- To support and implement all school policies, especially those relating to attendance, rewards and sanctions, uniform and homework.
- To liaise with the SMT, parents, the careers department and external agencies, as appropriate.
- To assist the Headteacher with the school's induction procedures for new students.
- To contribute to the operation of a programme of communal social activities; to encourage students to take part in student councils.
- To encourage the involvement of students in the school's extra-curricular activities and to monitor their contribution, taking action as appropriate.
- To contribute to the operation and maintenance of an up-to-date and efficient student record system, which can act as an effective basis for the provision of information to legitimately interested parties; support the operation of the school's assessment, reporting and recording system.
- To undertake any other reasonable duties as requested by the Headteacher and/or the Islamic Coordinator.

Specific Responsibilities of the Form Tutor

Ongoing

Knowledge of students

- Acquire a thorough knowledge of the individuals in their tutor group by means of:
 - i) contact with the individuals
 - ii) contact with parents
 - iii) contact with the Islamic Coordinator
 - iv) contact with the Headteacher/Deputy Headteacher

- v) contact with subject teachers of the group
- vi) student reports and new student profiles
- Be aware of and take an interest in the extra-curricular activities and events of the tutor group.

Tutor Time

- Ensure that all tutor group time is used constructively and efficiently in furthering the personal and social development of the individual, in line with the IPSHE curriculum led by the Islamic Coordinator.
- Be informed about and inform relevant staff members of all matters of daily routine that affect the group. These are usually announced at the morning staff briefing.
- Check student planners on a weekly basis.

Meetings

- Participate as a member of a year group team in meetings held for the purpose of reviewing and evaluating practice and promoting and developing the IPSHE programme.

Liaison with Parents

- Liaise with parents regarding studies issues.
- Liaise with parents regarding pastoral issues.
- Produce brief minutes of meetings, including agreed actions.
- Keep records of significant telephone calls.
- Ensure that the Headteacher is fully informed of any liaison with parents.

Absent Students

- Monitor the attendance of students, according to the school's registration policy, by ensuring that a neat and accurate daily record of attendance for the tutor group is maintained by the responsible staff members, identifying and passing on promptly to the Headteacher any abnormal pattern of attendance and punctuality.
- Liaise, where appropriate, with the Headteacher, the Senior Administrator and the Deputy Head, to follow up matters concerning absence.
- In case of long-term absence, liaise with parents and arrange for work to be sent home.

Rewards and Sanctions

- Keep records of rewards.
- Inform the Headteacher/Islamic Coordinator of students who should receive certificates, badges or shields.
- Maintain and monitor the form diary and record results weekly electronically on the appropriate register provided in the teachers' shared area
- Keep records of Behavioural Sanctions and subsequent 'reports', take action in response as appropriate, and inform the Headteacher of concerns highlighted thereby.
- Support the Headteacher, Islamic Coordinator and subject teachers on strategies to address areas of concern regarding students.

Personal and Social Development

Student Progress

- Be actively involved in the personal and social development of individuals in the group.
- Promote positive attitudes towards the community life of the school.
- Encourage pupils to maintain a healthy lifestyle.

- Maintain, with the assistance of the Islamic Coordinator, a thorough, up-to-date record on each student in the group and produce reports for particular purposes.

PSHE

As stated in the Form Time Tutorials guidance, the key person in the delivery of PSHE is the Form Tutor. To do this, she will:

- Liaise with the Islamic Coordinator with regard to the content of the PSHE programme.
- Ensure that the PSHE lesson has been meticulously planned and delivered in line with the school views and ethos.
- Ensure that the resources are available for the PSHE lesson.
- Ensure that tutor time is used constructively and efficiently in furthering the personal and social development of students.

Extra-Curricular Programme

- Encourage the involvement of students in the school's extra-curricular activities and monitor their contribution, taking action as appropriate.

Transition

- Assist pupils with the development of their National Record of Achievement folders
- Fill in college/university/work references as required by students

Monitoring Academic Progress

Assessment Grades

- Review Assessment Grades with students.
- Discuss Assessment Grades with the Head of Department and/or the Deputy Headteacher, particularly where there are concerns or where performance is very good.
- Assist the Deputy Headteacher in planning and implementing follow up actions, including liaison with parents.

Planners

- Monitor and review student planners on a weekly basis, signing as appropriate.
- Ensure that planners are signed by parents, writing appropriate comments in follow up.
- Ensure students are recording preps appropriately and take follow up action with those who are not.

School Reports

- Be aware of deadlines for reports and ensure that they are met.
- Collate and proof read reports, for accuracy and appropriateness of comment, referring any queries to the Head of Year.
- Write a Form Tutor report, in line with the guidance set out in the school's Reporting Policy.
- Decide, in liaison with the Headteacher and/or Deputy Headteacher, on any follow up actions arising from reports.

Target Setting

- Implement and follow up appropriate target setting for students, in follow up to Assessment Grades and School Reports.

General Employment Terms & Conditions

In Islam, a teacher's personality and character are considered to be the most important factors in education. The Muslim teacher looks up to the Noble Prophet Mohammed ﷺ as an exemplar and aspires to act upon this role model. In introducing a teacher's framework for Azhar Academy Girls School, the senior management are not seeking to imply that any teacher, past, present or future, does not aspire to the perfect example of our Noble Prophet Mohammed ﷺ. A teacher's framework is needed so that every person working at the school knows exactly where they stand on a range of issues. This protects the teachers as well as offering some guidance in certain areas.

It is important for all members of the school staff to appreciate that they are valued members of a team working toward the same goal. The school fully appreciates the commitment and dedication required to work as an active member of staff. The responsibilities of any teacher are many, but a Muslim teacher's responsibilities are particularly weighty as we are an example to our pupils at all times. Our conduct and manner stand as a guiding light to our pupils, particularly as they are often exposed to questionable influences in the world outside our school.

All members of staff, regardless of their personal beliefs, should be aware that Azhar Academy Girls School is an Islamic school. As such, it aims to encourage pupils to discover their full potential and to develop it within an Islamic framework. The school has high expectations of its pupils, not only academically but also in terms of standards of behaviour (Islamic values), appearance and courtesy, both inside and outside of the school.

In an Islamic school, the spirit of Islam should be at the heart of all aspects of school life; the Islamic elements cannot be separated from other elements. They should permeate all aspects of the school's functions. The staff/pupil relationship is important and should be based upon respect and trust and the relationships of staff with each other and of pupils to their peer groups are equally critical.

Responsibilities and Terms and Conditions

To teach the classes/courses agreed in consultation with the senior management and to ensure the teaching materials and methodologies aim to:

- 1) Develop the full potential of every student
- 2) Value the skills, interests and experiences which students bring to the school
- 3) Promote students' independence and control over their own learning
- 4) Maximise students' prior knowledge and attainment
- 5) Develop the use of the community as a valuable learning resource
- 6) Recognise and develop a wide variety of practical, oral, and personal, social and academic skills
- 7) Provide a coherent curriculum for students, by liaison and collaborative working with other staff and departments
- 8) Ensure good discipline amongst students
- 9) Recognise and praise student progress
- 10) Monitor and record student achievement, in line with the school and departmental policy on assessment and recording of achievement. This will include keeping students, parents and senior staff informed of student progress through writing of reports/progress files, student assessment, attendance at parents' meetings and other forms of parental liaison, as agreed by the department/school and to ensure deadlines are met.
- 11) Deliver the schools teaching and learning priorities to the best of your ability

- 12) Keep up to date records of your lesson planning, schemes of work, termly and weekly plans, students punctuality, attendance, attainment progress, work done and homework set and its marking done according to school and department policy
- 13) Maintain a stimulating learning environment in your teaching area
- 14) Have responsibility for the care and welfare of all students and liaise with the Head of Department, Form Tutors, and Senior Staff as appropriate
- 15) Keep up to date with new developments in the curriculum and liaise with colleagues as appropriate
- 16) Be a Form Tutor and play a full part in pastoral activities
- 17) Implement AAGS policy on equal opportunities
- 18) Liaise with, advise and contribute to the work of colleagues with cross-curricular responsibilities and contribute to the development of a Personal, Social and Health Education programme within the school.
- 19) Play an active part in the overall organisation and development of the school. This could be done in variety of ways, but will include contributing to staff meetings, working parties/committees, INSET days and attendance in assemblies and collective worship.
- 20) Play a part in the implementation of AAGS policies with respect to:
 - a. General School Duties
 - b. Cover for absent colleagues
 - c. Organisation and invigilation of examinations
- 21) Mark, assess and moderate student's coursework in line with requirements of the examination boards.
- 22) Take on specific responsibilities concerned with administering the department and/or supporting and developing the curriculum. (These tasks to be defined following consultation with the Head of Department and Head Teacher.)
- 23) Classrooms must be kept neat and tidy before and after school. No litter on the floors or behind the radiators.

Through the school's policy on staff appraisal, a support programme will be provided for teachers.

The school will provide staff development opportunities through relevant training programmes. Also, for teaching and learning purposes, a budget could be agreed for departments for the school to consider.

Staff should arrive at least 10 minutes before school beginning time and leave at the end of the day after all the pupils have left.

Staff absence

- 1) In case of absence, cover work must be made available.
- 2) Health checks and appointments etc. should be made outside school hours where possible.
- 3) Holidays should not be taken during term time.
- 4) The school will only pay for 5 sick days in the year (pro-rated for part-time staff).
- 5) Maternity pay & leave will apply as per the statutory requirements.
- 6) 'Iddah period will also apply for female staff though payment will not be made for the duration of the 'Iddah period.
- 7) Sick pay will apply as per the statutory guidelines and our sick pay policy.
- 8) Hajj leave and pay will be granted for a maximum of two weeks as long as it is the first Hajj in AAGS employment and does not fall in the first year of employment.
- 9) Leave on compassionate grounds may also be granted at the discretion of the management.

Staff must familiarize themselves with all the school policies, e.g. child protection, anti-bullying, curriculum, complaints procedure etc.

Staff should also:

- ensure that some form of vocal prayer should occur in the morning, the end of the day and the beginning of each lesson.
- try to participate in extracurricular activities
- incorporate Islamic values into the classroom
- support pupils in developing their Islamic personality
- ensure pupils record their homework in their diaries
- follow all curriculum policies and guidelines
- support the school in the annual family day by attending and getting the pupils to raise funds and on other charitable activities
- sign in and out immediately, when they arrive and before they leave the building.
- make sure displays are available in class and corridors
- arrange school trips for the year group after consulting the Headteacher.

Further points to note:

- Staff children will be eligible for fees discount proportionate to their working hours (this is subject to revision)
- A pay rise will be afforded at the beginning of the academic year, based on self-appraisals and performance reviews
- Newly qualified teachers will be supported with their NQT programme as long as there is a long term commitment (usually three years) from the NQT
- Professional support will be afforded to any member of staff aiming for QTS

INTRODUCTION

In Islam, a teacher's personality and character are considered to be the most important factors in education. The Muslim teacher looks up to the Noble Prophet Muhammad ﷺ as an exemplar and aspires to act upon this role model.

It is important for all members of the school staff to appreciate that they are valued members of a team working toward the same goal. Our school fully appreciates the commitment and dedication required to work as an active member of staff. The responsibilities of any teacher are many, but a teacher's responsibilities in an Islamic School are particularly weighty as they are an example to their pupils at all times. Conduct and manners of staff stand as a guiding light to their pupils, particularly as they are often exposed to questionable influences in the world outside our school.

All members of staff, regardless of their personal beliefs, should be aware that we are an Islamic school. As such, it aims to encourage pupils to discover their full Islamic/academic potential and to develop it within an Islamic framework. The school has high expectations of its pupils, not only academically but also in terms of standards of behaviour (Islamic values), appearance and courtesy, both inside and outside of the school.

In an Islamic school, the spirit of Islam should be at the heart of all aspects of school life; the Islamic elements cannot be separated from the other elements. They should permeate all aspects of the school's functions. The staff/pupil relationship is important and should be based upon respect and trust and the relationships of staff with each other and of pupils to their peer groups are equally critical.

Our aim and objective is to follow the beautiful example of our Beloved Prophet ﷺ in all aspects of life. Our Beloved Prophet ﷺ was the best of teachers, his school ﷺ was the best of schools, his companions ﷺ were the best of learners. It is this model that we should all emulate with sincerity and try to collectively create an atmosphere on the model of Qur'an and Sunnah and the path of our pious elders.

May the Almighty guide us all and keep us firmly on the right path. Ameen.

All members of staff in Azhar Academy Girls School are expected to formally undertake to support and enhance the Islamic ethos of the school as a requirement of their employment agreement and are expected to demonstrate their full support and commitment to the Vision and Mission of Islamic Education through the exercise of their employment responsibilities and conduct.

The purpose of this document, therefore, is to provide members of the Azhar Academy Girls School community with a set of ethical principles guiding the standards of conduct that they are expected to uphold in their interactions with students, each other and the wider community.

This Code of Conduct for all staff in Azhar Academy Girls School finds its roots, its ethics, its principles, along with the Statement of Particulars (School Contract Document) issued to each staff, in the attached appendices listed below:

1. Guiding Principle and Mission Statement
2. Islamic Ethos Policy
3. Eight principles of Conduct and Practice for Registered Teachers (GTC)

Each of these statements is integral to the operation of the Code of Conduct.

To underline the importance that the Governing Body attaches to the code, you will be required to abide by its provisions as a condition of your employment. Any alleged breach will be investigated as a possible disciplinary offence.

All staff should behave at all times in such a manner as to demonstrate personal courtesy, integrity and enhance the dignity and standards of the school. In addition they should strive constantly to develop their own skills and expertise.

The following sets out in practical terms the active implications of undertaking to support the Islamic ethos and education system of the school and should be read in conjunction with both school policies and procedures.

If you have any queries, please raise them with the Head teacher in the first instance. In case the query is of a religious nature, please approach the Islamic Coordinator.

1. LAWFUL AND REASONABLE DIRECTIONS

1.1

Staff must comply promptly, conscientiously and effectively with all lawful and reasonable decisions and directions given by the Governing Body, Director, Head teacher and the leadership of the school in general.

1.2

Staff must not knowingly or deliberately impede compliance with, or implementation of, a lawful and reasonable decision or direction.

1.3

When making decisions or giving directions, Staff must act within their legal and organisational responsibilities and delegations. Staff must make what they believe to be competent decisions and give fair and reasonable guidance and directions without contradicting the Qur'an and Sunnah.

2. ISLAMIC VALUES, STANDARDS, PROFESSIONALISM AND ETHICAL CONDUCT

2.1

In the course of their employment, Staff must act in a professional and respectful way that enhances their Islamic and professional reputation and the reputation of Islamic education. Staff should be aware that personal conduct and lifestyle outside of normal working hours can reflect either positively or adversely on Islamic education and therefore they should act Islamically and appropriately in the presence of students at all times, both within and outside school hours. At all times Staff should conduct themselves in a manner that does not bring Islamic education schools into disrepute.

2.2

Staff must treat fellow staff, students and others within their work environment with the respect and dignity that all deserve in line with the teachings of Qur'an and Sunnah.

2.3

Staff whose work involves interacting with students have a special responsibility to comply with duty of care requirements and not to be engaged in inappropriate behaviour such as illegal, anti-social, scandalous or disreputable activities which may negatively impact on them being seen as appropriate role models for those students.

2.4

Staff must be cognisant of the policies, procedures and delegations that are applicable to their actions. School leadership team must make relevant information available to staff. Staff members are required to read and ensure that they understand policy documents issued to them or circulated to them. Staff who are uncertain about any aspect of policies, procedures and delegations which apply to them should examine the relevant information and seek advice from relevant personnel.

2.5

Staff must uphold and comply with:

2.5.1 Guidance from Qur'an and Sunnah

2.5.2 Code of Conduct and Practice for Registered Teachers (GTC)

2.5.3 State and civil laws and regulations;

2.5.4 Islamic Education and government directives, policies and procedures.

2.6

Staff must act promptly in reporting breaches of the Islamic education policies, Governing Body approved School policies and directives, as well as misconduct and maladministration under Azhar Academy Girls School's Code of Conduct, to their Headteacher/Governing Body. The Governing Body has approved a Policy and Procedure which is intended to encourage and enable teaching and support staff to raise serious concerns within the School rather than overlooking a problem or "blowing the whistle outside."

2.7

Staff members are expected to behave always in ways that promote the safety, welfare and well-being of students, fellow staff and others in their workplace environment in accordance with relevant occupational, health and safety legislation.

2.8

Staff must perform their work duties competently and responsibly, with a focus on delivering or supporting high quality educational services to students, and delivering high quality services to trainee teachers.

2.9

Staff must maintain currency of their professional competence through appropriate professional development or learning experiences.

2.10

Staff must maintain the accuracy, integrity and appropriate confidentiality of all information used in their professional dealings in Azhar Academy Girls School.

2.11

The head teacher, teachers and non-teaching staff should ensure discussions with colleagues concerning professional problems are kept confidential, that their professional standing is respected, particularly when making any assessment observations of their work, and that they do not denigrate any colleagues in the presence of others.

2.12

The head teachers, teachers and non-teaching staff should give a true representation of facts to parents concerning any aspect of the education development of their child. They should respect both the joint responsibility, which must exist between the school and parents, and the parental right to enquiry, consultation and information with regard to the educational development of their child.

2.13

The head teachers, teachers and non-teaching staff should not distort or misinterpret facts concerning the school or the Governing Body. They should be objective and respect the overall joint responsibilities that exist with the Governing Body for the conduct of the School.

2.14

The head teachers, teachers and non-teaching staff should support the Local Authority and other Council Staff in reasonable discharge of their duties. They should maintain a professional relationship with those staff. In addition, they should, where applicable, comply with the Governing Body's approval of the LA Policies.

2.15

Staff must only take leave of absence from their work duties only when authorised to do so.

2.16

Dress, personal appearance and hygiene are important elements of Islamic and professional presentation. Staff must ensure that their personal appearance and presentation are Islamically modest, clean, tidy and appropriate for their work role in accordance with the policy of the school or workplace.

2.17

Vulgar or offensive language is against the Islamic precepts of modesty and ethics. Staff must ensure that neither is their language vulgar or offensive, nor is it perceived to be as such. Use of expletives is completely immoral, un-Islamic and causes deep offence, and hence, cannot at all be tolerated. When directing, chastising or rebuking students, appropriate language and tone must be used.

2.17

Staff must ensure that education resources are not used improperly. These resources include financial and material resources as well as intellectual, information, system and knowledge resources related to the work of Islamic school. Work time is also a valuable resource that must be managed effectively to create productive outcomes.

2.18

Staff must ensure that their relationship with students always remains strictly within professional boundaries. Staff should ensure that every student respects their authority and that they themselves do not allow for it to be compromised. Staff must not engage in any behavior or communication with students that may compromise their professional conduct. This includes all forms of informal communication, such as text-messaging, instant messaging, communication on social networking websites and/or online chatrooms.

2.18

Staff must ensure that they abstain from openly violating the Islamic values and the teachings of Qur'an and Sunnah, which are haram or disliked.

3. DUTY OF CARE

3.1

Duty of care is essentially a duty to do everything reasonably practicable to protect others from foreseeable harm. While this applies in all aspects of an employee's work, it is particularly important for those staff who have interaction with and responsibility for students.

3.2

Teachers have a particular duty of care towards students. It is as a result of a relationship based on trust.

3.3

All students have a basic and expected right to a physical and emotional environment that is free from unreasonable risk of harm. Harm includes any significant detrimental effect to the student's physical, psychological or emotional well-being by any cause and includes minor harm that is cumulative in nature and which would result in a detrimental effect of a significant nature to the student if allowed to continue.

Amongst other things, harm can be caused by:

- 3.3.1 Physical, psychological or emotional abuse or neglect; or
- 3.3.2 Sexual abuse or exploitation; or
- 3.3.3 Domestic or family violence; or
- 3.3.4 Student bullying; or
- 3.3.5 One's own actions.

Staff members are referred to the School's Safeguarding Policy, which lays out the reporting procedures required of staff.

3.4

Staff must actively seek to maintain a physically safe teaching environment for students in accordance with the Schools Health & Safety Policy.

3.5

Staff must take reasonable steps to prevent harm to students and to support students who have been harmed.

4. PSYCHOLOGICAL HARM

4.1

Staff must not behave in ways that a reasonable person would consider to be offensive, intimidating, humiliating or threatening. Such conduct might include, but not be restricted to, use of expletives or vulgarity in class, targeting students with unfair and continued criticism; making excessive or unreasonable demands of others; and making any form, either oral or written (including electronic communication), of derogatory comments to students,

parents, work colleagues or the general public. Should such unacceptable behaviour occur, then all recipients of such behaviour have recourse to the processes contained within the school's Grievance Policy.

5. PHYSICAL CONTACT WITH CHILDREN

5.1

Staff must not engage in conduct that could physically harm a student and this should be noted especially in cases involving disciplinary action.

5.2

Corporal punishment is absolutely prohibited at Azhar Academy Girls School.

5.3

There may be occasions, however, where physical intervention is appropriate in order to protect students, self and others. In these circumstances, this would be deemed reasonable action providing that the physical intervention is to prevent harm or further harm to students and that the employee seeks to avoid inflicting physical harm, wherever possible. The physical intervention would need to be proportionate to the circumstances. In such circumstances, the schools procedure in recording the incident should be observed.

6. SEXUAL CONDUCT

6.1

Staff interactions with students must be, and be seen to be, professional at all times.

6.2

Staff must not attempt to sexualise a relationship with a student. To do so is a breach of trust, an abuse of authority, un-Islamic and haram, professional misconduct, immoral and criminal.

6.3

Muslim staff working in this Islamic School must ensure that they conduct themselves with haya' (modesty) and abstain from any relationship leading towards any form of sexual activity and haram. Such conduct is haram and a violation of Islamic values and principles, and hence, a major sin.

6.4

The following behaviour constitutes either misconduct or sexual misconduct:

6.4.1 Unwarranted and inappropriate touching of students;

6.4.2 Suggestive remarks or action of a sexual nature;

6.4.3 Sexual exhibitionism;

6.4.4 Obscene gestures, language, jokes containing sexual references or deliberately exposing students to the sexual behaviour of others in any form, other than in the case of prescribed curriculum material in which sexual themes are contextual;

6.4.5 Inappropriate conversations of a sexual nature;

6.4.6 Comments that express a desire to act in a sexual manner;

6.4.7 Personal correspondence (including electronic communication) with a student in respect of the adult's sexual feelings for a student;

- 6.4.8 Deliberate exposure of students to sexual behaviour of others, including display of pornographic material;
- 6.4.9 Flirtatious behaviour directed at a student;
- 6.4.10 Spending significant time (khulwa) alone with a student other than to perform one's professional duties, or without any other reasonable explanation
- 6.4.11 Expressing romantic feelings towards a student in any way.

6.5

Staff must not provide or exchange personal contact details such as telephone numbers or email addresses with students, unless there are specific work-related reasons. Similarly, staff must not enter into unauthorized electronic communication with students such as text messaging, pod-casting and interaction in chat rooms and on social networking sites.

7. DISCRIMINATION, BULLYING AND HARASSMENT

7.1

Azhar Academy Girls School is committed to providing workplaces free of all forms of discrimination, bullying, victimization and harassment.

7.2 Staff must not discriminate against, bully, victimise or harass any colleague, student or parent, nor discriminate in how services are provided to the community. All Staff of Azhar Academy Girls School have the responsibility to act fairly and evenly towards other staff, students and the general public in accordance with the schools policies on Equal Opportunities and other relevant policies.

7.3

Discrimination, bullying, victimisation or harassment will not be tolerated and will be dealt with in accordance with existing policies. It should be noted that following the receipt and thorough investigation of an allegation of discrimination, bullying, victimisation or harassment against an individual, there is the potential for taking disciplinary action against the member of staff, including and up to dismissal.

8. USE OF TOBACCO, ALCOHOL, OTHER DRUGS AND MEDICATION

8.1

Smoking is not permitted in school facilities and grounds. Similarly, smoking is not permitted whilst staff members have direct responsibility for or contact with students.

8.2

Staff members have an occupational health and safety obligation, in accordance with the Workplace Health and Safety Act 1995, to ensure that their use of alcohol and drugs, whether illicit, proscribed, over-the-counter or prescribed as medication, does not adversely affect their work performance or endanger the health and safety of others.

8.3

The illicit use of drugs at any time within a professional context, particularly in association with the supervision of students, is strictly prohibited.

8.4

Muslim Staff working in this Islamic school must ensure that they abstain from consuming alcohol and use of illegal and intoxicating substances. Such consumption is haram and a violation of Islamic values and principles, hence a major sin and will be termed as gross misconduct.

8.5

Staff must not provide students with alcohol and must not encourage or condone the illegal use of alcohol (including underage drinking) or the excessive consumption of alcohol.

8.6

Staff must not consume or be affected by alcohol and/or the illicit use of drugs in any circumstances where they are responsible for students. This includes camps, retreats, excursions and other such activities.

8.9

At the request of parents and with the agreement of appropriately trained Staff, Staff may be authorised to administer prescribed medications in accordance with school-based policies and procedures with the consent of the head teacher. Staff must not provide students with non-prescribed medications or over-the-counter drugs without the appropriate authorisation of school authorities, nor encourage or condone student illicit use of drugs.

9. CONFLICT OF INTEREST

9.1

A conflict of interest may exist when an employee's private interests have the potential to interfere with the proper performance of his/her work duties. A potential or actual conflict of interest must be identified, declared and avoided or resolved in favour of the public interest and should not be undertaken without the express permission of the Governing Body.

9.2

It is understood that situations may occur where staff are working with family members or with persons with whom they develop close personal relationships. Where such relationships exist between staff or with prospective staff, then the potential for conflict of interest should be noted.

9.3

As a general principle, all staff/governors who participate in procedures for selection and recruitment, granting of tenure, performance appraisal, termination or transfer of any person who is a family member or with whom they have, or have had, a close personal relationship must declare any potential conflict of interest. However, the existence of a close personal or family relationship should not constitute a bar to the employment, promotion, granting of tenure or transfer of any individual.

9.4

Recruitment should always be carried out in a fair and equitable manner. Governors, director, head teacher, teachers and non-teaching staff should ensure that appointments are made on the basis of merit only. Staff should not misrepresent any professional or other qualifications. The director, head teacher, teachers and non-teaching staff should not seek to advertise or canvass for the purpose of promoting their own advantage. It would be wrong for an employee to make an appointment, which was based on anything other than the ability of the candidate to undertake the duties of the post. In order to avoid any possible

accusation of bias, employees should not be involved in an appointment where they are related to an applicant, or have a close relationship outside work with him or her. The same approach should be adopted in relation to decisions relating to discipline promotion or pay adjustments.

9.5

Staff should be aware that private part-time employment, including tutoring, which conflicts with, or compromises, employment with school education, may give rise to a conflict of interest. Staff should seek prior approval from the school authorities for any such employment.

9.6

Staff should be aware that receipt of gifts from those considered as part of the broad client base of the organization (eg. students/families in a school setting) may present the potential for a conflict of interest. School policy on this is to be followed.

9.7

In many cases only individual staff themselves will be aware of the potential for conflict. The onus therefore is on the individual in these cases to declare and notify the appropriate personnel of this potential.

10. PRIVACY AND CONFIDENTIALITY

10.1

As an employee of Azhar Academy Girls School, you may be entrusted with access to information of a sensitive nature to enable you to carry out your duties.

10.2

Staff must ensure that confidential, private and sensitive information is handled carefully and that the integrity of such information is maintained at all times in compliance with relevant privacy legislation.

10.3

In accordance with the School Privacy Policy, an employee must not, after leaving employment with the school, use confidential information obtained during the course of his/her employment for other work or non-work related purposes.

11.0 USE OF SCHOOL RESOURCES

11.1

Staff must ensure that all school equipment, resources, and consumable items are used appropriately for the work and business of the school. Limited and occasional private use of school equipment and resources may occur providing it does not adversely affect the performance of the employee's work duties, or the work duties of others, or the business or reputation of the school. Examples of where this might occur include:

11.1.1 limited, occasional and brief private telephone calls and faxes,

11.1.2 limited and occasional use of a photocopier,

11.1.3 limited and occasional use of computers, email and internet subject to school policy on acceptable use by Staff of ICT resources

11.2

Staff must ensure that school equipment is maintained and used in accordance with the manufacturer's requirements, and that all use is both safe and legal.

11.3

Staff must have approval to use school equipment and resources off site for work purposes, and must ensure that they are safely stored and secured.

11.4

Staff must ensure that they do not breach copyright law or licensing arrangements when copying any school property such as software, library and reference materials, or copying other property for school use.

11.5

Staff must not seek financial gain from work produced for the employer without the authorisation of the employer.

11.6

Staff whose work duties involve purchasing or managing resources on behalf of the school must act within their delegated authority and comply with legislative requirements, policies and procedures for the purchase, use and disposal of any school resource.

12.0 USING SCHOOL INTERNET, INTRANET, ELECTRONIC MAIL, MOBILE PHONES AND OTHER MEANS OF ELECTRONIC COMMUNICATION

12.1

Except for official purposes or in accordance with school policy, staff must not use school resources, including mobile phones, the internet, electronic mail systems, or other means of electronic communication for:

12.1.1 Accessing, storing, or transmitting words, images or other material that are illegal, sexually explicit, violent or that a reasonable person would find offensive. (This does not include material that is part of a complaint, report or notification about alleged improper conduct of a person made in accordance with an authorised procedure.)

12.1.2 gambling

12.1.3 accessing chat lines not associated with work

12.1.4 transmitting inappropriate jokes

12.1.5 sending of inappropriate programs or mail

12.1.6 what a reasonable person would see as excessive use of the internet

12.1.7 unauthorised use of the school's email distribution lists

12.2

The use of mobile phones in classroom is totally prohibited as it destroys the purpose of teaching. Mobiles must not be used, handled and/or checked within the classrooms, but must ideally be stored safely in the staffrooms or must be switched off and kept in the bags until the teacher comes out of the classroom.

12.3

Checking personal email and/or using the internet for personal needs during lesson times is a serious breach of trust placed in teachers by pupils, parents and school management, and hence, a disciplinary offence. Due to the severe impact that such an abuse can have on pupil

progress, systems have been put in place that can identify websites visited from each computer terminal in the school at any particular time. Data thus obtained may trigger and be used in disciplinary procedures.

13.0 PROCEDURE FOR DEALING WITH ALLEGATIONS AND APPARENT BREACHES OF THE CODE OF CONDUCT

13.1

Potential breaches of the Code of Conduct, including apparent breaches and allegations, will be dealt with in accordance with the principles of procedural fairness and natural justice. Potential breaches may be addressed in the context of established grievance policies or as detailed in appropriate school-approved policies. In cases of alleged serious misconduct, the Governing Body reserves the right to dismiss without any notification period.

13.2

At no point should staff involve any school parents past or present in any form for their personal grievance or any other such matters. Staff must abstain from seeking petitions or any other form of support from parents when faced with any conflict within the school. Staff should strictly follow the schools stipulated policies and procedures approved by the Board.

13.3

Staff should be aware that the governing body may apply sanctions if this Code of Conduct is breached. Depending on the nature of the breach, various sanctions such as the following may be applied:

- 13.2.1 appropriate warnings and counselling
- 13.2.2 suspension
- 13.2.3 dismissal
- 13.2.4 laying of criminal charges or civil action

Staff Dress Code Policy

Islam promotes modesty and seeks to minimize vice and immorality in society. One of the ways it does so is by requiring modesty in one's attire and appearance. Islam sets the standards of decency for both men and women, who are expected to dress simply, modestly, and with dignity.

At Azhar Academy Girls School, all staff have the responsibility to act as role models for pupils; displaying a clear standard of professionalism and behaviour. If staff expect pupils to behave in a particular way, they should lead by example. A dress code can help to establish an ethos and attitude to learning.

Once we realize the nature of the dress issue, it is natural that we should turn to our Creator to seek guidance for the proper dress code. The Noble Qur'an and Sunnah have provided ample guidance on the subject which can be summarized in a few essential principles.

Our dress must cover our bodies adequately. For men, it is the middle part of the body from navel to knee. For women, it is the entire body except hands, feet and face. These parts must never be exposed to any other person (except in case of genuine need e.g. medical treatment). In addition, the cloth must be neither see-through nor tight fitting and should fulfill the purpose of 'covering' comprehensively.

Our dress should also provide adornment. It should make for decent appearance. Our appearance should not be an eyesore for decent fellow humans. For men, this extends the coverage requirements to include most of the body. For women, the essential requirement is that their dress should identify them as respectable ladies who are to be dignified and honoured. Our dress should confirm our modesty and should serve as a means to establish our Islamic identity.

Islam has not prescribed a particular dress style, giving us ample room to accommodate our needs, circumstances and tastes. However, the above principles are for everyone and forever. Any garment that accommodates these principles will be constituted as Islamic dress. This is the Islamic formula to dress for success - eternal success. With these principles in mind, we have developed a dress code for our school.

- All staff will wear modest dress as defined by Qur'an & Sunnah. Ideally, this will be fulfilled by wearing ankle-length dresses or jilbabs/abayas. In all circumstances, these dresses should at least be below the knee, in which case, formal loose-fitting trousers must be worn.
- No extravagant clothes which will attract unwarranted attention shall be worn.
- The headscarf is not a requirement for non-Muslim staff and it will not be imposed, but it is required for Muslim staff and must be non-transparent and of adequate size and length covering the hair and bosom.
- Denim clothing must not be worn on school premises.
- Working in a school requires constant close interaction with children of different ages and developmental stages. Body language and facial expressions play an important role in communication with children. To make teaching and learning effective and to enable children to benefit fully from their time in school, niqaab will not be worn in the classroom.
- Trainers will not be worn except during PE lessons.
- Excessive use of makeup or jewelry is strongly discouraged.
- High-heeled footwear must not be worn on health & safety grounds.
- Casual clothing and footwear is not acceptable; clothing and footwear must be formal at all times.

1 INTRODUCTION

This Health and Attendance policy has been created to assist the Headteacher and Governing Body of Azhar Academy Girls School in managing sickness absence, to establish a culture of high attendance, which is underpinned by a good monitoring and management system.

Staff are required to attend school during the normal contracted hours. Since temporary staff shortages can arise unexpectedly at any time, staff are expected to be on the school premises during lesson times, even if they do not have a lesson to teach. During student break and lunchtimes, staff may leave the premises unless on duty. At other times, requests to leave the premises will normally be granted if practical.

The Governors recognise that the management of sickness absence is a sensitive issue and at all times aim to give due consideration to the welfare of staff, the needs of the school and the effects of the absence on the education of the pupils. In some cases, the length or frequency of sickness absence may mean the continued employment of a member of staff is at question.

In such cases it may be appropriate to conduct proceedings under the Capability policy and procedure. However, the steps outlined in this procedure must be followed before the Capability procedure is applied.

The policy applies to:

- all employees of the school, including the Headteacher;
- staff employed in units or bases that are attached to a school

2 PURPOSE, SCOPE & PRINCIPLES

The Governing Body has a responsibility to minimise disruption to the school caused by the ill health absence of its employees. The purpose of this policy and procedure is to ensure that:

- the school exercises its duty of care and has proper regard to the health, safety and welfare of its employees;
- the Governing Body's broader responsibility to promote a healthy workforce is acknowledged;
- all members of staff understand that repeated or long term absence of staff may have a demotivating effect on colleagues; and is likely to have an adverse effect on pupils' education;
- all members of staff understand that absence through sickness of teachers incurs indirect costs, often considerable, particularly if supply cover is required; and
- sickness absence of support staff may also be disruptive and costly, particularly in the case of those who provide direct support to teachers and pupils in the classroom.

3 ABSENCE REPORTING PROCEDURE

3.1 First Day of Absence

On the first day of absence, the employee, or someone on her behalf must, unless in exceptional circumstances, notify the Head of Aalimah/Islamic Studies (Ms R Master: 07779 794853), the Headteacher (Mrs Adam: 07879 425041) of her absence due to illness, as early as possible, but not later than 7:30am for teachers starting 9:15am onwards and 6:00am for teachers starting at 7:30am onwards. The reason for absence and some indication of a return to work date should be given.

If the absence is the result of an accident or injury sustained during the course of work duties, this information and the name of the person to whom the incident was reported must be made known. This is to ensure that the school's management has properly recorded the accident and, where necessary, taken remedial action.

3.2 Fourth Day of Absence

If the absence continues beyond three days, the employee should contact the relevant person following the school's procedure.

A self-certification form must be completed by the employee upon return to work for any absence of one day or more up to seven calendar days.

3.3 Eighth Day of Absence and Beyond

If the sickness absence extends beyond seven calendar days, a Fit For Work certificate/medical certificate (Med 3) should be obtained from a registered medical practitioner and forwarded to the Headteacher. Further Fit For Work certificates/medical certificates (Med 3) must be submitted to the Headteacher, and must be consecutive; this includes certificated absence during school holidays. The employee has a responsibility to keep the School informed of her progress. It is the duty of the school to keep in reasonable communication with the employee. Every absence must be certified and recorded to ensure correct payment of sick pay and to ensure that accurate records are maintained. Failure to comply with the certification and reporting procedures may result in loss of sick pay.

3.4 Maintaining Contact

Employees must keep their line manager informed throughout their period of sickness absence, on at least a weekly basis. The form of contact and frequency will be agreed between the employee and their line manager. The Headteacher should keep a record of their contact with the employee.

3.5 Return to Work

The employee should, wherever possible, inform the school no later than the day before the anticipated date of return.

4 RETURN TO WORK FORM & MEETING

After any absence of one day or more, an informal meeting may be held between the headteacher and the employee on the first day of return. It is not intended that after every sickness absence (e.g. an afternoon or 1 day's absence) the headteacher should have a full discussion with the employee, unless absence is causing concern.

After any prolonged or repeated absences due to illness, the headteacher or nominated person should arrange a Return to Work Meeting with the employee. This should happen on the first day back. The purpose of these meetings is to seek reassurance on the part of the employer that the employee is really fit or whether she needs extra support at the time and to demonstrate the school's commitment to monitoring the health and well being of its employees.

In a Return to Work Meeting, employees should be made aware when they are near to reaching the trigger points (see point 7.1) and that reaching these could result in a First

Health Review Meeting. Employees should be offered support to prevent this. If an employee has reached the trigger points in a Return to Work Meeting, the employee should be made aware that a First Health Review Meeting will be scheduled and a first written warning could be given at this meeting. A record of the meeting must be made using the Self Certification Sickness Absence and Return to Work Meeting Form (attached to this document) and copied to the employee and placed on the employee's personal record file.

5 SICK PAY

5.1 Full-time employees of the Azhar Academy Girls School are entitled to 5 paid days for illness per academic year, provided they do not breach any terms of their contracts. For part-time employees, this entitlement is pro-rated to their contracted hours.

5.2 Statutory Sick Pay (SSP) is a fixed amount paid for up to a maximum of 28 weeks, by employers to employees who are sick. To be eligible for SSP, employees must:

- Earn £90 or more a week before deductions.
- Have been unable to work due to sickness for at least four consecutive days.
- Have notified the Headteacher or nominated person of her sickness.
- Not be on strike.

For further information on SSP, employees are advised to contact her payroll administrator.

5.3 An employee who is absent and who has exhausted their sick pay entitlement may be entitled to incapacity benefit. This is not a benefit from the school or employer: an employee would need to apply for this as an individual to the Department of Work and Pensions (DWP).

6 ABSENCE MONITORING

The Headteacher will continually monitor the absence record of individual staff, and cumulatively for all staff, and present a confidential report on a regular basis (e.g. twice a year) to the Governing Body. Account will be taken not only of the total number of days absent but also the frequency of absences.

Deliberately misleading or false statements may be dealt with under the school's disciplinary procedure.

7 TYPES OF ABSENCE

7.1 Persistent Short Term Sickness Absence

Where there is a recurring pattern of absence, with or without Fit For Work certificate/medical certification (Med 3), the Headteacher will discuss that problem and any underlying reasons at an early stage with the member of staff.

The following **trigger points** may be considered:

- **Three or more** instances of absence in any **six-month** period; or
- When an individual accumulates **ten or more** calendar days absence within any **six month** period; or
- When an absence appears to have a **recurring recognisable pattern**, for example frequent absenteeism around a weekend.

The Headteacher must write to the employee confirming the points discussed and actions identified. It may be necessary to suggest one or both of the following measures are taken:

- a) The employee provides a Fit For Work certificate/medical certificate (Med 3) with effect from the first day of each absence. This may result in a charge from the GP or hospital and it would be up to the school to meet this cost.
- b) Referral to the Occupational Health Unit for investigation of the employee's health problems and medium and long term fitness for work and if there is an underlying disability requiring reasonable adjustments to be carried out.

7.2 Long Term Sickness Absence

Long Term sickness absence occurs when an employee is absent from work for a continuous period of **at least 28 calendar days**. Where it is clear at the outset or becomes clear after a time that the absence will be long term, a referral can be made to the Occupational Health Unit (usually after 4 to 6 weeks of continuous absence). The Headteacher or nominated person will inform the member of staff that the Occupational Health Unit will be asked to investigate and give an opinion. The employee will be asked to give consent for the release of medical information.

It is not necessary to wait until sick pay has expired before investigating the matter.

7.3 Unauthorised Absence

It is the employee's responsibility to adhere to the absence reporting procedures as covered in section 3. However, if an employee fails to report to work, without informing their line manager, it is important that the situation is investigated and the employee given an opportunity to explain. If, after all reasonable efforts have been made to contact the employee, they still remain absent without leave it may warrant an investigation under the School's Disciplinary procedures.

7.4 Lateness

All members of staff are required to attend punctually. For teachers, this means arriving no later than 10 minutes before the start of their contracted hours and at least 5 minutes before the start of the afternoon session. Staff may not leave school before the end of the school day without permission.

Staff members who are persistently late will be subject to the staff discipline policy.

All staff lateness for school will be recorded and the missed time deducted from the salary if staff arrive for the morning briefing any later than 15 minutes after their contracted starting time.

However in cases where avoidable lateness reaches a total of one hour in any one term, a deduction of one half day's salary will be made from the salary.

In addition to arriving in school on time, all lessons must begin and end punctually. Lateness by students to lessons should not be tolerated.

Please ask the headteacher for the detailed guidance on the school's policy past the Occupational Health review stage and/or where the continued persistent absence of the employee is causing grave concern.

AAGS Home-School Agreement

At AAGS, we are very clear that our distinct Islamic values and ethos form the bedrock of our provision and services. These values and ethos directly govern everything that we do at our school. We aim to serve our pupils and the extended school community in the belief that, through our service and provision, we are fundamentally discharging our responsibility towards Allah Almighty. As such, we strive for all-round excellence in all aspects of our provision and expect it to be reciprocated by pupils and parents alike.

We all have many responsibilities in life – towards Allah and His Messenger, may Allah bless him and grant him peace, towards each other and towards ourselves.

These responsibilities are due to the fact that we all also have rights. Our school policies show how we intend to respect each others' rights by fulfilling our responsibilities towards each other. These values, ethos and mutual rights and responsibilities take the form of our school policies and rules/regulations.

The rights and responsibilities of the school's stakeholders are laid out in our 'Home-School Agreement' which we ask all parents to read, understand and fully commit to. The Home-School Agreement is the basis of our contract with and obligations to each other as members of the school community.

Our School Policies explain in more detail how we implement our values, vision and mission in practice.

Taken together, the Home-School Agreement and the School Policies are the basis of our school rules. Breaking a rule is, therefore, failing to respect the rights of other members of the school community and/or the rights of Allah and His Messenger, may Allah be pleased with him.

Home-School Agreement

Values

- **AAGS is a partnership between pupils, parents/guardians, staff and governance team; they are the principal 'stakeholders' in the school;**
 - **Each of the stakeholders have rights, which must be respected, and responsibilities, which must be fulfilled.**
-

STUDENTS' RIGHTS

1. To be able to learn in a friendly, encouraging, secure, supportive, and positive Islamic school environment.

Responsibilities

- Students: to attend school during the specified hours; to be cooperative and considerate; to respect Islamic ethos of the school and obey the school rules; to do their work on time.
- Parents: to be supportive in developing these responsibilities in their children.
- Teachers: to work towards providing this environment by being well organised, encouraging, positive and disciplining fairly.

2. To have appropriate access to the school's facilities.

Responsibilities

- Students: to share equipment; to care for equipment and other school facilities.
- Teachers and management: to allocate use of facilities appropriately and fairly.

3. To have appropriate access to the teacher's time.

Responsibilities

- Students: not to demand attention all the time; to try to be receptive and cooperative.
- Teachers: to allocate time fairly.

4. To have a safe environment.

Responsibilities

- Students: to act in a safe and responsible manner for themselves and others.
- Teachers: to try to ensure that the environment is safe and that students act safely.
- Management: to provide a safe environment.

5. To be heard and be able to express opinions.

Responsibilities

- Students: to speak out but also to listen; not to put others down; not to dominate or oppress.
- Teachers: to encourage students to speak and to listen; to guide group discussions; to teach non-assertive students appropriate assertive behaviour.

6. To know what is acceptable behaviour and the consequences of unacceptable behaviour.

Responsibilities

- Students, parents and teachers: to discuss this with students and make the issue clear through fair classroom rules and consequences; to support students in changing inappropriate ways of behaving.
- Management and teachers: to ensure the implementation of appropriate student discipline policies.

PARENTS' RIGHTS

To be able to participate in their children's education by having two-way communication with the school as follows:

1. To have information on school policies and curriculum.

Responsibilities

- Parents: to ask for information if they are unsure or want to know more.
- Teachers and management: to disseminate information.

2. To be able to participate in school programs and decision-making processes.

Responsibilities

- Parents: to make the time and effort to be involved.
- School: to create opportunities for parental involvement.

3. To receive and offer information about their children's education and behaviour.

Responsibilities

- Parents and teachers: to be open and encouraging and willing to listen to develop workable solutions to problems and to exchange information about the students.

4. To expect consistent approaches to codes of behaviour used by teachers throughout the school.

Responsibilities

- Parents: to be involved in planning school policy; to let the school know of concerns about discipline.
- Teachers: to communicate with parents and reach agreement on discipline protocols and practice.

5. To expect that there will be no cultural, sexual or physical discrimination against parents or children

Responsibilities

- Students, parents, teachers and management: not to discriminate unfairly or to accept others doing it.

TEACHERS' RIGHTS

- 1. To work in a pleasant and safe environment and to be able to achieve job satisfaction.**

Responsibilities

- Students: to be considerate and respectful.
- Parents: to be considerate and provide support.
- Teachers: to play a part in the running of the school; to prepare lessons thoughtfully; to watch for unsafe things and practices.
- School Management: to provide a pleasant and safe environment.

- 2. To have support from within the education system, including other members of staff if required.**

Responsibilities

- Teachers and School Management: to provide that support both informally and formally.

- 3. To be involved in a collaborative decision-making model within the school (curriculum and organisation).**

Responsibilities

- Parents: to consult with teachers and reach agreement.
- Teachers and school management: to consult with each other and reach agreement; to make an effort to be involved.

- 4. To be treated with courtesy by all.**

Responsibilities

- Students, parents, teachers and school management: to treat others with courtesy.

- 5. To be able to create time-out situations for students when they are disrupting other people's rights to safe movement, learning/teaching or communication.**

Responsibilities

- Parents: to support this as a feature of positive discipline.
- Teachers: not to abuse this or use it to humiliate or ridicule students; to follow up time-out with appropriate procedures.

- 6. To contact, and have back-up and cooperation from parents and to be informed of family situations and home problems where they may affect behaviour and attitudes at school.**

Responsibilities

- Parents: to let the teacher know about relevant problems; to provide support for the teacher.
- Teachers: to contact the parents if there is a problem; to be approachable, to listen, to make the time, to act on information.

- 7. To be seen as an individual by students and parents and be able to express a point of view without 'indoctrinating' students on social or religious issues.**

Responsibilities

- Students and parents: to respect all members of school staff as individuals with a right to their own views.
- Teachers: not to inflict unasked-for opinions on students.

MANAGEMENT/SCHOOL COMMITTEE'S RIGHTS

1. To be able to lead the school in a positive and cooperative environment.

Responsibilities

- Students & Parents: to cooperate with the smooth running of the school, primarily by adhering to policies and procedures.
- Staff: to contribute to the smooth running of the school by fulfilling assigned duties satisfactorily and through active participation in whole-school initiatives.

2. To expect and receive positive support from all stakeholders.

Responsibilities

- Students, Parents & Staff: to lend whatever positive support that is possible for the progress of the school; to avoid negatively speaking about the school to anyone other than the line manager/responsible person in the school management and school committee.

3. To be provided with adequate, appropriate and timely feedback to enhance the school's provision.

Responsibilities

- Students: to make productive use of the Student Council/Prefect/Form Time and other similar systems in the school with a view to actively bring students' actual matters of concern to the management's attention with a focus on feasible solutions.
- Parents: to be diligent in receiving and responding to school letters and notices; providing solution-focused constructive criticism to the appropriate member of the school management following school procedures; responding to periodical surveys, consultations and information requests in a timely and efficient manner.
- Staff: to use the school's systems effectively to raise a concern in a solution-focused manner to the appropriate person.

4. To have their authority & independence respected and valued.

Responsibilities

- Students, Parents & Staff: to fully commit to adhere to the school's distinct Islamic ethos, values, systems, policies and procedures as interpreted by the school committee; to avoid undue challenging of the school's leadership structure outside of set procedures and policies; to follow the school's set procedures, specifically with regards to the hierarchical structure, in reporting and dealing with any complaints and concerns.

5. To have their limitations and restrictions given regard to.

Responsibilities

- Students & Parents: to understand and appreciate the many forms of restrictions (financial, human resource-related, operational etc.) that the school is bound by; to actively support the school in alleviating these restrictions as much as possible; to pay all due fees/payments on time.
- Staff: to acknowledge the school's efforts in providing the best possible teaching and working environment and resources despite their many limitations and restrictions; to encourage pupils/parents/colleagues to help the school in all ways possible.