

18-22 Damien Street
London, E1 2HX
T: 020 7265 9667
F: 020 7790 5536
E: lismadrasah@yahoo.com
W: www.londonislamicschool.org



LONDON
ISLAMIC
SCHOOL

Striving For Excellence in Education & Piety

ADDITIONAL INFORMATION BOOKLET

Principal: Maulana Thohur Uddin,

CHARITY NO: 286961, A subsidiary of Esha'atul Islam Mosque, Madrasah and Cultural Centre (EST. 1999), DCSF No: 211/6390

Contents

1. School Curriculum	2
- National Curriculum	3
- Islamic Curriculum	4
2. Anti-bullying Policy	6
- Procedures	7
- School Policy	8
3. Discipline and Behaviour Policy	9
- Disciplinary Procedure Flowchart	11
4. Health & Safety Policy	12
5. Complaints Policy	13
- Procedures	13
- School Policy	14
6. Safeguarding Children (CP) Policy	16
- Definitions of Child Abuse	16
- Who to inform about Child abuse	17
- The Role of the Designated Officer for Child Protection	18
- Confidentiality Procedure Flowchart	19
7. Previous Academic Results	20
- GCSE Results History	20
- SATs Results History	21
8. Staff Details and Qualifications	22

School Curriculum

Purpose:

- To provide pupils with a broad and balanced education in a caring, safe and well ordered environment to develop their academic skills and Islamic values in order to practice Islam with God consciousness and sincerity.
- To nurture in each child an Islamic personality and character which encourages good morals and manners in order that they may become good British citizens.
- To assist pupils to distinguish between right and wrong and respect the law in order that they become responsible and productive citizens who will make a positive contribution to society.
- To educate pupils with the teachings of Islam in accordance with the noble Qur'aan and Sunnah of our beloved Prophet Muhammad (Peace be upon Him) which will inculcate within them knowledge and self esteem, and to instil within them wisdom and confidence.
- To provide pupils with a broad general knowledge of public institutions, services and an appreciation and respect for their own and other cultures, in a way that promotes integration, tolerance and harmony between different cultural traditions and an understanding of how they can contribute to their communities.
- To develop pupils tarbiyat (training) by teaching them the basis of aqaaid (creed), ibaadah (worship), deeni taleem (knowledge) and me'aa-sharah (community relations) so they may grow up to be balanced, pious, upright individuals educated in Islamic and cultural etiquette with the capacity to understand and work with individuals from other cultures.

National Curriculum:

At KS3	At KS4
The following subjects are taught in year 7, 8 and 9. Art is taught cross circular mainly through citizenship as well as other subjects	The following subjects are taught in year 10 and 11. Citizenship is taught cross curricular mainly through Religious studies as well as other subjects
English	English Language
Mathematics	English Literature
Science	Mathematics
ICT	Science
Citizenship	Additional Science
Bengali	Bengali
Physical Education	ICT
Geography	Business Studies
History	Religious Studies
	Physical Education
	Optional to those studying Islamic Theology
	Arabic
	Urdu

Islamic Curriculum:

All most all of our teachers in the Islamic Curriculum are graduates with degrees in Islamic Theology and/or qualified Huffaz from recognised British Islamic institutions.

We follow the curriculum of the Darse Nizami mainly in English medium. Most of the textbooks are in modern English with clear glossary, meaning and layout. The following subjects are taught in the Islamic Curriculum:

- Recitation and memorisation of Quran with Tajweed
- Quran Tarjama (Translation)
- Arabic Grammar (Sarf and Nahwa)
- Aqaaid (Islamic tenets of faith)
- Fiqh (Islamic Jurisprudence) – Usool al Fiqh
- Tafsir of the Holy Qur'an (Qur'anic Exegesis)
- Ahadeeth (Traditions of the Holy Prophet (SAW) – Usool al Hadith
- Seerah (The Biography of the Holy Prophet (SAW))
- Tareekh (Islamic History)
- Al Balagha (Rhetoric)
- Arabic Language/Literature
- Urdu Language/Literature

The list given above is not meant to be exhaustive list. Many topics are interlinked with different subject areas (cross-curriculum). Subjects are taught from beginners all the way up to advance, in accordance with the pupil's abilities and age group.

Curriculum in relations with other schools:

Our entire curriculum is connected with curriculum pursued in other schools. Therefore, if a student wishes to pursue his studies after leaving LIS he can take up the following options:

- Pursue his studies in any mainstream educational institute of his choice.
- Pursue his Islamic education in other Islamic Institution.
- Pursue his memorization of the Quran in other Islamic institutions.

Anti-bullying Policy

“At school, every pupil and member of staff should feel safe from any abusive, threatening or unpleasant behaviour. Member of staff should be able to operate on the clear understanding that pupils will behave towards them with courtesy, cooperativeness and obedience to legitimate rules and instructions. Pupils must be able to expect the highest standards in teacher’s behaviour and attitude towards them. Members of staff should always set high standards for how pupils behave towards each other”

Suggested definition of bullying: **“Bullying hurts, threatens, and frightens someone else”**.

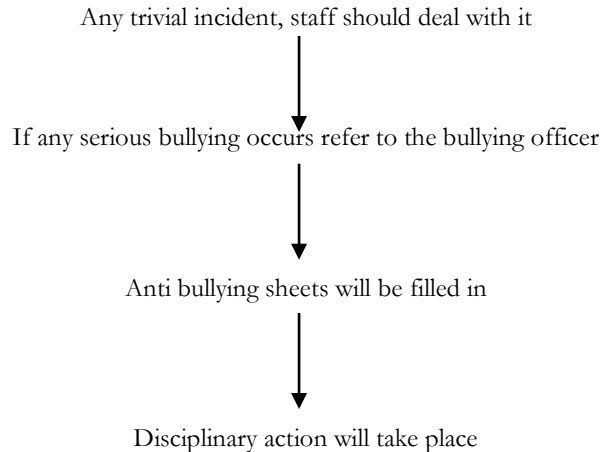
(Adapted from; "Action Against Bullying", Scottish council for research in education 1991).

Another definition is: **“Where a person purposely, hurts, threatens or frightens and/or intimidates another person, causing them emotional, physical and/or mental harm”**.

The older pupils should be encouraged to look after the younger ones, and in turn they should be encouraged to respect the older pupils and all the school staff. ***“Those that do not respect their elders, have mercy on the young ones, and hold in high esteem the Ulama are not from amongst us”*** (*saying of the prophet sallallaahu alaihi wasallam*).

Bullying Procedures

1. Cases of bullying or suspected bullying that are observed in class or around the school must always be taken seriously. Any occurrence that cannot be simply sorted out and dealt with teachers should be discussed immediately with the anti-bullying officer (Mr Abdul Hadi). The school will produce anti-bullying incident sheets to include statements by the victim, the perpetrator, and witnesses and if appropriate, parents. Copies of the statement will be placed in the file of the pupil/s concerned.
2. The principal will be notified of any serious case of bullying or of any on-going situation. In very serious cases, the National Curriculum coordinator and Islamic Sciences coordinator in consultation with the principal will take the final decision about how the matter is to be dealt with and resolved.



School policy on bullying

1. Staff should follow the established procedures.
2. Every effort should be made to follow up each case to ensure that the victim is given support to prevent recurrence.
3. Anti-bullying officer Mr Abdul Hadi should make clear to parents of victims and bullies the action being taken, why we are taking them and what the parents can do to help us and reinforce our actions.
4. In dealing with the bully, teachers should make it clear that the behaviour is unacceptable and also stress the serious consequences of repetition. However, teachers should not 'bully the bully'.
5. Pupils must be made aware of who they can talk to in confidence (form tutors, teachers) and must know that information will be acted upon discretely and sensitively.
6. Staff need to be aware of areas of the school where bullying might take place and be sensitive to the times and situations when it may occur.
7. Opportunities should be taken in delivery of pastoral care and as appropriate in assemblies to explain school policy on bullying. Staff may also make use of opportune moments in the curriculum to highlight the issue of bullying and to reinforce this message.
8. Help is to be provided for victims to raise their self esteem, and support to counter any feelings of inferiority or guilt. Parents may need to be involved here.
9. Bullies are to be shown how they can satisfy their needs through working with others rather than in a confrontational way. Parents may also need to be drawn in to see how they can help change the child's behaviour.
10. Staffs need to be aware of racist and sexist language and actions, which are a form of bullying.
11. Staff should, as always, watch for early signs of distress in pupils such as deterioration of work, spurious illness, isolation, and desire to remain with adults or erratic attendance. These may be the early signs of bullying though there may (of course) be other causes.

Discipline and behaviour policy

Policy

This policy will encourage people to set high standards of behaviour through self discipline by recognising the rights of all pupils to education in an atmosphere conducive to learning and in a safe environment

Practice

Parents and pupils are made aware of the standards of behaviour expected through the codes of conduct and publication of school rules. The theme of good behaviour is regularly reinforced through the Citizenship program, tutorials and during assemblies. There is a system of rewards and sanction, which is implemented by all staff (under review).

Rewards:

- Praise and encouragement in lessons to recognise achievement
- Positive written comments on work
- National Curriculum coordinator and Islamic Sciences coordinator commendations during assembly
- Displays on good work
- Name on board-right-hand side awarded merit.
- Awarding merits

Sanctions:

Students who misbehave during lessons will go through the following procedure:

- Three verbal warnings
- Written warning
- Behaviour and homework detentions (extra work)
- Referral to National Curriculum coordinator or Islamic Sciences coordinator.
- Appointment with parents.

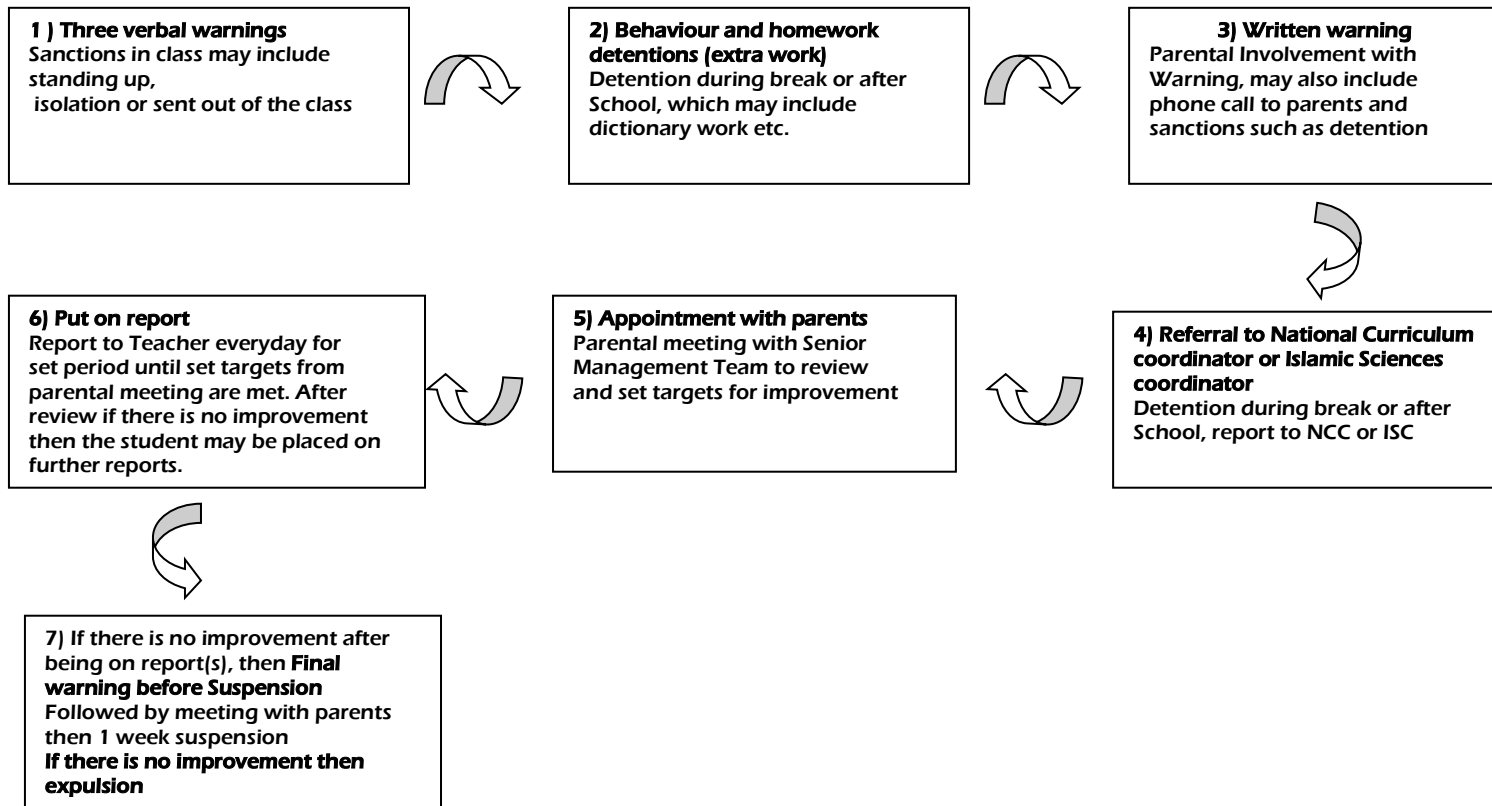
Exclusions:

Exclusion (fixed or permanent) depending on the nature of incident the National Curriculum coordinator or the Islamic Sciences coordinator will apply permanent exclusion in consultation with the principle. For fixed term exclusions subject teachers will set the work.

All pupils are encouraged to volunteer for a responsibility and to prevent problems.

All staff are equally responsible as pupils move around school, including class room teachers during lessons. Senior Management to deal with any issues arising.

Disciplinary Procedure Flowchart



Health and Safety Policy

General Statement

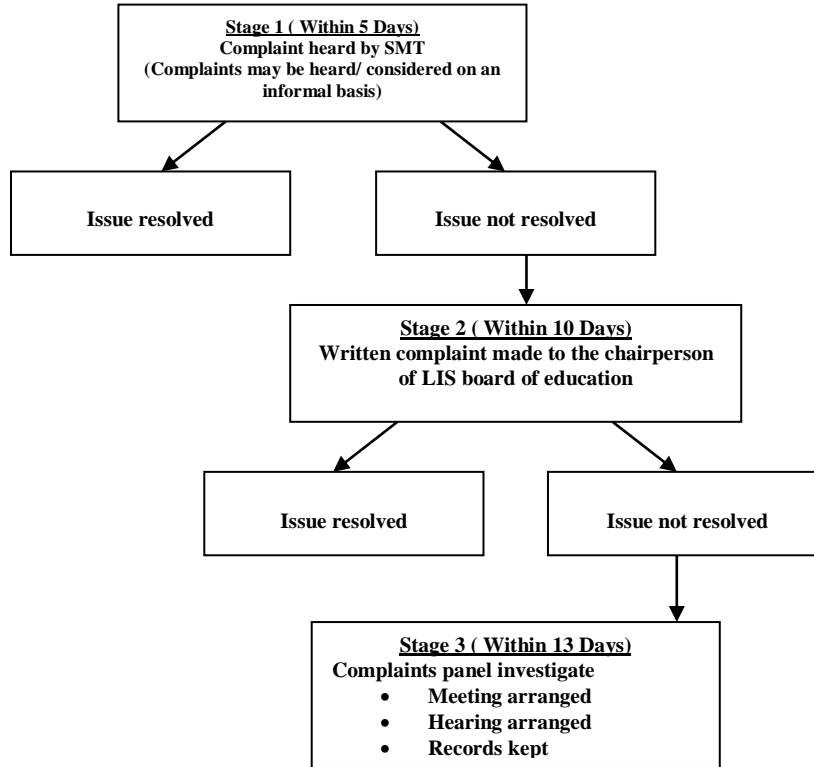
London Islamic School / Madrasah (LISM) declares that its Safety Policy, as an Islamic Institute and secondary school, is to promote, establish and consolidate such measures as are reasonably practicable to foster the safety, health and welfare at work of all its staff and students. It is conscious that all concerned must agree to these measures, which call for the co-operation of all the staff at all levels to assist in achieving these objectives through joint consultation and concerted efforts.

On its part, LIS will endeavour to:

- Provide and maintain safe and healthy work places and working conditions in all places of work under its control.
- Provide such information, instruction, training and supervision as may be necessary for ensuring health and safety in the premises.
- Provide and encourage the use of such safety and protective equipment as may be necessary or advisable, either for general use or specific purposes.
- Encourage the active interest of all staff in health and safety matters.

Complaints Policy

This complaints procedure at LIS is a three-staged process: The complaints will be resolved within a 28 day period from the date of the first initial complaint made at stage 1.



Stage 1 – Informal Stage

Complainant should make an appointment with the SMT (Senior Management Team) and make an informal complaint. Complainant will be notified of the SMT's decision within a 5 day period via phone. If not satisfied with the response of the SMT (Senior Management Team) the complainant should make a formal written complaint.

Stage 2 – Formal Written Stage

Complainant should hand in/send a written complaint outlining the grievance to the chairperson of LIS board of education, for the attention of the London Islamic School board of education at:

London Islamic School
18-22 Damien St
London E1 2HX

Consequently a letter is sent to the complainant by the Chairperson of the LIS B.O.E to confirm his/her decision at stage 2 between day 5 and day 15 from the date the initial complaint was made in stage 1.

Stage 3 – Panel Stage

- If the complainant is not satisfied with the decision in stage 2, they may request a panel hearing via writing to investigate and adjudicate the complaint. The London Islamic School Board of Education will appoint a three-member panel. The panel will consist of two persons from the London Islamic School Board of Education and an independent third person, independent of the management and the running of the school.
- The complainant will be given a notice of 5 working days to attend any hearing that he/she may be required to attend. Another person may accompany the complainant to the hearing. Parents and guardians will be allowed to attend any panel hearing.

- A copy of the findings and recommendations made by a panel will be given to the complainant, the London Islamic School Board of Education and the SMT (Senior Management Team), and where relevant the person complained about and other individuals involved.
- Written records will be kept of all complaints and their outcomes, whether they were resolved at the informal stage, or a complaint was submitted in writing or whether it proceeded to a panel hearing. All records will be kept strictly confidential.
- Where there is a panel hearing, an independent (of management and committee) person may be invited to oversee the hearing.
- All correspondence, statements and records of complaints will be kept confidential. However, they may be shown to the relevant authorities upon request.
- The student(s) in question may attend any meeting with a guardian with prior notice.
- Stage 3 shall be completed between day 15 and day 28 from the date the initial complaint was made in stage 1.

There were no formal complaints made in academic year 2009-2010

Safeguarding Children Policy

Definitions of Child Abuse

“A child is considered to be abused or at risk of abuse by parents when the basic needs of the child are not being met through acts of either emission, leading to demonstrate harm or demonstrate likely harm.”

BASW 1988

“Every child, despite his individual differences and uniqueness, is to be considered of equal intrinsic worth, and hence should be entitled to equal social, economic civil and political rights, so that he may fully realise his inherent potential and share equally in life, liberty and happiness.

“...(therefore) any act of commission or omission by individuals, institutions, or society as a whole...which deprive(s) children of equal rights or liberties and/or interfere with their optimal development, constitute, by definition, abusive or neglectful acts of conditions.”

GIL 1975

Physical abuse: where a parent (or somebody else caring for the child physically hurts, injures or kills a child. This can involve hitting, shaking, squeezing, burning and biting. It also involves giving a child poisonous substances, inappropriate drugs and alcohol and attempted suffocation or drowning. It includes the use of excessive force when carry out tasks like feeding or nappy changing.

Sexual abuse: when adults seek sexual gratification by using children (boys or girls) this may be having sexual intercourse (buggery), engaging with the child in fondling, masturbation or oral sex, and includes encouraging children to watch sexually explicit behaviour or pornographic material, including videos.

Neglect: where parents (or whoever else is caring for the child) fails to meet the basic needs of children, like adequate food, clothes, warmth and medical care. Leaving young children alone and unsupervised is another example of neglect. Refusing or failing to give adequate love and affection is a case of emotional neglect.

Emotional abuse: where children are harmed by constant lack of love and affection, or threats, verbal attacks, taunting or shouting”

Who to Inform about Child Abuse

Striving for excellence in education and piety

For Child Protection Procedures **Maulana In'am Uddin** must be notified immediately, if any member of staff suspects that a child is suffering or likely to suffer from significant harm from the following:

Physical, sexual or emotional abuse or neglect

At London Islamic School staff from who further advice may be sought:

- Islamic Sciences Coordinator: Maulana In'am Uddin

Training for the CP officer and other officers will take place every two years, for the Head Teacher and other staff will be trained every three years

Outside agencies

Below is a list of agencies to contact to discuss safeguarding children.

- The education welfare officer
- Area Child Protection Officer
- Regional Adviser Allegation against education staff
- NSPCC 24 hour help line: - 0808800500

Always encourage the discussion to be carried out in the company of parents or responsible adults at all times.

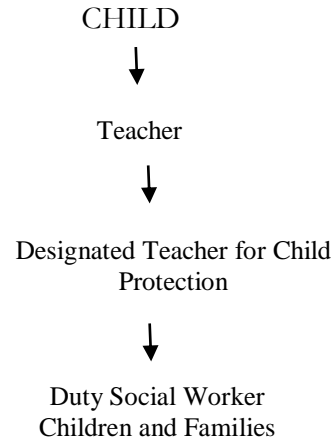
The Role of the Designated Child Protection Officer

- To be fully conversant with the Local Authority and School Child Protection Policy and procedures.
- They should be available to all staff of the school for consultation on child protection concerns.
- To ensure that appropriate action is taken in the school and procedures are followed in all cases of actual or suspected child abuse.
- To compile a record of pupils in the school on the Child Protection Register (CPR), to keep this updated as notification is received and to liaise with the school education social worker and other professionals in ensuring that children on the CPR are monitored.
- Where appropriate to take part in child protection conferences or reviews or to ensure that another key member of staff attends.
- Where this is not possible to provide a report to the conference from the school. However, the presence of school staff is vital because of their close involvement with the child.
- To inform the Social Service Department Child Protection Co-ordinator in writing when a child on the CPR moves to another school and to inform the new school of the child's status on the register.
- In consultation with the National Curriculum coordinator and Islamic Sciences coordinator , to monitor staff development and training needs and to organise training as appropriate. To ensure that they receive training to keep updated on-developments.
- To ensure that the curriculum offers opportunities for raising students' awareness and developing strategies for ensuring their own protection.

Confidentiality Procedure Flowchart

1. We must always believe the child and follow procedures.
2. Never promise not to tell anyone else
3. Explain to the child that you must pass information on to the CPO.
4. **Do not delay** in passing the information on.

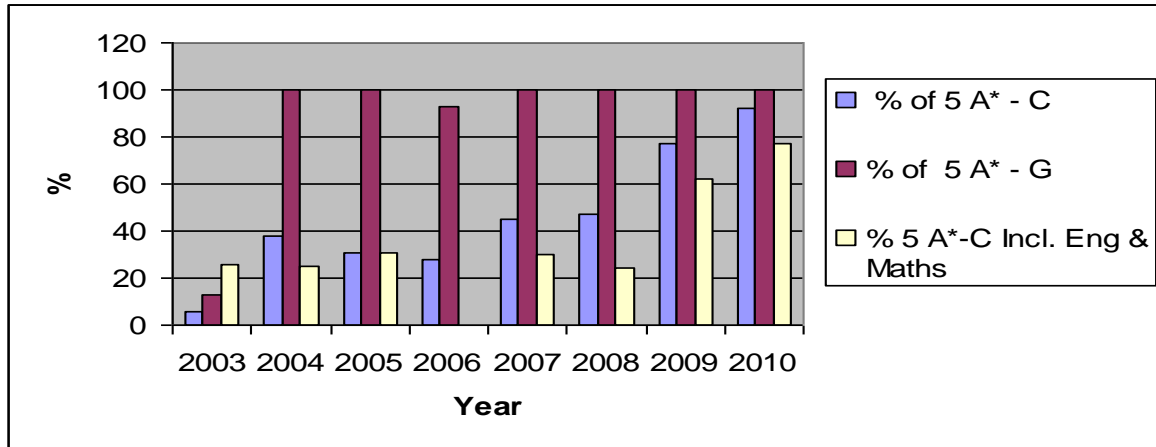
Suspected child abuse procedures



History of GCSE Results

Below is a table and chart displaying the schools GCSE results history since 2003

Year	% of 5 A* - C	% of 5 A* - G	% 5 A*-C Incl. Eng & Maths
2003	6	13	26
2004	38	100	25
2005	31	100	31
2006	28	93	0
2007	45	100	30
2008	47	100	24
2009	77	100	62
2010	92	100	77



Striving for excellence in education and piety

Staff Details

Surname	Forename	Job Title / Responsibilities	Qualification
Yaser	Mohammad	School Secretary	BA Islamic Theology (Darul Uloom, Dewsbury)
Chowdhury	Fadhil	Alimiyyah & RS	BA Islamic Theology (Darul uloom, Azadville, South Africa)
Chowdhury	Qasim Uddin	Alimiyyah	MA Islamic Studies (Birkbeck), BA Islamic Theology (Darul Uloom, Bury)
Hossain	Zakir	Science	BSc (hons) Engineering (Manchester), NVQ L3 Management
Hamid	Muztaba	Maths	BEng (Hons) Mechanical Engineering PGCE (Mathematics)
Khan	Amin Hussain	English	BA (hons) Sociology (UEL), PGCE (IOE) & Diploma in TESOL
Kosadia	Sabbir	Alimiyyah	BA Islamic Theology
Mamon	Abdulahdi	NCC & ICT (Y9)	BSc (hons) Computing (Westminister), NVQ L3 Management
Mankda	Mohammed Ali	Alimiyyah	BA Islamic Theology (IDA)
Numan	Rashid Ahmed	Tahfiz	BA Islamic Theology (Darul Uloom London)
Qureshi	Mahmood Thani	History & Alimiyyah	BA Islamic Theology & Ifta (Darul Uloom, Bury) & NVQ L3 Management
Rahman	Mabusur	Business, Citizenship & PE	BSc Information Systems with Business Management, NVQ L3 Management
Rahman	Habibur	Bengali	Bsc (hons) English & Bengali
Saad	Muhammad	Tahfiz	BA Islamic Theology (Darul Uloom, Dewsbury)
Shoeb	Mohammed	Tahfiz	BA Islamic Thoelogy (Jamiah Ilm wal Huda, Blackburn)
Uddin	Inham Md	ICC, Alimiyyah & Geography	BA Islamic Theology (Darul Uloom, Bury), BA Usool Ad Din (Al Azhar) NVQ L3 in Management
Talukdar	Jalal Uddin	ICT	MSc Computer Network Administration & Management (Portsmouth) B.Engg Computer Sc. & Engg (VTU, India)

Striving for excellence in education and piety

Striving for excellence in education and piety