

Al Mu'min
Secondary School



Preface

In the name of Allah, The Most Merciful, The Most Kind

“Oh my Lord! Increase me in knowledge” (20:114)

Indeed all praises are due to Allah and may He send countless blessings upon His Final Messenger, Muhammad (may the peace and blessings of Allah be upon him), and upon all those who follow the path of righteousness until the Last Day, Ameen.

Knowledge and education have inestimable rank in Islam. It is through our knowledge that we increase our “personal best” and acquire “assets” of real and lasting value in this life and the next.

In the Holy Qur'an we are told by Allah (swt):

“Allah will exalt in degrees those of you who believe and those who have been granted knowledge. And Allah is well acquainted with what you do.” (Surah Mujaadilah, 11)

Each community has its goals and interests to achieve through educating its members. These goals and objectives are pursued through educational institutions. The quest for knowledge is a hallmark of any advancing community. Islam regards education as a tool for building a better society, in all its varied aspects.

Education is also the process through which vital principles and values are cultivated in the minds and hearts of young people. These principles provide them the crucial guides to foster productive and purposeful lives, responsible behaviour, social pro-activity, a strong sense of identity and accountability in all aspects of life. Education plays a vital role in the development of a child's personality. Catering for the worldly and the spiritual, Muslim schools are key to the growth and success of future generations of Muslim citizens.

The foundation of Al Mumin Secondary is based upon adherence to the teachings, guidance and values of Islam. We are convinced that this will lead us to developing a healthy, all-round curriculum, capable of meeting the needs of tomorrow's citizens.

At Al Mumin Secondary we are striving to develop a holistic approach to education and tarbiyah for our children. We recognise that the first purpose of education should be to know our Maker, Allah and the purpose he has given us for life. We aspire to develop an educational establishment that fosters true imaan and love for Islam in the hearts and minds of our children with the focus set on promoting excellence in this life to earn excellence in it and in the hereafter.

The Prophet (May the peace and blessings of Allah be upon him) said *“I was only sent to perfect noble character.”*

I humbly request all parents and our community of friends and supporters, to assist me and my team in our endeavour. Be sure that if you join us, you will be very welcome, Insha'Allah. I am sure you will find Al Mumin's secondary curriculum stimulating for your children and Al Mumin Secondary a very exciting place to be, bi-idhnillah!

May Allah accept and bless all our endeavours, ameen. I wish you a very warm welcome to Al Mumin Secondary School!



Message from the Headteacher

Assalamu `alaykum wa rahmatullāhi wa barakātuh,

On behalf of our staff, students, and wider school community, it is my sincere pleasure to welcome you to Al Mumin Primary and Secondary Schools — a place where Faith, Learning, and Life come together to prepare our students for success in this world and the next.

At Al Mumin Schools, we are committed to providing a holistic and nurturing educational environment in which every child is encouraged to reach their full potential — academically, spiritually, and personally. Guided by the teachings of the Qur'an and the Sunnah of Prophet Muhammad ﷺ, we strive to instil a deep love for Allah (SWT), strong moral character, and a confident identity as proud British Muslims.

We place great emphasis on academic excellence alongside personal development, believing that true education is about shaping character as well as intellect. Our students are encouraged to develop qualities such as honesty, excellence, accountability, respect & teamwork which are based on our ethos alongside integrity, compassion, resilience, and a sense of responsibility to their families, communities, and wider society.

Supported by a dedicated and caring team of educators, we aim to create a safe, inclusive, and inspiring learning environment where every child feels valued and motivated to succeed. We recognise the vital role of parents and carers and work in close partnership with families to ensure the best outcomes for our students.

I invite you to explore our website, discover our exciting programmes, and celebrate the many achievements of our students. Whether you are a current parent, a prospective student, or a member of the wider community, we are here to support you at every step of your journey.

Thank you for visiting, and we look forward to welcoming you to [SCHOOL NAME] and having you join us on this enriching journey.

The Prophet Muhammad ﷺ said:

“Whoever treads a path in search of knowledge, Allah will make easy for him the path to Paradise.”

(Sahih Muslim)

Wassalamu `alaykum wa rahmatullāhi wa barakātuh,

Mr M.M.Azam [B.Eng (Hons) M.Sc. PGCE, QTLS, NPQH , M.Ed (Cam)]

Headteacher

The Vision

Honesty | Excellence | Accountability | Respect | Tolerance

Curriculum
Proverb

An inspiring curriculum learning journey that is uniquely ambitious, broad & balanced and coherently connected enabling ALL learners to reach their personal excellence, equipped with the skills, identity, HEART values, character & leadership to contribute to the local community, British society & the world whole heartedly

Educating the mind without educating the heart is no education at all

HEART | Holistic Development

The curriculum develops the core, the whole child, and every child with a love of learning and for life. All learners develop the confidence and resilience to remain safe ; equipped with the skills, abilities, HEART values, character and leadership to improve their communities and contribute to wider society as active citizens and leaders.

The Curriculum:

- It underpinned by our HEART values, which deal with the condition and importance of the heart and places honesty, excellence, accountability, respect and tolerance at the core of all learners.
- Reflects the correlative HEART values of the school, community & British/Universal values and promotes the spiritual, moral, social & cultural development of all learners
- Promotes the holistic development of learners as happy, well-rounded, whole-HEARTed individuals with the identity, resilience, confidence and independence to lead a healthy and active lifestyle with positive mental health & wellbeing.
- Prepares learners with character & leadership for future life, future learning independently and employment to meet the unexpected challenges of a changing world
- Provides the essential knowledge and cultural capital, we are here to learn 'the best that has been thought and said' that learners need to prepare them to be educated citizens
- Adheres to the entirety of all statutory duties and as a result protects learners from all form of harm and proactively educates them on how to remain safe at all times.

MIND | Educational excellence

The curriculum enables every learner access to powerful knowledge that is intelligently planned and uniquely ambitious. All learners achieve to the best of their ability regardless of starting point and a love of learning sparks their pursuit of personal excellence, leading to high-quality routes of further study, training and employment.

The Curriculum:

- Is uniquely Ambitious, Broad and balanced and Coherently connected [ABC] to aspire beyond the national curriculum
- Provides equality of opportunity, meeting the needs of ALL learners to achieve their full potential and personal excellence
- Incorporates an intelligent use of assessment that is comprehensive, balanced, provides a variety of assessments and produces evidence that is used to improve learning formatively and in a summative form to certify, report and evaluate learning
- Equips learners with intelligently planned, sequenced and coherently connected powerful knowledge, to develop their automacity and the long term memory to 'know more & remember more'
- Develops of learners, skills, literacy, oracy, numeracy and abilities that they need to proceed and prepares them for future success
- Provides learners with opportunities and expectations that meets their personal, wider interests and aspirations.
- Provides learners with high quality extensive outcomes, relevant qualifications and careers support to boost their employment
- Is underpinned by research taking cognisance of the latest research and thinking

Rationale:

In school we care about the whole child, their academic successes as well as their overall development as a person so that they leave school being able to contribute to the wider world.

We want many children to benefit from an outstanding education provided by exceptional teaching staff that is based on common international values that bring us together as nations and not separate us according to our differences.

The values that underpin our philosophy are derived from the Islamic heritage, which deal with the importance of the heart and place it at the core of the human being. So we are looking to develop the child holistically.

This development of academic excellence & ones character all stem from the heart & is central to our tradition. These values are synonymous with human values that make up our society will last long into the future.

Honesty:	We need to be honest with each other no matter how difficult it is.
Excellence:	We simply strive to be the best and share this excellence with others.
Accountability:	We understand that all of us are accountable and therefore we must ensure that we take ownership of our actions.
Respect:	We respect those within our organisation and those around us with the services that we provide.
Tolerance:	We are clear that diversity is a strength and together anything can be achieved.

Effective delivery and implementation will be assured by all the team working to prioritised agreed milestones on the school improvement plan (SIP). Effective implementation for all pupils, teachers & the national requirements will be verified by various monitoring strategies like classroom observation, learning walks, work scrutiny's & talking to the staff and pupils.

Al Mumin Primary & Secondary School vision for teaching and learning excellence:

An inspiring curriculum learning journey that is uniquely ambitious, broad & balanced & coherently connected enabling ALL learners to reach their personal excellence, equipped with the skills, identity, **HEART values**, character & leadership to contribute to the local community, British society & the world wholeHEARTedly.

Educating the mind without educating the heart is no education at all!

Heart & Mind curriculum:

HEART – Holistic development: The curriculum develops the whole child and every child with a love of learning and for life. All learners develop the confidence and resilience to remain safe; equipped with the skills, abilities, HEART values, character and leadership to improve their communities and contribute to wider society as active citizens and leaders.

MIND – Educational excellence: The curriculum enables every learner access to powerful knowledge that is intelligently planned and uniquely ambitious. All learners achieve to the best of their ability regardless of starting point and a love of learning sparks their pursuit of personal excellence, leading to high-quality routes of further study, training & employment.

The 5 values underpinning this would be:

Honesty, Excellence, Accountability + Respect & Tolerance = HEART VALUES

Al Mumin Primary & Secondary School design & delivery of the Curriculum:

The design and delivery of the curriculum is based around The OECD learning framework and the Learning Compass 2030 which defines the knowledge skills, attitudes and values that learners need to fulfil their potential and contribute to the well-being of their communities and the planet.

The curriculum design and development encompasses the following factors:

An inspiring curriculum learning journey that is uniquely ambitious,
 Broad & balanced & coherently connected,
 Enabling ALL learners to reach their personal excellence,
 Equipped with the knowledge and skills,
 Identity, HEART values, Nurture character,
 & leadership to contribute to the local community, British society & the world whole HEARTedly.

It is imperative in our school that the curriculum develops, the whole child, and every child with a love of learning for life. This is where the idea of the HEART – Holistic development and MIND – Educational excellence originated from.

Effective leadership of this curriculum is achieved when educational excellence & holistic development are visible throughout the learners' school life.

We reviewed the curriculum recently & started by producing the knowledge & skills lists for each year group that we wanted our students to learn. All subject leaders with SLT support, went through the process of looking at the 3I's intent, implementation, and impact for each subject. We designed half termly plans with a focus on 3I's for each subject. The intent includes the key concepts - ambitious core knowledge (to learn and remember -LTM) - Ambitious and purposeful wider knowledge, contextual background on which to ground core knowledge and deliberately planned cultural capital (SMSC) - and knowledge to strategically and purposefully revisit and retrieve. These half-term plans & curriculum maps draws on a range of research.

Alongside this we designed curriculum maps for each subject to verify sequencing & progression of knowledge & skills.

We are currently working towards a more knowledge rich curriculum & implementing Rosenshine's principles in action to facilitate regular retrieval and aid long term memory throughout school. The process is in its 1st year so will need reviewing & modifying as we learn more.

We wrapped around this curriculum - the HEART nurturing Curriculum which embeds everything we do at School. We believe that the curriculum is broad and balanced and develops skills and knowledge in order to ensure that the children are ready for the next stage in their learning for all subsequent key stages. The curriculum is designed to challenge all learners through more problem solving and reasoning questions in many areas of the curriculum. There is a clear focus on range of transferable skills for future learning and employment.

Mission and Aims of Al Mumin Secondary

School Ethos:

An inspiring curriculum learning journey that is uniquely ambitious, broad and balanced and coherently connected enabling ALL learners to reach their personal excellence, equipped with the skills, identity, HEART values, character & leadership to contribute to the local community, British society & the world wholeheartedly.

Educating the mind without educating the heart is no education at all!

School Mission:

To nurture academic excellence and Islamic character through quality education in a secure Islamic environment, inspired by the Qur'an and Sunnah.

School Core Values (HEART)

Honesty: We need to be honest with each other no matter how difficult it is.

Excellence: We simply strive to be the best and share this excellence with others.

Accountability: We understand that all of us are accountable and therefore we must ensure that we take ownership of our actions.

Respect: We respect those within our organisation and those around us with the services that we provide.

Tolerance: We are clear that diversity is a strength and together anything can be achieved.

Aims of the School

1. To deliver a broad, balanced, and high-quality curriculum alongside a strong Islamic curriculum, enabling all pupils to achieve their full potential.
2. To nurture strong Islamic character by promoting spiritual, moral, and ethical values rooted in the Qur'an and Sunnah, while preserving the school's Islamic ethos.
3. To provide a happy, secure, and stimulating Islamic learning environment that meets the individual needs of every child.
4. To equip pupils with the skills, knowledge, and understanding needed for life, well-being, and leisure, enabling them to live safe, healthy, and meaningful lives.
5. To build self-esteem, confidence, empathy, and sensitivity to the needs of others, encouraging responsibility, khidmah (serving others), and positive personal growth.
6. To instil respect, tolerance, and appreciation for religious, moral, and cultural diversity, recognising the rights and dignity of all.
7. To strengthen home-school partnerships and nurture responsible citizens who recognise their Islamic duty to contribute positively to society.
8. To inspire enquiring, reflective, and critical thinkers who confidently engage in discussion, reason thoughtfully, and pursue knowledge with curiosity.

The Curriculum

As education providers, at Al Mumin, we endeavour to provide our pupils with as many opportunities to experience and equip themselves with the seven areas of learning and essentials for any well considered curriculum: linguistic, mathematical, scientific, human & social skills, aesthetic, technological and physical education.

We believe, through the provision of two curricula within the school; namely the National Curriculum and the Islamic Sciences Curriculum our pupils enjoy increased opportunity to embrace the learning areas. (For example, pupils at Al Mumin Secondary obtain linguistic skills through: English Literature and Language from the subjects offered through the National Curriculum but also further their linguistic competence through other Islamic Sciences. In short, pupils at Al Mumin Secondary obtain linguistic competence through participating in at least 6 different subjects. Similar curriculum links can be made for each of the remaining six areas of learning.)

We aim to connect the curricula as much as possible within the school, such that the teaching of the National Curriculum is not divorced from Islamic concepts; rather it is enhanced by introducing Islamic concepts. The Islamic Curriculum is also enhanced by implementing strands of the National Curriculum.

All students are taught 23 lessons a week, each lesson lasting 45/60 minutes. The students also attend a tutorial lesson and take part in collective daily acts of worship. The lessons will include the following subjects:-

- Mathematics (GCSE)
- English Language (GCSE)
- English Literature (GCSE)
- Double/Triple Science (GCSE)
- Religious Education (GCSE)
- Islamic Studies (GCSE)
- Citizenship (GCSE)
- Physical Education
- Art/DT
- PSHE
- Humanities

At Key Stage 4 (GCSE) all students study the core subjects plus a range of supplementary subjects. All students will participate in undertaking work experience placements, which will be arranged in the tutorial sessions with the form tutors. All placements will be confirmed and approved by the SLT.

To develop the physical well-being of the students Al Mumin offer physical education in a well-equipped secure area in which students participate in a wide range of sporting activities.

Tarbiyah Curriculum at Al Mumin Secondary

Synopsis of the Islamic Studies Agenda

The program is made up of several components that need to be worked through simultaneously.

- Booklet 2 - 4 Stages of purification methodology
- Purification of the Body - purification of the organs of the body
- Purification of the Mind
- Purification of the Heart & Soul
- Purification of the Spirit
- Booklet 3+4 - Sweetness of Salah – commentary + word by word meaning + summary

□ Booklet 5 - Spiritual level of prayer

Spiritual level of fasting

□ Booklet 6 - Morning and Evening Adhkar

□ Booklet 7 - Hizbul Bahr (To be read after Asr Salah)

□ IHYA – Studying in secondary school

□ The Revival of the Religious Services is widely regarded as the greatest work of Muslim spirituality and is perhaps the most read work in the Muslim world after the Quran.

□ The RRS is divided into 4 parts, and each containing ten chapters

Part 1 – The acts of worship deals with knowledge and requirements of faith – ritual purity, prayer, fasting, pilgrimage, relation of the Quran and so forth.

Part 2 - The norms of Daily life concentrates on people and society – the manners relating to eating, marriage, earning a living and friendship.

Part 3 – Qualities leading to perdition and Part 4 – Qualities leading to salvation are dedicated to the inner life of the soul& discusses first the vices that people must overcome in themselves and then the virtues they must strive to achieve.

Daily timetable of reflection.

Islamic Curriculum

KS3 & 4

The broad base for the Islamic Curriculum at Key Stage 3 & 4 comprises of Arabic, Aqa'aid (beliefs), Adab & Akhlaq (morals and manners), Fiqh (understanding of the rules and regulations around the five pillars), Tareekh (Islamic History), Hadith and The Seerah (the life of the Prophet Muhammad PBUH).

Al Mumin School prides itself as being a day school that offers a comprehensive Islamic curriculum alongside the National Curriculum. It is fundamental that parents realise the importance of a sound Islamic education for their children. Teaching and reviving traditional Islamic learning is one of the primary reasons for the opening of the school, as it is through knowledge that we learn how best to worship our Creator and fulfil our duties during our time on earth, in preparation for the Hereafter. Moreover, the Prophet (saw) made seeking knowledge obligatory on both the male and the female. Thus, it is our intention to revive and promote the tradition of learning the Islamic sciences.

Our hope is that over the five years that the pupils spend at Al Mumin Secondary School, their parents would have not only fulfilled their religious obligation in teaching their children the basics of their religion, but would have also given them the opportunity to enrich their minds and souls in knowledge of Allah (swt) and His blessed Prophet (saw), which would in turn provide a good platform for them to step in to higher education or the sphere of work.

As for the texts studied, they will either be in the English language or rendered into English from the Arabic. Most of the texts studied will be traditional texts. The pupils will learn the Hanafi school of thought pertaining to Fiqh and will focus on strengthening the learning of that which must be necessarily known by each responsible Muslim, or otherwise referred to in Arabic as Fardul 'ayn knowledge.

Fiqh

Linguistically Fiqh is interpreted as 'understanding'. Fiqh is a branch of knowledge that clarifies and defines the way we worship and live. It is obligatory on all morally responsible Muslims to study the science of Fiqh as it pertains; (i) Creed, and to (ii) the laws and rules of Muslim practice in all stages of their lives. The goal of this traditional programme is to help pupils to be the finest examples of Islamic behaviour in action and thought. Its primary objective is to believe in what Allah (swt) and His Prophet (saw) have commanded us to believe in and to carry out the commands of Allah, Most High, in the correct manner and refrain from the prohibitions.

During KS3 & 4, pupils will be taught about:

- 'Aqidah (Muslim creed)
- Tahara (purification)
- Wudhu, ghusl, tayammum
- Salah (Prayer), Integrals and Sunnah of the Prayer, Correct method of performing Prayer, Congregational Prayer
- Friday Prayer (Jum'ah), 'Id Prayer ('Idain), Funeral Prayer (Janaza), All other Prayers: Istikhara, Tasbih, Duha, Tauba, Shukr, Awabin, Ishraq
- Islamic Living
- Sawm (Fasting)
- Zakat
- Hajj (Pilgrimage)
- Halal & Haraam
- The diseases and cures of the heart
- Daily lessons from the Quran translation programme
- Dhikr (Remembrance)
- Ihsan

Hadith

The Prophet occupies a central position in Islam, both as the vessel for Allah's (swt) speech and as the primary interpreter of the Qur'an's meanings. In Islam, hadiths, or saying of the Prophet (saw), are second only to the Qur'an as a source for legal, ethical, and spiritual guidance. In essence, they are a commentary on the word of Allah (swt) as expressed in the Qur'an.

The impact that good words have had on humanity throughout history is evident. The results resoundingly declare we can be touched and inspired by words that we listen or read and are moved to renew and remake ourselves as better, nobler, and more merciful human beings.

The objective of these lessons is to give the students an opportunity over the five years to listen to the Prophet's own words (saw) and to enter into an internal dialogue with his words and through them to begin to know a man who Muslims, and even some western historians, believe to be the most significant human being who ever lived. They also offer the students an opportunity to be introduced personally to someone whom many of our human family revere as a fount of mercy, compassion, wisdom, justice, and love. All we have to do is give the children an opportunity to listen and understand the words of the Prophet (Peace and blessings of Allah be upon him).

Islamic Living

Learning about Islam is one thing but learning how to live as a Muslim person in the modern era is a very unique challenge and one which is of immense importance and proportion. Al Mumin Secondary intends to help develop young children who have the knowledge, wisdom & ability to live, and present Islam to in a manner which challenges and dispels stereotypes & prejudices; with this aim in mind we have introduced this subject.

The students learn how to become men & women who are considered assets to their families, communities & society at large. Islamic Living covers many areas and is designed to help the students live in a manner that brings about positive change to the societies that they live in. The students look at the lives, roles and statuses of men and women from ancient times to the present.

Morals and Manners in Islam

Al Mumin has developed an Islamic Tarbiyah curriculum to develop Islamic morals and manners in all its students.

Home School Agreement

At Al Mumin Secondary school we believe that parental involvement enriches the student's school life. Therefore, each child is issued with a home school agreement. This clearly outlines the roles and responsibilities of each party, the school, the students and the parents in attaining the best educational success of everyone at the school.

Termly Revision Packs

Please note that all teachers have produced revision support guides for all subjects that children take termly summative assessments in.

For Maths & English (for both primary and secondary) there is a matrix cross referencing table between the weekly subject topics taught this term and pages in the revision guide and question books. Similar guidance will be provided for Science. This process should help students to address gaps in their knowledge.

For the other non-core subjects teachers have produced summarised revision notes to learn & work through. It would be very beneficial if you could support your children during this revision process.

It is imperative that all students use these revision guides to facilitate learning of the topics studied in each term. We hope this will summarise the learning, so it is easier for the students to absorb information, focusing on areas of development.

Extra-Curricular Activities

These will be held beyond or during the school day, and will require the permission and support from parents. It is anticipated that these activities will strongly encourage the pupils to make good use of their leisure time in their future lives- Insha'Allah, and help to broaden their horizons.

There may be opportunities in the year for school trips to places and sites of special interest. There will normally be an additional fee to cover the cost of these trips. Pupils will be offered a choice to go on such trips at the discretion of their parents. Volunteer parents are welcome to join in and supervise on outdoor excursions.

Health & Welfare

All accidents, no matter how minor are reported to members of staff. An accident report book is filled in. Minor cuts and bruises are dealt with immediately, but for more serious injuries parents will be contacted directly. In urgent cases, the child will be taken to hospital, accompanied by a member of staff. Medicines are not administered at the school unless the child has an on-going condition such as Asthma. Any medicines must be clearly labelled with the child's full name and instructions for use. Parents must provide written authorisation for the staff to administer the medication. All eventualities will be recorded. Children who are known to have a serious or contagious illness should be kept at home.

Assessment and Reporting

To ensure progress and monitor learning, regular termly assessments are used. Continuous assessment is undertaken in the form of marking class work and periodic tests.

As well as academic progress, Al Mumin keeps a record of attendance, punctuality and behaviour that is supported by rewards and sanctions. This is to encourage positive behaviour at all times and outstanding level of work.

Parents Evening and Reports

The school provides student reports at the end of the academic year and termly feedback meetings are held to enable parents to speak to the teachers and keep up with the progress of their child.

If there are any matters of concern, parents are more than welcome to contact the school and arrange to discuss these issues throughout the academic year.

Career's education and Guidance

Al Mumin secondary aims to develop students for when they leave school. Career's education and guidance is designed to enable students to be

- confident
- connected
- actively involved
- lifelong learners

We aim to

- **develop self-awareness** – enabling young people to understand themselves and the influences on them
- **explore opportunities** – enabling young people to investigate opportunities in learning and work
- **decide and act** – enabling young people to make and adjust their plans to manage change and transition, and take appropriate action.

Weekly Assemblies

Assemblies are used to further enhance the Islamic, moral and spiritual development of the pupils. Emphasis is placed on developing and refining good character, honesty, respect for teachers, parents, elders and other religions.

School Policies

School policies cover every aspect of school life. Below are some of our most important policies for your reference.

- Anti Bullying Policy
- Behaviour Policy
- Child Protection & Safeguarding Policy.
- Complaints
- Exclusions Policy
- Health & Safety Policy
- RSHE Policy
- Whistleblowing Policy

Al-Mumin Secondary School has a program of regular review for all policies. Our policies help us to provide consistent high standards across the school. All our statutory policies are available on the school website.

The School Day

An example of a typical day at Al Mumin Secondary School is as follows:-

School starts	08.30
Registration	08.30 - 09.00
Lesson 1	09.00 – 10.00
Break	10.00 - 10.15
Lesson 2	10.15 – 11.15
Lesson 3	11.15 – 12.15
Salah	In lunch break
Lunch	12.15 – 1.00
Lesson 4	13.00 – 14.00
Lesson 5	14.00 -15.00

Forbidden Items

The following items are strictly forbidden in school:

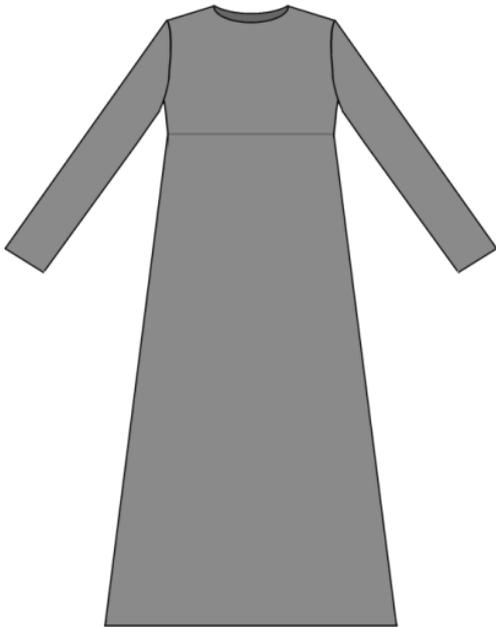
- MP3 Players
- Mobile phones
- Computer games
- Inappropriate magazines or novels
- Jewellery (apart from a wrist watch)
- Make up

Banned items bought to the school will be confiscated and only returned at the end of term. Parents will have to come in to collect such items. Pupils may also face detention, suspension or other forms of reprimand if they are found with the above items.

Lunch time Arrangements

Lunch times are supervised by lunch time supervisors. Students may also bring pack lunches. Unless parents are coming to pick up their child, the children are not allowed to leave the premises to go for home lunches.

The School Uniform



Girls

School Uniform

- Grey Blazer (compulsory) (Available from Rawcliffes)
- Grey loose Jalbab (Material available from Fabric Hut)
- Black back to school trousers
- Black hijab
- Black cardigan (Available from Rawcliffes)
- Plain black shoes + socks

PE Uniform

- Red/black long sleeve top
- Plain Black hoody or sweat shirt
- Black plain baggy tracksuit bottoms
- Black or white trainers
- Black school Bag



Boys

School Uniform

Black Jubba and shirt design with collars, NO buttons on the sleeve cuffs

(Material available from Fabric Hut)
 Black back to school trousers (available at Tesco/Asda) Black topi
 (Available from school)
 Black Jumper (Available from Rawcliffes)
 Grey Blazer (Available from Rawcliffes)
 Plain black socks
 Plain black back to school shoes

PE Uniform

White Polo Shirt /T-Shirt
 Black plain tracksuit bottoms Black or white
 trainers

*** Please make sure bags and pencil cases do not have pictures on them that have eyes**

Rawcliffes – 42-44 Darley Street, Bradford, BD1 3HN – [01274 724698](tel:01274724698)

The Fabric Hut – 82 Toller Lane, Bradford, BD8 9DA - [01274 786464](tel:01274786464)

A typical day at School

The school day starts at 8.30 with a daily form session consisting of Quran Translation, Adhkar (Remembrance), and Duas, ending at 3.00pm. This includes regular breaks throughout the school day.

Attendance records are then completed and important information regarding the rest of the day is disseminated. The day will be divided into five single periods, each of 45/60 minutes duration.

Salah Times

Salah is an integral part of the school day for all pupils. All prayer(s) that fall into the schooling day during the academic year will be performed in school and pupils will be registered for each Salah.

Ramadhan

A greater emphasis will be given to the recitation of the Holy Quran and Ramadhan related activities during this blessed month.

Prefects

Prefects are chosen from each form at the beginning of the school years. They are expected to set a good example – one which is based on the sunnah - to the rest of the pupils by:

- Displaying good character
- Working hard in class coupled with good concentration

- Consistently producing work of a good standard
- Being polite and respectful to staff and fellow-pupils.

Behaviour Management & Development

It is the objective of our school to provide a safe and secure Islamic environment for our children to learn and develop. Al Mumin enforces a positive developing-behaviour management strategy that seeks to encourage good behaviour and motivation through praise. It also recognises that a disciplinary code is needed too. This is progressive in nature and designed with the child's welfare and guidance in mind. Insha'Allah, each child will learn to acquire self-discipline through a growing awareness of the rights of others. We want our children to learn and play happily and safely without being subjected to, or inflicting on fellow pupils, any form of bullying, aggression, victimisation, improper language or offensive gestures.

Student Code of Conduct

Love of Allah and His Rasool, (May the Peace and Blessings Of Allah be upon him) , the respect for all teachers, staff and members of society, within and outside of the school premises are some of the most important qualities imbued in the child at Al Mumin. We believe wholeheartedly that we cannot inculcate these values within our children on our own but only hand-in-hand with their parents and families. We request that all our families foster the school's messages with their children at home to help us nurture and build strong, confident and emotionally mature individuals and communities of the future, with the help and permission of Almighty Allah (swt).

Pupils are expected to show respect towards and obey all teachers during and outside school hours. Neat and tidy school uniforms must be worn during school hours; children in non-uniform may be sent home. The Head teacher may require pupils to be withdrawn from the school if their conduct is deemed detrimental to the health, safety and general well-being of the school community.

Pupils must not cause damage to either school property or the property of fellow pupils, nor must they attempt to remove any equipment from the school premises. If the Head teacher deems it necessary, parents of the offending pupil will be asked to attend the school to discuss their child's behaviour.

The moral and Islamic education of a child can only be effective with the co-operation and support of their parents/guardians. We ask all our parents to strive to deflect inappropriate and unsuitable media influences from their children.

Parents are also kindly requested to show respect towards staff members. We realise that great damage is caused to children, their behaviour and the disciplined school environment, by the display before them of dissent between school and parents. This jeopardises and undermines the values we all share and want to nurture in our children.

If circumstances arise, due to unruly behaviour, formal disciplinary procedures will be taken including the possibility of suspension or exclusion from the school. Pupils have the right to fair and equal treatment, with the right to adequate warning and appeal. Al Mumin maintains an equal opportunities policy. No pupil of the school will be discriminated against on the grounds of race, religion, colour, sex, disability, age or social position.

Al Mumin is endeavouring to implement the following :-

Rewards

Our reward system acts as a positive reinforcement of good behaviour. An abundance of praise is used both for the individual, groups and classes as a whole. We always aim to encourage good behaviour and work by praising such and avoid criticising unacceptable behaviour, in an attempt to avoid highlighting it. In practice this means a member of staff will often encourage all children to act in an appropriate way by praising those who are already behaving in that way. The praise is sometimes accompanied by a reward for the child, group or class. We recognise that rewards are a much more effective means of eliciting good behaviour than sanctions, although both are necessary to define the boundaries for acceptable behaviour.

The Star Chart

Stars are awarded to children for either good academic effort or for good behaviour within the classroom. The star is stuck on to the displayed star chart in the classroom under the pupil's name. Every week the two best performing girls and boys are presented with a certificate in assembly.

The particular areas monitored are:

- Developing an Islamic Personality
- Hard work & Achievement
- Good behaviour & positive contribution into school life
- Attendance & Punctuality

Table Points

Table points are award to children's tables within the classroom. Pupils on their particular tables, who behave and work well are given table points throughout the school day. This particular awards system promotes team spirit and encourages the children to support and advise one another.

Class Trophy

The class trophy is awarded termly in assembly to the class that earns the most stars for their behaviour/conduct around the school. Any member of staff can award the points for the class trophy.

Musallah Points

The midday daily prayer is performed in the musallah area. The students supervised by their class teachers, are required to perform their ablutions and then calmly go to the musallah area to pray supererogatory prayers before the congregational prayer. In Friday Assembly time the classes are awarded musallah points, for good respectful behaviour. The points given are then translated into Golden Time for the children. This system encourages the children to understand the importance to prepare for prayer in a manner which is respectful and peaceful.

Golden Time

Classes are given golden time at the discretion of the teacher. This is when the children enjoy a variety of games provided by the school. Golden Time is very much valued by the children and is used to reward and reduced or taken away to sanction pupils where needed, as is football for boys at break and lunch playtimes.

Sanctions

The following are possible sanctions implemented in the school. These sanctions are used to encourage good behaviour rather than punishing bad behaviour as well as for academic under-performance including classwork & homework. They do not have to be followed in sequence but are at the discretion of the Senior Leadership Team.

1. Verbal warning
2. Stand up in class
3. Tarbiyyah break/lunch/after school
4. Send to head teacher
5. Inform parents
6. Working in isolation with increasing no of days
7. Student placed on Report with implicit closer monitoring
8. Suspending the child for a number of days then increasing the number of days if his/her conduct continues to be unacceptable etc.
9. Permanent expulsion

In case a pupil is involved in a serious misbehaviour which causes grave concern, then the pupil may receive a suspension letter or his/her parents will be called to the school in order to discuss the problem, and a suspension period will be given if necessary. This depends on the circumstances and the type of incident caused by the child.

Finally, if incidents are repeated then permanent expulsion will be used as a last resort.

Exclusions

An investigation consisting of a series of interviews of principal witnesses to events will be conducted to ascertain the facts as far as is possible. Parents will be informed of suspensions by a phone call or letter and invited to a meeting following the suspension, when the pupil returns to school, to discuss the pupil's behaviour.

Suspension may also be used for pupils whose continued poor behaviour over a sustained period of time has resulted in the escalation of sanctions used for them up the school's sanction ladder. The length of the suspension will be left to the discretion of the management. The severity of the incident(s) will play a part in determining this.

The school has a simple but effective policy on exclusions - 2 official warnings and the 3rd time expulsion. Additionally, it is worth mentioning that permanent expulsion would be used, if the school found that the child concerned posed a threat to the safety of the school, it's children or staff. Therefore, the two warning letters may not apply in this case.

Anti-Bullying

The school has a defined policy for anti-bullying which is guided by the DfES Anti- Bullying document, 'Safe to Learn: Embedding anti-bullying work in schools'. The school works hard to ensure all pupils are kept safe and happy whilst at school. Regular reminders of the importance of good character are emphasised both explicitly and implicitly through the staff & pupils, curriculum and environment. Parents/guardians and/or pupils can report bullying to the school. In the event of a child allegedly being bullied an investigation will be carried out to ascertain the facts. Thereafter appropriate action will take place to ensure the bullying stops and that the victim is helped to enjoy being at school again. As well as appropriate sanctions support will also be given to the perpetrator (s) to help them change their behaviour.

HOW TO APPLY

The application process takes place from Sep to July of the previous academic year. The school holds Open Day at the end of each term for prospective parents to see the school and talk to both our staff members and SLT (Senior Leadership Team).

Complaints Procedure

If you have any concerns about your child's education and welfare at the School, please do not hesitate to contact the Head teacher. A complaints procedure is available on request.

Amendments

Al Mumin Secondary School reserves the right to amend or alter any school rule, regulation or policy, without prior notification, as it may become necessary from time to time.

Additional Information

Name & telephone number of the headteacher:

Mr. M. Azam

Tel: (01274) 488593

Name & address of school Proprietor:

Mr. Mufti. Saiful. Islam

C/o Clifton St, Bradford BD8 7DA (01274 488593/ 01274 308456)

JazakumAllahu Khairan for your interest at Al-Mumin Schools



“...A goodly word like a goodly tree, whose root is firmly fixed, and its branches (reach) to the heavens of its Lord...It brings forth its fruit at all times ...” (14:25-6)