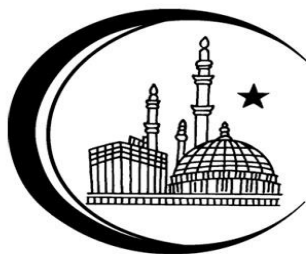


REDHILL ISLAMIC CENTRE TRUST

JAMIA MASJID AL-MUSTAFA Est. 1975 Charity no: 1146489



PARENT/GUARDIAN STUDENT HANDBOOK

RIC MOSQUE PROSPECTUS

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Redhill Islamic Centre Students Handbook

Statement of Purpose

Redhill Islamic Centre acknowledges that the Muslim community is an important part of the wider faith community and as such, we seek to offer a balanced syllabus based on the Holy Quran and Hadith of the Holy Prophet (PBUH). We also know how important it is to share our beliefs with others and to receive encouragement from fellow believers. The nurture and teaching of our children plays a large part in our lives therefore we recognise that our children need to have a positive experience and to be kept safe from harm.

The committee and teaching staff will treat every pupil with dignity and respect and will not condone the use of physical, verbal or emotional abuse of any student by staff or other student's, likewise, we expect that children and parents also respect these core values.

This information booklet is designed to assist both students and parents and sets out our aims and teaching practices as well as the complaints procedure should you have any concerns regarding either the content of the teaching syllabus or conduct of staff or other children attending the Redhill Islamic Centre.

Students Charter

Redhill Islamic Centre is a place where people are encouraged to come and enhance their lives through learning the Holy Qur'an, Hadith and Salah etc. The aim of the centre is to also help people develop themselves according to the Islamic faith.

We aim to provide a safe and stimulating learning environment where students are encouraged to learn at a pace tailored to individual needs.



We have identified a number of learning goals in order that students may fully benefit from attendance at the centre and how we can best assist students in reaching these goals.

The Redhill Islamic Centre:

- We aim to have a full and fair admission procedure
- We aim to provide a safe, motivating and encouraging learning environment
- We aim to contact and keep links with local organisations and the community
- We aim to provide a suitable student support network
- We aim to hold parents evenings to give updates on student performance
- We aim to provide sports and leisure activities where students can explore their faith and community values/issues
- We aim to have a fair and robust complaints procedure

The Redhill Islamic Centre expects the following from you:

- To have the correct attitude towards the Islamic Centre and to want to help towards its advancement
- To treat all the members of the Redhill Islamic Centre and its environment with respect and dignity
- To attend classes regularly and on time and to have a valid reason for absence
- All children must bring the following to their lesson:
 1. Quran or Qaida
 2. Topi or scarf
 3. Books and pens if required
- Parents should take responsibility of their children's education and should encourage their children to practice the reading of the Holy Quran and Qaida etc at home
- To ensure you and your parents understand the requirements regarding your learning: such as Course content, Health & Safety requirements and assessment/exam procedures



- To ensure you and your parents understand the rules about Taharah, and the dress code (any child dressed inappropriately will be sent home immediately)
- To read, understand and use the Redhill Islamic Centre' s Code of Conduct for reporting any concerns you may have regarding the course content/teaching methods/behaviour of staff or other pupils.

1.1 RIC MANAGEMENT STRUCTURE

IF YOU HAVE ANY QUESTIONS OR CONCERNS, PLEASE DO NOT HESITATE TO CONTACT THE MANAGEMENT OF THE RIC.

1.2 Locality and Madrassa Roll

Redhill Islamic Centre is the neighbourhood Madrassa for the Redhill, Reigate and Banstead areas.

Present Roll 130 Planning Capacity 160 Operational Capacity

Parents should note that the operational capacity of the school might vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

1.3 Community Facilities

It is the Redhill Islamic Centre' s policy that accommodation be made available as far as possible out with school hours for use by the community. Such use by groups, clubs etc. will be in accordance with approved letting procedures and enquiries should be directed to the RIC Community.

1.4 Role in the Community

The Madrassa is held in high regard in the neighbourhood, and seeks to serve the public by inculcating a feeling of respect for people and property. As opportunities arise, the school joins in local events organised by the local Community. Close links have been formed with the Community and the Mosque participates in several forums with



the wider community as well as arranging visits to schools by the Imams and reciprocal visits by school children.

1.5 Enrolment

Dates for enrolling children are fixable and wherever possible, children will be admitted as soon as practicably possible or as space is available and subject to an assessment form the Mosque education panel.

1.6 School Hours

Monday – Friday Lessons begin at 5.00pm Dismissal 7.00 pm

[Weekend Classes 2.00 pm and 3.00pm](#)

1.7 Madrassa Year

The Madrassa is open throughout the year irrespective of mainstream school term times; however, the Madrassas will be closed during the Holy month of Ramadan and on Eid.

1.8 Extra Curricular Activities

A variety of extra-curricular activities are offered to pupils. Some parents give active support by assisting staff with these activities. Any parents who wish to offer their time and talents should contact the school. Your help and support is always welcomed at Redhill Islamic Centre.

Throughout the school year we take up every opportunity to involve our pupils in learning experiences out with the school boundaries and out with school hours and we are fortunate to be well supported by staff and parents when organising such events.

We intend to organise a number of camping trips at weekends for the children, this will build their confidence and hopefully result in an enjoyable and informative experience for all the participants.



1.9 Learning and Teaching
IQRA Curriculum – Age 5 to 7 years of age

All pupils will follow the following programme, which focuses on:

- Religious & Moral Education with Personal & Social Development

IQRA Class

Stage One - Basic

6 months duration

Pupil Age 5 - 5 ½

Study Materials - Yassarnal- Qur' an (pages 5-34) and Book of Salah

- Ta' awwuz, Tasmia and Kalimah Tayyab
- Pronouncing the Arabic alphabet
- Learning Vowels
- Learning Maddah Sounds
- Letters of Mu' quatta' att
- Connecting letters
- Silent letters

Stage Two - Intermediate

6 months duration

Pupil Age 5 ½ - 6

Study Materials – Yassarnal- Qur' an (pages 35-65) and Book of Salah

- Salah Book
- Connecting letters (continued)
- Stop causes and vowel changes
- Tajweed rules



Stage Three - Comprehensive	6 months duration	Pupil Age 6 - 6 ½
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Study Materials – Yassarnal- Qur’ an (pages 66-81) and Book of Salah

- Salah Book
- Hadith an-Nabawi
- Different signs in the Holy Qur’ an
- Making stop pauses

Stage Four - Advanced	6 months duration	Pupil Age 6 ½ -7
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Study Materials – Yassarnal- Qur’ an (pages 82-96) and Book of Salah

- Salah Book
- Memorisation of the last 10 Surahs of the Holy Qur’ an
- Meanings of Iman Mufassal and Iman Mujmal, Salah
- Meanings of 6 Kalimahs, Dua Qunoot and Ayt al-Kursi etc.

Information on what your child is learning will be provided to you throughout the year.

The overall purposes of the curriculum are that all our young people should be:

- successful learners
- responsible citizens
- confident individuals
- effective contributors

The educational curriculum provides a structured continuum of learning for all pupils in which, they progressively learn to read and understand the Arabic alphabet in order to prepare them to read and learn about the Holy Qur’ an.

The experience of the IQRA curriculum should help each pupil to acquire and develop:

- knowledge, skills and understanding in literacy and communication



- knowledge, understanding and appreciation of themselves and other people and of the world around them
- knowledge and understanding of their religion and its role in shaping society and the development of personal and social values
- the capacity to take responsibility for their health and safe living
- the capacity to treat others and the world around them with care and respect
- positive attitude to learn and personal fulfilment through the achievement of personal objectives.

Generally, the Iqra curriculum should help pupils acquire and develop:

- dispositions
- core skills and capabilities
- knowledge and understanding of the Qur' an

Makki Class	1 Year duration	Pupil Age 7 - 8
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- Completion of the Holy Qur' an
- Teachings of Islam (part 1)
- Names And meanings of the 114 Surahs
- Adherence to Salah (5 times a day) and daily reading of the Qur' an

Madani Class	1 Year duration	Pupil Age 8 - 9
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- Revision of selected Surahs of the Holy Qur' an with translation
- Memorisation of the 30 Juzz of the Holy Qur' an
- Teachings of Islam (part 2, part 3)
- Adherence to Salah (5 times a day) and daily reading of the Qur' an



Suffah Class**2 Years duration****Pupil Age 9+**

- Memorisation of Surah Yasin, Surah al-Rahman, Sura al-Mulk and Sura al-Muzzammil
- Translation and study of 30 Juzz of the Holy Qur' an
- Teachings of Islam (part 4, part 5)
- Adherence to Salah (5 times a day) and daily reading of the Qur' an

Tahfiz-ul-Qur'an Class**5 Years duration****Pupil Age 11+**

- Memorisation of the Holy Qur' an
- Adherence to Salah (5 times a day) and daily reading of the Qur' an

Hadith Class**1 Year duration****Pupil Age 11+**

- Study of the Hadith
- Islamic doctrine books (Al-Aqidatul-Islamia)
- Adherence to Salah (5 times a day) and daily reading of the Qur' an

1.10 Assessment

Teachers are continually assessing pupils' work and assessment is integral to the learning and teaching. Group teaching allows each child to work at his/her pace and level. To monitor each child's progress within each level, the class teacher's professional judgement indicates the children are ready to progress to the next level. A record of each child's progress is kept and reported to parents. Interviews during open evenings are held to allow parents and teachers to discuss pupils' progress including assessment results and the planned next steps for each child.

Parents are welcome to call at the Madrassa to discuss their child's progress but it would be helpful to make an appointment beforehand with the Head Imam. We aim to ensure each child is given the opportunity to achieve his/her full potential.



1.11 [Special Education Needs](#)

Redhill Islamic Centre will make effective provision for children with special education needs. Parents are invited to attend review meetings. Records are kept of all meetings and intervention made. Each pupil's progress is constantly monitored and recorded by class teachers.

Continuous assessment allows teachers to monitor each child's progress and we recognise the need to raise the self-esteem of pupils experiencing learning difficulties and encourage the establishment of good relationships with adults in the Madrassa and with peers.

1.12 [Reporting to Parents](#)

Redhill Islamic Centre recognises that good teamwork among parents, children and Madrassa staff is the key to a successful education for our pupils.

We will provide parents with reports so that they know their children are progressing. In addition, there will be parents' meetings, which offer you the opportunity to discuss your children's progress and you can contact the Madrassa at any time to discuss any concerns or issues, which may arise.

Our style of 'pupil reports' will help you to get to know more about the curriculum, which each child follows and describes what has been taught and areas where you can help.

We welcome any comments or additional information from parents to help us provide the best possible education for our pupils.

1.13 [Attendance at the Madrassa](#)

It is important for the Madrassa to work with parents in encouraging all children to attend. All absences from the Madrassa will be recorded. In cases where your child is unable to attend, parents are asked to:



- inform the Madrassa by letter or telephone, if your child is likely to be absent and to give your child a note on his/her return to the Madrassa, telling of the reason for absence;

Every effort should be made to ensure that your child attends the Madrassa during term time

Attendance is regularly monitored by the Senior Management Team and when a pupil's attendance rate drops below a certain percentage parents will be informed by letter to alert them of the situation. Parents are encouraged to contact the Madrassa to discuss any issues or concerns about their child's attendance.

In our approach to raising achievement it is recognised that attendance at the Madrassa should be encouraged. Parents and the Madrassa have a part to play in encouraging children to attend.

1.14 Promoting Positive Behaviour

"A child spends only 17% of his / her time in school and the most formative time in a child's life is the first three years."

From this statement it is obvious the home is much more influential on a child's personality and behaviour than ever the school can be. It is for this reason that it is essential for home and school to work together to promote good attitudes to work and behaviour in all our children and we endorse this approach at the Madrassa.

In school staff works as a team to achieve high standards in work and behaviour through promoting positive attitudes in our pupils and the staff have developed many effective systems.

Our Assertive Discipline policy is implemented by all staff. Our Madrassa rules are few and simple and pupils are taught these from an early stage. Breaking Madrassa rules have a consequence and these range from a verbal warning to letters and meetings with parents for consistent indiscipline and breaking of the rules. Class teachers deal with minor misdemeanours by first warning a child or by giving an informal warning



about their behaviour. If this is not effective a written punishment exercise will be given. Repeated offences will be reported to the committee who will ask parents to call at the Madrassa to discuss ways of working together to support the child' s behaviour. If a child is persistently uncooperative, disobedient or aggressive in attitude, a formal written warning will be issued and the parents/guardians of the child would be asked to attend a meeting with staff and members of the committee in order to discuss the most appropriate way forward. In serious cases of indiscipline a child may be suspended. It is hoped that no child would require suspension and we aim to avoid this whenever possible by using early intervention and co-operation with parents.

It is the responsibility of all staff within the Madrassa to ensure that staff, committee members, parents and pupils are involved in the creation of a positive Madrassa ethos that encourages good behaviour. Equally, the Madrassa whilst trying to promote the anti-bullying message must support young people should bullying occur. Parents have a significant role to play in working with the Madrassa so that teachers, parents and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The Madrassa, with the support of parents, works to create a learning environment in which young people can be secure and enjoy learning.

1.15 [Disciplinary procedures for Students](#)

We will endeavour to support all those who attend the centre and we take our responsibilities regarding child safety and misconduct extremely seriously. The Redhill Islamic Centre will not condone or tolerate any forms of verbal, physical or emotional mistreatment/abuse of children/students attending the centre; likewise, we expect that students/children and parents/guardians respect this ethos when dealing with staff or other children.

To ensure that we maintain an environment conducive to learning, it may in some circumstances be necessary to warn both children and parents/guardians of children' s



poor behaviour. The following procedures are set out to assist parents/guardians and children understand the procedure and the right of appeal.

Formal verbal warning

In the event of misconduct students will initially be given a verbal warning by the teacher/Imam. This will be recorded on your file and, if appropriate, your parents /guardians will be informed.

Formal written warning by the Management of the Redhill Islamic Centre

In the event of continuous misconduct, a written warning will follow. The written warning will give details of the changes in behaviour that are required from you. Following the written warning your behaviour will be carefully monitored and if there is no improvement in conduct then in some cases this will result in dismissal from the Centre.

Reasons for immediate suspension:

In cases of extreme misconduct, you will be suspended immediately for five days. During this time your case will be considered, extreme acts which will result in immediate suspension include acts of violence/bullying, verbal or physical abuse, vandalism and academic misconduct (this includes serious misbehaviour towards the teacher/Imam).

1.16 Student' s Entitlements:

We hope your experience at the Redhill Islamic Centre will be trouble free. If you do experience any problems regarding:

- Aspects of teaching/staff conduct
- General or subject related facilities
- Bullying by staff or other children

Please follow the procedures outlined below.



Stage 1 – Informal procedure

Parents and students should discuss the problem with your Teacher/Imam. The discussion will be recorded and a copy will be given to your parents/guardian if they are not present.

Stage2 – Formal procedure

You should write a statement on the nature of the problem and provide a copy to your Teacher/Imam, to the Committee and the nominated Child Protection Coordinator. A formal meeting will take place, with the committee members. At this meeting you or your parent/ guardian can pass on the issue/s concerned to the committee members.

Notes will be taken during the meeting and action will be taken once the committee members have come to a decision. A letter will be sent with the outcome of the decision and any action to be taken in respect of your concerns.

Our commitment to conflict resolution

The Redhill Islamic Centre is committed to offering support to both children and parents, we will involve all parties in the decision making process and deal with every case individually, sympathetically and fairly, offering appropriate support as agreed with all parties. We seek to foster an ethos of transparency in all our dealings with students and parents/guardians.

Right to appeal to the Appeal Committee

In the event of expulsion or suspension from the centre; you have the right to appeal against the decision, making your representations in writing within 28 days of receiving written confirmation from the RIC committee.

1.17 Code of Conduct

The relationship between pupils and staff is based on mutual respect. Good order and educational progress depend on pupils observing Madrassa rules not only in the classroom but also when moving within the Mosque and grounds, and when travelling to and from the Madrassa. Our Code of Conduct is compiled for everyone's benefit and protection.



We have expectations of our pupils to:

- Treat other pupils and adults in school with respect;
- Stay within the mosque grounds during intervals;
Stay in Madrassa during their attendance;
- Participate in all curricular activities;
Take care of all Madrassa/mosque equipment and books;
(Madrassa resources are expensive and must be treated carefully.)
- Walk within the mosque;
- Stay within their classroom;
(Pupils must stay within their own classroom, leaving only to go to the toilet. They must behave in a responsible manner when they are at the toilet. Vandalism will not be tolerated.)
- Report any accidental damage to Madrassa property to the Imam;
(Pupils have a responsibility to help look after the general appearance of the mosque.)
- Use litter baskets for rubbish and never do deliberate damage;
(Chewing gum is not allowed in the Madrassa.)
- Always enter and leave the mosque using the appropriate gate;
- Dress appropriately for school in school uniform.

We have five simple rules in school. They should be known and kept by all pupils for the benefit and protection of everyone. They are as follows:

- Do as you are asked;
- Keep hands, feet and objects to yourself;
- Always walk within the Madrassa;
- Do not leave the classroom without permission;
- No shouting or screaming. Use a suitable voice.

1.18 [Classroom Rules](#)

Individual teachers ensure children know the ground rules in each classroom situation but essentially children are asked to be considerate of all others within class, to treat



them as they would wish to be treated and to take appropriate care of all classroom property and the property of others.

Children are expected to apply themselves to work to the best of their ability and to be able to work independently wherever possible.

1.19 [Child Protection Measures](#)

Statement of Purpose

We aim to ensure that Redhill Islamic Centre is a safe place for children to be nurtured in their core faith values and recognise that we all have a responsibility to ensure they are protected for any form of abuse. The RIC Committee and teaching staff will treat every pupil with dignity and respect and will not condone the use of physical, verbal or emotional abuse of any student by staff or other student's, likewise, we expect that children and parents also respect these values.

[Child Protection policy](#)

Policy Aims

- To promote good practice
- To provide children and young people with appropriate safety and protection whilst In the care of teachers and participating volunteers
- To allow teachers and volunteers and additional staff to make informed and confident responses to specific child protection issues

(A child is defined as being under 18 years of age)

Should you have any concerns regarding child protection issues, please refer them to the child protection coordinator or a member of the steering group or RIC committee. Details are to be found in the RIC Child Protection Policy attached to this document.

[Measures to combat bullying](#)



Redhill Islamic Centre has a zero tolerance policy towards any forms of bullying by students, staff or parents and we will act in a robust and measured manner in order to ensure any form of bullying once identified is ceased immediately. If bullying is suspected by a volunteer/teacher the following procedures concerning reporting the bullying should be followed.

Action to help the victim and prevent bullying

- All signs of bullying should be taken very seriously
- Children should be encouraged to speak and share their concerns. An open environment should be created. Help the victim to speak out and tell someone in authority. If anyone talks about or threatens suicide seek professional help.
- Investigate all allegations and take action to ensure the victim is safe. Speak to the victim and bully (ies) separately.
- Reassure the victim that you can be trusted, although you cannot promise not to tell anyone.
- Keep records of what is said, what happened, when and by whom.
- Report any concerns to the Child Protection Coordinator or the school (school based)

Action towards bullies

- Talk with the bully (ies), explain the situation, and try to get the bully (ies) to understand the consequences of their behaviour.
- Inform the bully' s parents
- Impose sanctions as necessary
- Don' t forget to keep a written record of actions taken.
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1.20 Spiritual, Social Moral and Cultural Values

In Redhill Islamic Centre we emphasise the need for good manners and morals, mutual respect and tolerance at all times. Good social habits and attitudes are built into the curriculum to ensure every pupil is aware of the importance of being considerate and caring towards others.



1.21 Equal Opportunities

Children experience equality of opportunity both at home and at the Madrassa. Learning and teaching takes place in all kinds of ways, within a school setting and outside of it and of course children develop views and attitudes from their own experiences and the examples they encounter on a daily basis.

We ask for parents' co-operation to encourage children to develop attitudes to help them achieve their full potential unaffected by discrimination of any form.

We aim to encourage and motivate all pupils to be involved in all aspects of the curriculum and out of school activities. In the course of Personal and Social Development lessons where children are educated to develop positive attitudes and personal social skills.

Teachers expect the same standards of behaviour and work from girls and boys. The course is built on the principles of equality, justice, mutual respect and focus on issues such as:

- Challenging stereotyped assumptions.
- Raising self-esteem.
- Fostering positive relationships.
- Promoting cultural identity.
- Acting independently and decision-making.
- Taking responsibility for one's actions.
- Working with others.
- Rights and responsibilities.
- Leadership.

Children will be immersed in the principles and practice of Equal Opportunity and with parents' help we aim to instil tolerance in our pupils so that they will be well balanced caring pupils who will be able to take their place in a democratic society as responsible and caring citizens.



We show a commitment to counteracting prejudice and injustice whatever form it may take and it is the responsibility of the Senior Management Team to investigate and take action on any alleged incidents.

The Madrassa takes seriously any reported racist incidents. Within the Madrassa's approach to promoting positive discipline a record of all racist incidents is maintained and each incident fully investigated.

1.22 [What can parents do at home?](#)

Parents can do a great deal to help their children grow up with the self-confidence and unrestricted range of interest and abilities that will help them to grasp every opportunity to achieve.

Here are some suggestions:

- Encourage girls and boys to take part in a range of games, sporting and artistic activities, and role-playing which avoids stereotypes.
- As they grow older, allow both girls and boys to have equal hands-on experience with mechanical, electrical and electronic systems, domestic chores, artistic pursuits and creative activities.
- Give equally of your time and attention to girls and boys to help them grow up with a sense of equal entitlement.
- Take steps to increase self-confidence in both sexes by giving them where possible a central role, and by encouraging them to question, use initiative, make decisions and take the lead.
- Support and encourage the participation of your child in initiatives such as 'Take your Daughter to Work' days.
- Take girls and boys to museums, heritage centres and science centres, all of which welcome children.
- Boost self-esteem and a sense of self-worth by giving praise, especially for achievements in areas traditionally seen as the realm of the opposite sex.
- Encourage daughters and sons in their aspirations, whether or not you feel them to be appropriate, and try to engender the belief that, given the necessary aptitude, any pursuit, any job, any ambition can be achieved, regardless of gender.



1.23 School Uniform

In support of many parents' wishes, Redhill Islamic Centre encourages all pupils to wear a school uniform. The wearing of a uniform helps promote the identity of the Madrassa in the local community and helps create an ethos of sharing and pride in the Madrassa.

In addition, the wearing of a uniform helps towards increasing the protection of all pupils in the light of the need to be more security conscious.

Equality of opportunity is an important aspect of the life of the Madrassa and any proposals on the wearing of a uniform will be the subject of consultation with parents, pupils and staff.

For boys' white juba and Topi and for girls black jilbaabs and white head scarf and navy blue jumpers.

These are forms of dress, which are unacceptable in the Madrassa:

- The wearing of football colours.
- Clothing with slogans that may cause offence (Anti-religious, symbolism or political slogans).
- Clothing which advertises alcohol, tobacco or drugs.
- Clothing which can be deemed unsuitable in terms of Health & Safety grounds.
- Articles of clothing that could inflict damage on other pupils or be used by others to do so.
- Student and parent must comply with mosque uniform.

1.24 The RIC Committee

Redhill Islamic Centre has a very active and forward thinking committee. Their primary role is to represent the parent body but they work in partnership with the entire community, e.g., pupils, staff, and other representative bodies.

The RIC committee is involved in determining policies, objectives and ethos at the Madrassa. Other aspects of the committee's work include promoting good



relationships between the Madrassa, parents and the local community; appointment of senior staff; approving Madrassa finances, etc.

1.25 [Parent Helpers in the Madrassa](#)

Parents who feel they can contribute their varied talents for the benefit of the Madrassa should contact the Head Imam. Parents can help in a variety of ways. If you wish to help in any of these or other areas please contact the Madrassa. Your help will be greatly appreciated by children and staff.

All staff and helpers will undergo an enhanced CRB check prior to taking up appointment or being allowed to work alone with child/children.

1.26 [Communication](#)

The Redhill Islamic Centre believes good communication is a key that we communicate with parents via letters, Notice boards, phone calls and meetings. Parents are always welcome in the Madrassa. Should you have a concern or issue, or just want to share a good idea or give of your time, please do not hesitate to contact us in person, by phone, letter or e-mail.

1.27 [Other Information](#)

Information on Emergencies

We make every effort to ensure the Madrassa is open, but on some occasions circumstances arise which can affect the Madrassa. In such cases we shall do all we can to let you know if this happens. We shall keep you in touch by using letters, notices

In the event of an emergency requiring the Madrassa to be vacated all pupils will be escorted to xxxxxxxxxxxxxxxx, and parents will be contacted to collect their children as per the school emergency and evacuation Procedures.



1.28 [Medical and Health Care](#)

Illness or Accidents

In the event of illness or accident occurring in the Madrassa and depending on the severity of the situation it may be necessary to contact parents immediately. It is therefore important that the Madrassa has up-to-date names and addresses of parents and emergency contacts. Parents should also ensure that the Madrassa is informed of any special medical conditions / allergies e.g. anaphylaxis / asthma.

Medical Issues / Medication

If your child requires special medication please inform the Head Imam, as a special form must be completed.

1.29 [Insurance for the Madrassa](#)

Loss of Personal Effects

The RIC is not liable for the loss or theft of pupils' clothing or personal effects and any items are therefore brought into Madrassa at the pupil / parents' own risk.

Parents can assist by ensuring that valuable items are not brought into Madrassa.

Imams and other staff must not accept custody of any such items.

1.30 [Pick-up Points](#)

Responsibility liability

We will like to inform parents/guardians of the importance of road safety. The drop off point and the pick up point will be in the main entrance of the mosque. Therefore Redhill Islamic Centre will not accept any responsibility or any liability in circumstances where Parents/Guardians have failed to abide by this rule.



1.31 Data Protection Act 1998

Information on pupils, parents and guardians is held by the Madrassa to enable the teaching, registration and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the Data Protection Act 1998 with Redhill Islamic Centre defined as the Data Controller. The Madrassa has established a Data Protection Policy that applies to the Madrassa. For more information please contact the RIC committee.

1.32 Disclaimer

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in this Handbook before the commencement or during the course of the Madrassa year. Please contact the Madrassa for up-to-date information.

Redhill Islamic Centre aims to provide the highest quality of education by:

- Providing a stimulating curriculum to meet the needs of learners.
- Promoting partnership with pupils, parents and staff and with the wider community.
- Assuring the quality of education within the Madrassa.
- Encouraging learners to achieve their maximum potential.
- Ensuring equality of opportunity.
- Establishing opportunities for staff development.
- Encouraging effective teaching and learning.
- Providing safe and appropriate premises.
- Promoting access to education as a lifelong process.
- Maximising the use of resources.





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