



Rochdale Islamic Academy  
*inspire - believe - achieve*

BOYS' SCHOOL

## PROSPECTUS

The first step in knowledge is to **listen**,  
then to be **quiet and attentive**,  
then to **preserve** it,  
then to put it into **practice**  
and then to **spread** it.

[ Sufyan bin 'Uyainah ]

## **History of the School**

Rochdale Islamic Academy was originally founded in 1995 as an independent day school providing Secondary education in line with the National curriculum for girls between 11-16 years from all ethnic backgrounds, in a safe environment. As the school grew in size and stature, the girls' school was relocated to the former music school on Green bank road in 2013 and a boy's school on the existing site on Taylor Street was opened in 2014.

Rochdale Islamic Academy (Boys Division) is situated on Taylor Street just off Whitworth Road, approx. 1.1 miles from Rochdale Town Centre. The boys' school has grown ever since and we rapidly achieved full capacity on the site, due to our successful history and reputation in the town. The boys' school is operating at full capacity with one form entry from Years 7 – 11, with a demand for places far exceeding our ability to supply (at this moment in time). Inshallah, in the near future we hope to expand our provision and offer increased spaces and attempt to meet the demand for the education we are providing.

Our mission is to provide education in an Islamic environment that encourages good discipline, behaviour, tolerance and respect, in order to achieve goals by developing potential, thereby creating role models for the community. We want each student to feel appreciated, happy, and to be able to enjoy their learning through a stimulating environment which celebrates their individuality. We hope to work closely with the community to allow their children to achieve and succeed during their time at Rochdale Islamic Academy. We hope that our school becomes the steppingstone that will provide your children with an Islamic Framework to allow them to succeed in this world and ultimately in the hereafter.

## **Mission Statement**

To provide education in an Islamic environment that encourages good discipline, behaviour, tolerance and respect, in order to achieve goals by developing potential, thereby creating role models for the community. We want each student to feel appreciated, happy, and to be able to enjoy their learning through a stimulating environment which celebrates their individuality.

## **Vision and Ethos**

Rochdale Islamic Academy for Boys' aims to provide a well-rounded education to the highest of standards, implanting self-esteem and confidence thus enabling pupils to hold the highest of values and a positive attitude while upholding their Islamic values. In turn making them responsible and inspiring young men.

RIAB is a place that invests all its passion in what is good, recognising that what our young people achieve and experience at our school will have a profound effect and impact upon their lives. We recognise that all children are unique; we develop their talents using innovative approaches using academy freedoms to meet the diverse needs of our learning community, set within an extended school day. Our school is the school of choice for parents and carers who are proud to be ambitious for their children, value academic success, and who want them

to achieve to the fullest of their ability within a supportive and caring environment that safeguards their Islamic faith

**RIAB is based on three distinctive principles:**

**1. Attainment for all**

We are committed to providing excellence in education based on a recognised high-quality curriculum whilst encouraging the unique potential of each learner. Given the size of the school (two forms of entry at primary phase and four forms of entry at secondary phase), learners are well known and receive appropriate and bespoke support so that they have the best possible platform for high achievement.

**2. Public service**

RIAB has a strong and enduring foundation in each and every child's life. Taking part in activities with local public services including Police, Health and Fire services engages learners as citizens and empowers them to recognise both the values of public service and their own potential for doing good. Learners will graduate from our school as responsible, active citizens, driven in all they do by a strong moral compass.

**3. Stronger Society**

We are committed to creating a school recognised as central to the community, which works with whole families rather than just young people. Through the promotion of citizenship and community action, we work in partnership to create a stronger society for all.

**Our Ethos**

Rochdale Islamic Academy is a school with an Islamic Ethos. We strive to ensure that positive, caring and mutually respectful relationships lie at the heart of our school's culture and ethos. Our objective is to support our students' development as young confident individuals, to develop their identity as responsible British Muslims and to always aspire towards achieving the highest goals as citizens of Britain and the wider world. Our school aims to prepare our boys to take their place in modern society as young practising British Muslims who are inspirational role models and leaders in their field.

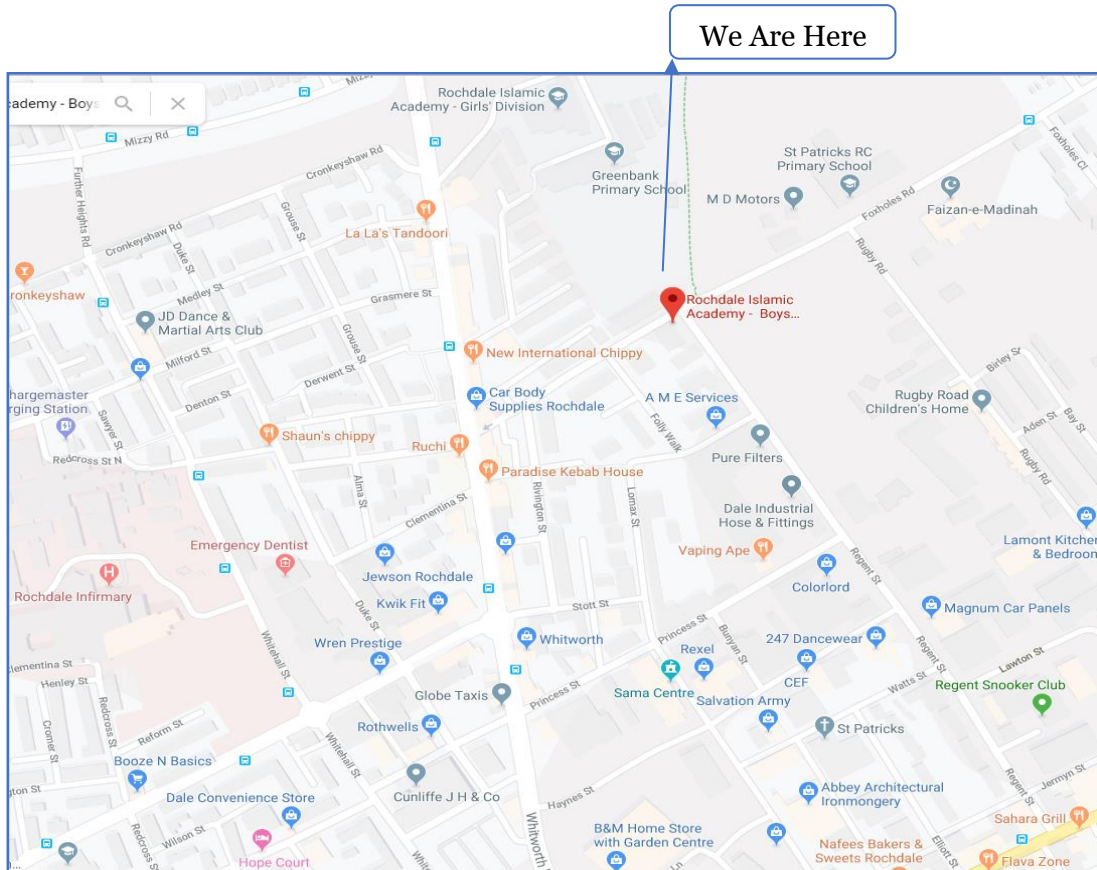
Alongside the National Curriculum we offer Arabic and Islamic studies, and all aspects of the curriculum are permeated with the Islamic ethos. Our day, and likewise our lessons start with the remembrance of our creator and teachers look for opportunities to reconnect students with the Almighty and their faith. We seek to create a safe Islamic environment in which our students flourish personally, academically and spiritually. We observe significant Islamic events and observances through Islamic assemblies, lessons and extra-curricular days. Our school has a strong Islamic ethos, and in keeping with teachings of our faith we encourage the principles of equality, fairness, justice, tolerance and respect for people of all faiths and backgrounds. Students have the

benefit of an environment in which to explore and develop their values, and all staff and students are expected to hold themselves to the highest standards of personal conduct and behaviour.

**Our School follows the following key principles:**

- The development of young people to create a better society through the promotion of citizenship, community and service.
- A rigorous academic curriculum which achieves high standards and at the same time builds the communication skills and confidence of young people
- A school at the heart of its community, helping to promote cohesion by working with whole families, not just pupils
- Tailored support to individual pupils, taking into account all the factors impacting on their educational achievement
- A focus on public service that helps establish young people as engaged and active citizens with the ability to apply learning, skills and ideas in the community
- The highest aspirations and ambitions for all.

At RIAB we aspire to develop well-rounded individuals: youngsters who value and respect themselves, their peers, as well as the wider community they reside in. Rochdale Islamic Academy (Boys Division) is situated on Taylor Street which is just off Whitworth Road. Rochdale Islamic Academy (Boys Division) is situated 1.1 miles from Rochdale Town Centre.



## School Curriculum

The curriculum model that we feel best suits our students and allows them to reach their full potential follows a three-year Key Stage 3 followed by a two-year Key Stage 4. We will continue with this and will continue to review its impact on the outcomes of our learners. Our rationale for this is as follows:

1. The curriculum model provides quality, breadth, depth and reach that enables all students to achieve and progress further. The curriculum reflects the school's integrity and is designed to meet the needs and aspirations of all students, regardless of ability and school performance measures.
2. Students enjoy a greater personalised curriculum that provides them with learning experiences, opportunities and qualifications that will serve them for the rest of their lives.
3. RIAB have developed a Key Stage 4 curriculum that has allowed us to increase our academic offer including a wider access to science, another language and greater access to the arts subjects and subjects not previously studied at Key Stage 3.
4. Having a 3-year key stage 3 allows us to offer a broader range of academic subjects in which our students are able to study.
5. Departments have reviewed both their Key Stage 3 schemes of work and pedagogical approaches to further improve teaching and learning.
6. Departments at RIAB can begin Key Stage 4 programmes of study with skills development, which complement and enhance the knowledge content.
7. We promote the spiritual, moral, cultural, mental and physical development of students and society.
8. We prepare students for the opportunities, responsibilities and experiences of later life.
9. We make provision for personal, social, health and economic education (PSHE)

Our school continuously improve your curriculum through teacher feedback and the development of best practices. It allows us to gather data on what is actually being taught and what students are actually learning. Teachers are able to stay organised and have a framework for daily lesson planning. We create curriculum maps for each subject and grade level.



**Our curriculum maps allow us:**

- To review the curriculum to check for redundancies, inconsistencies, misalignments, weaknesses, and gaps
- Identifies what students have learned, allowing teachers to focus on building on previous knowledge
- Teachers gain a more thorough understanding of the curriculum by associating learning goals to the standards, resulting in improved practice
- Enables a better understanding of how we can build on what our students already know while minimizing gaps and repetition in the district wide curriculum
- Provides a review of assessment methods
- Teachers gain greater insight into curriculum structures, student progress throughout the discipline, and awareness of curricular content
- Teachers feel more comfortable contributing to the curriculum taught in their classroom, reducing their reliance on textbooks
- Documents the relationships between the required components of the curriculum and the intended student learning outcomes.



## Curriculum Intent

What are we trying to achieve here with, and through, the curriculum?

<p><b>Curriculum Intention 1:</b> <b>Develop our learner's learning</b></p> <p><b>Our head and body:</b> what we learn</p>	<p>To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum and beyond, so that children can flourish, reach and exceed their potential academically, physically and artistically.</p>
<p><b>Curriculum Intention 2:</b> <b>Develop the character of our learners</b></p> <p><b>Our heart and character:</b> who we are when we learn</p>	<p>To develop learners to have a holistic set of values that prepares them for life in the modern world in a diverse and ever-changing community and workplace.</p>
<p><b>Curriculum Intention 3:</b> <b>Develop behaviours and habits to become effective learners</b></p> <p><b>Our actions and attitudes:</b> how we act when we learn</p>	<p>To develop the behaviours learners, need to succeed in the world such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.</p>
<p><b>Curriculum Intention 4:</b> <b>Develop the moral compass of our learners</b></p> <p><b>Our place in the community and wider world:</b> who we are</p>	<p>To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morality, and to engage in the culture they live in and understand the cultures of others.</p>

## Curriculum Implementation

Our curriculum will be implemented with our intentions as the drivers behind our actions. By ensuring we think about what we learn, who we are when we are learning, how we act when we learn and who we are in the world, we build happy, resilient, successful, good citizens. Our implementation plan ensures our curriculum keeps us focussed on these areas. We have the National Curriculum, which we use as a starting point, and embellish and deepen further as a school but at the heart of this is learners being exposed to quality experiences and lessons with a large element of choice and need for independent thinking.

<p>Intention 1 Implementation: Develop our learner's learning</p>	<p>Our promise to our learners: Over and above any of our national curriculum learning, we promise holistic childhood experiences throughout their journey at RIAB Our teachers plan subjects using progressive skills and knowledge. Learning is checked against these to ensure progression and understanding. Teachers keep a record of how learners are achieving and intervene effectively and collaboratively to close any skills or knowledge gaps. Our teachers plan a wide variety of offsite educational visits, as well as visitors being invited into school as a way of enhancing subject knowledge and providing the learners with real life experiences.</p>
<p>Intention 2 Implementation: Develop the character of our learners</p>	<p>We follow a Values Based Learning programme in the school, which explores values that are critical for us to understand in modern Britain and beyond. Each day, our school community models, teaches and promotes a range of values that we need to demonstrate in order to become good citizens of the world. We think carefully about the value, explore it in learning and demonstrate this whenever we can. Our teachers ask learners to undertake positions of responsibility around the school, as we believe that children understand values by seeing them in action in others. These include: Prefects to role model for each class; School council; Learner Ambassadors; Sports Leaders; Snack Monitors and House Captains.</p>
<p>Intention 3 Implementation: Develop behaviours and habits to become effective learners</p>	<p>Teachers design learning opportunities that look for ways to develop good learning behaviours. At Rochdale Islamic Academy, we understand that learning about learning helps us to be better learners! In our curriculum, we ask learners to look for ways to develop concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity. For example, in the curriculum we try to frame our learning around questions: Where do the leaves go in winter? Will you ever see the water you drink again? How do I know I'm being good? The staff notice when learners are showing great learning behaviours. We award certificates for this in our regular celebration assembly. When we work as a team, we collect house points that earn a prize. We issue commendation certificates, and our teachers send postcards to parents when they notice great behaviour. Once a term, we are awarded certificates for: Attitude to learning, Progress in learning, Behaviour, Attendance.</p>





<p>Intention 4 Implementation: Develop the moral compass of our learners</p>	<p>When planning the curriculum teachers think not just about what learners should learn and how they should learn it, but also how they can bring in an understanding of morality and the wider world. They do this through:</p> <ul style="list-style-type: none"><li>• SMSC is planned for and highlighted to us by our teachers across the curriculum. We learn about new beginnings in life, going for goals, getting on and falling out, changes and relationships. This helps us understand our place in the world.</li><li>• They ensure that in our half termly learning, they think about how to challenge stereotypes. In Key Stage 3, we learn about slavery, both historical and modern, thinking about why it happens and what motivates this. Our teachers identify positive role models that challenge stereotypes for us to learn about.</li><li>• Inviting in people from local groups, we work with lots of local religious groups to get a good understanding of the beliefs of others.</li><li>• We work with local community groups such as visiting the local residential home, working with local charities, collecting and raising money for charities, working with other schools in Rochdale and beyond.</li></ul> <p>We aim to increase our learner's engagement with activities that benefit other members of the community and beyond.</p>
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**We will be offering GCSEs in the following subjects:**

English Language	Science (Core & Additional)	Mathematics	Geography
English Literature	ICT	Religious Studies	Urdu

**Other subjects at KS3 include:**

PE (KS3 & 4)	PSHE	Art	History
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### **The Islamic Program at RIAB**

RIAB bases its teachings on the universal, moral values of Islam. Our basic Islamic values are emphasized across our curriculum and during school assemblies and events. An important part of student life at RIAB is daily prayer and real-life applications of faith. Our students are actively involved in annual events such as the Quran competition, Islamic Fair, Food drives, and the Arabic performances. Every Friday, our students have the opportunity to participate in Jumma prayer and listen to the Khutbah attentively.

Rochdale Islamic Academy for Boys offers students both the Hifz Course and Islamic Studies Course.

### **Islamic Studies Course (includes advance Sanatain Course)**

The cornerstone of the education for students at RIAB is the formation of their Islamic faith. The focus of the Islamic Studies curriculum is to familiarize the students with the Islamic beliefs and practices, and to enhance their understanding of the practical dimension of their faith. The approach we use is designed to instil a love for Allah (SWT) and an appreciation of the Prophetic example.

This course is designed to give students a good grasp of the correct teachings of Islam and how to include this in our day to day lives living in modern Britain. This will include a study of many texts such as the Quran as well as Hadith. The objective of the course is for students to develop a firm understanding and application of Islam in the light of fundamental British values.

To accomplish this, students get daily instruction in three basic areas:

- Islamic Studies
- Qur'anic Studies
- Arabic Language

The curriculum is built around a series of value-based themes and incorporates age-appropriate learning materials and activities. As students' progress they learn how to practice the basic rituals of worship, *Ibadat*, and the Articles of Faith. They learn important parts of the life of Prophet Mohammad (pbuh) and recognize his significance to Muslims and the world. They learn about the lives of other prophets and analyse their stories for important lessons. Students in the higher grades are also introduced to Islamic History and Civilization and learn about Muslims in the contemporary world. The Qur'anic studies program consists of the study, memorization, recitation and reading of the Qur'an, and emphasizes the understanding of the Qur'an which will serve as guidance in the lives of students.



### Hifz Course

RIAB believes in connecting our pupils to the most profound text, which formulates the basis of our religion – The Quran. RIAB students learn the Quran from the very basics (reading, reciting, and memorization) to the memorization of entire chapters. Our students learn how to read and recite the Quran with Tajweed. Students also have the opportunity to learn the meaning and the Arabic Language in our Islamic Studies and Arabic classes.

*Memorisation of the Holy Quran is of extreme importance and value to all Muslims. Strict quality control procedures are in place which ensures that no pupil proceeds to the memorisation stage, without first acquiring an acceptable standard of recitation, fluency and memorisation. This standard includes learning, understanding and applying the sciences of Tajweed during the recitation of the Holy Quran. Pupils begin by memorising a set text every day and this is increased in accordance with the pupil's capability and aptitude. The lesson is divided into three parts; memorisation of the set text (Sabaq), revision of the current juz (Sabaq Para) and revision of the previously revised texts (Dowr).*

Pupils usually finish the full memorisation of the Holy Quran by Year 10, which allows them ample time to complete a full dowr of the Quran helping to retain all that has been learnt to memory. Those who complete their hifz will get the opportunity to lead the Night Prayer (Taraweeh) during the blessed month of Ramadan at school.

### Hifz-ul-Quran

**Criteria:** Pupils can apply for Hifz-ul-Quran if they are fluent in their Nazarah with Tajweed of the Quran by the time they are called for an Entry Assessment. Applicants who meet the criteria will be offered a place in Hifz Class if they are successful in the Hifz Entry Test and subject to spaces available. The main focus of the test will be on recitation and Tajweed. If they pass the test, they will be offered a place; if they are unsuccessful or if they do not meet the criteria set out above, they will be offered a place in the Islamic Studies course.

**Please make it clear on the application if you wish to enrol your child for this course.**

## **Diploma in Islamic Studies**

The diploma in Islamic Studies enables a student to learn the essential knowledge that every Muslim should have in order to live their lives as a good Muslims. The course comprises of all the essential subjects, taught in English by qualified teachers.

### **A brief overview of subject content covered in the course:**

#### **Tajweed and Qur'an**

Tajweed comprises of the correct pronunciation of the Arabic alphabets, and memorisation of the main rules of Tajweed. The subject is taught both theoretically and practically. Students will aim to recite the full Quran to the teachers within the 5 years. Students will also memorise selected surahs and dua's throughout the course.

#### **Tafseer (Qur'anic commentary)**

Selected surahs are translated to English and studied alongside a commentary (Ibn Katheer & Ma'arif-ul-Quran) to provide students with an opportunity to be able to contemplate and act upon on the verses of the Quran.

#### **Ahaadith (Prophetic traditions)**

Students are taught a selection of ahadith in English, beginning with the Al-Arbaeen (40 Ahaadith) of Imam Nawawi, Zaad ut talibeen (Provisions for the seekers) and ending with the completion of Riyadus Saliheen (the gardens of the righteous). Furthermore, Students will memorise selected Ahaadith and the collection of Ahadeeth studied aid in the moral and social development of the students as human beings.

#### **Fiqh (Islamic jurisprudence)**

The Fiqh (Islamic Jurisprudence) is divided into sections designed to discuss every aspect of a Muslim's daily life. Bahishiti Zewar (heavenly ornaments) will be taught, it begins with basic introductions to fundamentals such as physical and spiritual cleanliness, prayer and proceeds to discuss other significant issues such as fasting, hajj, zakat, marriage & divorce, transaction, inheritance and much more.

#### **Aqaa'id (Beliefs)**

This subject offers a detailed insight into the different beliefs which exist within Islam which every Muslim must believe in his heart and have faith and conviction, with no doubts or misgivings, because Allah SWT has mentioned the beliefs in His Book (Qur'an) and via His revelations to His Messenger (peace and blessings of Allah be upon him).

#### **Islamic History**

The Islamic history will consist of the lives of the Prophets (may peace be upon them all), companions of the Prophet, the great four imams & pious predecessors (may Allah SWT be pleased with them all) and the history of Islamic empires.

### **Tasawwuf (Spirituality)**

In the Classical tradition of Islam, the science of inner purification is referred to as Tasawwuf. It is the Islamic sacred science that concerns itself with curing the hearts of spiritual afflictions and attaining the love and nearness of Allah the Exalted. Students will learn about good & bad qualities and akhlaq/adaab (characteristics/etiquettes). A lot of emphasis will be given to students regarding practicality and developing with spirituality.

### **Arabic**

Students are introduced to the basic components of Arabic syntax, morphology and etymology. Students will learn the basics of the language and be able to build up enough knowledge to read and write at a basic level.

### **Practical's**

Practical's is as important as theory. All the subjects are taught both theoretically and practically however a separate subject content of practical's will be taught showing the students the Sunnah's (practises) of the Prophet (peace and blessings of Allah be upon him) e.g. method of eating, drinking, walking and speaking, method of wudhu, ghusl, Adhaan, salaah, and khutbah.

### **Modern day challenges**

Our Muslim youth suffer from numerous challenges of social, political, ethical, and religious understandings. Therefore, the modern day challenges subject will enable the students to bear and deal with the modern day challenges in the best and right manner and will enable the students to adopt the method of the teachings of Islam in the 21<sup>st</sup> century without violating anyone's rights.

### **Assembly**

Assemblies take place every Monday and Friday morning. A topic for the week is decided and students prepare an assembly for Friday morning which lasts 15 minutes. Throughout the rest of the week, teachers will deliver a five-minute talk or presentation during form time every morning from an Islamic / moralistic perspective, thereby inspiring pupils to become better people and members of the community.



## Examinations, Parents Days & Annual Reports

### Parents Days and Annual Report

Our academic year is split into six terms. We have one set day, midway through the academic year, in which we expect all parents to attend the school and receive feedback and reports from their child's teachers.

### Examinations

Pupils are assessed via six assessments, one at the end of every half term. The main assessment takes place at the end of Term 6, which is the end-of-year exam. These results are then sent out each term and detailed one in the annual school reports. Year 11 pupils will take certain GCSE exams in the summer, the results of which are subject to the release date set by the relevant awarding bodies.

### Parental Queries

Parents who have queries regarding their child's progress may phone in and ask to speak to their child's Form Tutor, who will do any of the following:

- discuss the pupil's progress via ClassDojo or telephone
- carry out a progress check report
- arrange a meeting with the parent/guardian of the pupil

### Punctuality & Good Attendance

For pupils to learn effectively, they must be present at school, and attend all lessons punctually. We therefore expect all our pupils to achieve a high attendance rate; and we do not hesitate in taking pupils off role due to lengthy absences. The local education authorities are also contacted in such circumstances. Unexpected absences are to be on medical grounds only – and although a telephone call explaining the absence is helpful and courteous, a doctor's note is required on the pupil's return to school. Dental and medical appointments are to be made outside school hours; if pupils have no option but to leave for an appointment in school hours, they must inform a member of the administration staff at the beginning of the day with their appointment card/letter at hand. Pupils are expected to refrain from taking extended leave during term time. If this is unavoidable (e.g. in the Hajj season), requests for leave of absence should be made in writing, well in advance of the date; and the form *Application for Extended Holiday Leave* must be completed and returned.

### Activity Week

Towards the end of every academic year when all school examinations are complete, Key Stage 3 students undertake Activity week/s, which is all about creative learning and taking learning outside of the classroom or putting it to practical use. The school organises trips, activities, events and sessions all linked to the school's curriculum which gives the students an opportunity to put their learning into use.

## Learning & Teaching

It is the school's policy for members of the teaching staff to continually improve the quality of teaching, build good relationships with pupils, and to use effective models of teaching. The school will endeavour to ensure that teaching is of high quality and characterised by commitment, mastery of subject and the ability to collaborate with other teachers. In this sense, the school's Islamic ethos has a central role in the teaching and learning process – it is impossible to separate knowledge from moral purpose.

## Daily Routine

The structure of the school day is as follows (Monday to Saturday):

<b>8:00 – 8:15am</b>	Assembly/Registration/Form Time
<b>8:15 – 9:45am</b>	Hifz / Alim
<b>09:45 – 10:00am</b>	Break
<b>10:00 – 11:45am</b>	Hifz / Alim
<b>11:45 – 12:30pm</b>	Lunch
<b>12.30 – 12.35pm</b>	Assembly/Registration/Form Time
<b>12:35 – 1:20pm</b>	Lesson 1
<b>1:20 – 2:05pm</b>	Lesson 2
<b>2:05 – 2:30pm</b>	Prayer time (Zuhr)
<b>2:30 – 3:15pm</b>	Lesson 3
<b>3:15 – 4:00pm</b>	Lesson 4
<b>4:00pm</b>	End of school

The structure of the Extra School day as follows (Saturday):

<b>8:00 – 8:15am</b>	Assembly/Registration/Form Time
<b>8:15 – 9:45am</b>	Hifz / Alim
<b>09:45 – 10:00am</b>	Break
<b>10:00 – 11:00am</b>	Hifz / Alim
<b>11:00 – 11.30pm</b>	Creative & Aesthetic learning (Qiraat & Nasheed)
<b>11.30 – 12.45pm</b>	Physical Education

## **Lunchtime Arrangements**

### **Food orders**

We provide our pupils with hot meals sourced from the school. Fresh fruit is also provided. These meals must be ordered. Alternatively, pupils may bring in a healthy packed lunch; we also recommend a separate provision of fruit and yoghurts, to be consumed at break times. We encourage pupils to bring in bottled water; bottles may be refilled within the school.

### **Tuck shop**

Crisps, cereal bars and juices may be purchased from our tuck shop at break times.

## **General Discipline**

Rochdale Islamic Academy's rules and regulations related to discipline are focused on the safety and well-being of all individuals, their possessions and school property. We expect pupils to be courteous, conscientious and considerate towards others; we also consider honesty, self-control and respect for members of staff as essential qualities. Foul language, bullying, and anti-social behaviour will not be tolerated at any time.

## **Code of Conduct**

One of the basic elements of education is self-discipline. Pupils must learn to differentiate between right and wrong and control their thoughts and actions. To further these objectives, Rochdale Islamic Academy has outlined a 'Code of Conduct' for all prospective pupils.

### **Pupils are expected to:**

- Attend punctually all scheduled responsibilities e.g. Salah, lessons etc.
- Come equipped and well-prepared for the day's activities i.e. with the relevant books, stationery
- Conduct themselves around the building in a safe, sensible manner and show regard for others
- Complete all class work in the manner required
- Hand in homework in the timeframe requested
- Maintain an atmosphere that allows for a working and restful environment
- Behave in a reasonable and polite manner to all staff and pupils
- Follow any reasonable instructions given by members of staff
- Show respect for the feelings, opinions, beliefs and differences of others
- Keep the building and grounds free from litter and graffiti
- Respect school staff, property (equipment, building, and grounds), fellow pupils and their property
- Adopt Islamic codes of dress and conduct
- Follow all school rules and regulations





**The following will not be tolerated:**

- Continued misconduct following reprimand
- Any form of physical or verbal abuse and bullying
- Disrespect towards teachers and members of staff
- Theft, graffiti or vandalism of other people's personal property or school property
- Smoking, alcohol, drugs and solvent abuse
- Bringing in contraband or banned items

**Rewards and Sanctions**

**Rewards system**

At Rochdale Islamic Academy, we recognise the need to praise and reward our pupils for them to continue to develop into well-adjusted individuals. We encourage our staff to praise and compliment pupils for good work and positive behaviour, and reward pupils using their own preferred method(s). Certificates and prizes are awarded annually to pupils for outstanding effort and achievement, excellent attendance and punctuality, success in examinations, sporting endeavour and for services to the school.

**Sanctions**

Although excessive use of sanctions is not considered a favourable characteristic within our school, some element of control is necessary in order to promote feelings of safety and security, and to assist the development of all individuals. The use and oversight of sanctions are scrupulously monitored to ensure policies, procedures and professional standards are maintained and that young people are not being directly or indirectly abused. We also try to ensure to our utmost that senior members of staff manage incidents and issues in an objective and fair manner.

The school has various policies in place that state what expectations we have of the staff and the way they deal with pupils.

We would like to assure you that RIA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. For further details, please see our *Behaviour Policy*. *Parents, guardians and relatives are reminded that RIA does not tolerate abusive or insulting behaviour of any kind towards its staff. In the event of such inappropriate behaviour, the management of the school reserves the right to take relevant action against the offending parent, guardian or relative.*



### Prohibited items

- Mobile phones, cameras, mp3 players, iPods, Walkmans, tape recorders, iPods, or any other devices that may be used to record or photograph others and/or listen to music
- If pupils need mobiles/iPods/mp3 players for the journey to and from school, parents will have to inform us of this, and the students must ensure they hand these devices in reception at the start of the day and collect them at home time. Members of staff may occasionally check these devices to ensure that they do not contain music tracks or inappropriate photographs/videos.
- USB flash drives, CDs, cassettes, or any other storage devices containing music, un-Islamic songs or nasheeds with music in the background
- Newspapers, magazines, novels or any other literature of a non-Islamic nature. *The only exceptions are books borrowed from the school library, non-fiction/reference books used for studying or research.*
- Hazardous substances, e.g. matches, lighters, laser pens, aerosol cans, hat pins etc.
- Correction fluid, permanent markers and any other substances that may be misused.
- Chewing gum and fizzy drinks.
- Possession or use of coloured eye contact lenses, tattoo prints and jewellery.
- Possession of perfumes/perfume oil (excluding Itr)
- Clothing that is tight, see-through, does not conform to the uniform or has been prohibited.
- Knives and weapons, alcohol, illegal drugs, so-called 'legal highs', stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

### Boys Uniform

- **White hat** – No decorations, embellishments, patterns or embroidery
- **White jubbah**
- **White/grey shalwar** – no jeans and trousers
- **Black cardigan** – No hoods of any kind may be worn indoors
- **Footwear** – Black socks and school shoes only. No trainers, sandals, flip flops etc

### Boys PE Uniform

- Pair of trainers
- Jogging or tracksuit bottoms (loose fitting)
- Full sleeved top (should be loose and reach mid-thigh)
- Showering and changing facilities are available, so students can bring a change of clothing on their PE day.
- The school cardigan is available for purchase from the school.
- School uniform, PE uniform and Footwear in both instances must be purchased individually.



### **School Equipment**

- Pupils must bring with them a school bag, scientific calculator and geometry set and basic stationery. The school will provide exercise books and textbooks. For certain subjects, textbooks may need to be bought, of which you will be informed beforehand.
- Students are expected to bring in their full PE kit.
- Each student will be given a locker when they start and will keep this locker until they leave. They can leave their bags in the lockers during break and lunch as classrooms will be locked at those times.
- *If you wish to make a complaint, please follow the Complaints Procedure, which is available upon request.*

### **Admission procedures**

- If you have been through our prospectus and you would like to enrol at Rochdale Islamic Academy, all you need to do is complete the application form and send to us with the necessary documentation.
- After we receive your application, it will be processed by the Admin staff; if the documentation is deemed satisfactory, the applicant will be called in for an interview, either by phone or by letter.
- You will be notified if your application for admission is successful in due course.
- If this is the case, you may then be given further information regarding fees, admission date, holidays and term dates etc.
- We make every effort to ensure every child has a fair application process. We will make every effort and use all available resources to meet individual needs including special education needs (SEN) and English as an additional language (EAL).

### **Entrance exam**

- Applicants must complete an entrance exam to meet academic requirements. The entrance exam consists of 3 units; English, Maths and Nazara. Applicants must obtain at least 60% in each unit to be accepted by the school. If an applicant does not meet the target, they will be allowed to re-sit the unit later in the year.
- All applicants will be asked to provide a copy of their most recent school report and a copy of public examination grades attained. We reserve the right to make direct contact with any educational establishment to request a confidential report on academic progress to date, involvement in the extra-curricular and general behavioural standards.
- We have the right to expect full disclosure of any learning support, equipment, medical condition/disability (which could require specialist treatment) and any behavioural or disciplinary issues known to parents at the point of application and thereafter.

**Please bear in mind that it is difficult to take in Year 11 Pupils.**



**And finally, ...**

Staff members are trained in basic First Aid, Fire Safety and Child Protection. Parents should be aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff will have no alternative but to follow the Local Authority Child Protection Procedures and take necessary action.

**Policies available upon request**

- Admission Policy (can be found at the back of the Application Form)
- Anti-Bullying Policy
- Behaviour Policy
- Child Protection Policy
- Complaints Procedure (Inc. the number and details of formal complaints made against the school in the past year)
- Curriculum Policies
- Disability Discrimination Policy
- Equal Opportunities Policy
- Examination Policy
- Fire Safety Policy
- First Aid Policy
- Gifted and Talented Policy
- Health Promotion Policy
- Internal Appeals Procedure (for GCSEs)
- Off-Site Visits Policy
- Pupil Attendance Policy
- Special Needs Policy

## Get in Touch

### Location

36 Taylor St,  
Rochdale OL12 0HX

Email: [info@riab.org.uk](mailto:info@riab.org.uk)

Phone: 01706 347344

Mobile: 07493328778

### Social media:



@RIA\_4\_Boys



@Rochdaleislamicacademyforboys



Rochdale Islamic Academy for Boys

[www.riab.org.uk](http://www.riab.org.uk)