



STUDENT & PARENT MANUAL



This booklet has been created to familiarize our students and their parents with madrasah policies through clear explanations. It contains essential information crucial for the students' utmost success. We encourage you to thoroughly read and retain this booklet as a valuable reference throughout the year.

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Vision & Mission

Our intention at DQI is to

- Develop a strong consciousness of Allah Ta'aalah.
- Develop an intense love for Nabi Muhammad SAW & his family that will inspire our students to wholeheartedly adopt and practice the sunnah.
- Improve the recitation of the Qur'an.
- Memorization of the Qur'an
- Improve learner's Qur'anic knowledge as well as deepen their connection to it.
- Integrate academic education from a Qur'anic perspective, fostering a holistic approach to learning.

Darul Qur'an Education Offering & Registration

HOMESCHOOL REGISTRATION

As part of our administrative requirements, all learners of *Darul Qur'an Institute* are to be registered as homeschoolers, in accordance with the Department of Education's guidelines. This ensures that each child's learning is recognized and remains compliant with educational standards, in sha'Allah.

Registration Procedure:

1. Visit the official **Department of Education** website for your province.
 - For the Eastern Cape, the application form can be accessed here:
[🔗 Eastern Cape DOE – Application for Home Schooling Learner](#)
 - **If the link does not open:** try visiting the Eastern Cape DOE website and navigate to *Parents* → *Home Education* (the application form is listed there), or contact the ECDoE Customer Care for assistance: **080 1212 570** / customercarecentre@ecdoe.gov.za.
[ECDOE](#)
2. Complete the **Homeschool Registration Form** online.

3. Submit the required supporting documents:
 - Copy of the learner's birth certificate
 - Copy of parent/guardian ID
 - Proof of residence
 - Previous academic report (if applicable)
4. Once registration is approved, kindly forward a copy of the **approval letter** to the *Darul Qur'an Institute* admin office for our records.

For current DQI learners:

Students who are already enrolled at *Darul Qur'an Institute* may request a **DQI Report Card** to assist with the homeschooling registration process.

All report cards will be **certified by the Institute in bulk** before distribution to parents, in sha'Allah, to ensure ease, accuracy, and uniformity.

Additional Support:

To assist parents with the homeschool registration process, *DQI* will provide a **timetable breakdown** outlining our daily learning schedule and subjects covered. This can be submitted alongside the registration documents to the Department of Education, in sha'Allah.

Should you require any assistance during the registration process, our admin team will gladly assist, bi'iethnie Allah.

TARBIYAH CLASS

This is our Grade RR & R Hifdh, Academia & Islamia program, where little hearts grow in knowledge & Adab.

QUR'AN ELEMENTARY (GIRLS)

This is our Grade 1-7 class which consists of Hifdh, Academia & Islamia. Our goal is to provide a solid academic & Islamic education up to **Grade 7**. After that, students will transition into the full-time Hifdh program.

If you wish for your daughter to continue her schooling after Grade 7, she may either:

- Enroll with HabTech alongside her Hifdh, or

- Take selected academic subjects in addition to Hifdh.

All of this will be facilitated at our institute under the supervision of our Academic Teacher.

- ✦ Parents who wish to use an alternative online platform must first contact the school for approval and guidance.

QUR'AN ELEMENTARY (BOYS)

We can only accommodate male learners up to **Grade 3**. Thereafter, they will have the option to register into Nasruddin Islamic Schools hifdh program or Madrasah Ibn Abbaas starting from Grade 4. If they wish to concentrate exclusively on hifdh, they may apply at Madrasah Tahfeethil Quraan.

We cannot assure acceptance at these institutes. Admission is contingent upon the approval of all assessors involved in the evaluation process. While we have confidence in the student's Quranic tajweed skills, final acceptance may be influenced by their school performance and behavior, among other factors.

We appreciate you're understanding and hope to provide the best educational experience during their time at DQI.

HIFDH

Full-Time: Intensive program focused on completing Qur'an memorization with daily revision.

Part-Time: Flexible program designed for students balancing school or other commitments while progressing in memorization.

MAKTAB

A class welcoming school-going students to engage in our program, featuring a curriculum that extends beyond the customary maktab syllabus for added benefits.

QUR'AN FOUNDATION (LEVEL ONE)

A class designed especially for busy women, utilizing Muallimah Fatima Abrahams module, teaching women to recite the noble Qur'an independently in a short space of time.

QUR'AN FOUNDATION (LEVEL TWO)

After completing Level 1, students join this constantly evolving class that uses progressive methods to deepen Tajweed skills and build fluency in Qur'an recitation.

❖ If you possess prior experience in Tajweed or have previously undertaken hifdh, you can arrange an assessment with us to determine the most suitable class for your level.

TAFSIR PROGRAM

An introductory course covering the translation and explanation of selected Suwar from the Noble Qur'an.

TAZKIYAH

Tazkiyatun Nafs, refers to the purification of one's soul and inner self. It is essential for every Muslim because it helps us achieve spiritual growth and closeness to Allah SWT. By purifying our hearts and intentions, we can lead a life of righteousness, empathy, and self-control, aligning our actions with Islamic values. Tazkiyatun-Nafs is a continuous process of self-improvement, which brings about inner peace and a stronger connection to Allah SWT

Age	Grade & Class	Course Overview
4 – 6	Tarbiyah Class Gr RR & R	Qur'an Hifdh Islamic Studies – Bright stars series Tazkiyah – Ghazali series & Personal Mastery Academics – CAPS Curriculum
7 - 12	Qur'an Elementary Gr 1 - 7	Hifdh Tajweed Islamic Studies – Safar series, Primary Ilm Arabic Tazkiyah – Ghazali, Personal Mastery, Queen of my heart, Connecting to the names of Allah Academics – CAPS Curriculum Maths, English, Afirkaans, Natural Science
10+	Hifdh – Full Time	Hifdh Tajweed Tazkiyah – Good manners of the seeker/ The book of assistance Tafsir – Juz 30, 29 and selected Suwar
6+	Maktab Gr R and above	Qur'an/Towards reading Qur'an Hifdh Tajweed Duas & Practicals Islamic Studies – Safar series Tazkiyah- Ghazali, Queen of my heart, Connecting to the names of Allah
13+	Tafsir Program	Verse Translation Surah Explanation Arabic Vocabulary
13+	Qur'an Foundation Level One	Beginners Guide to Quranic recitation module Makhaarij & Tajweed Individual recitation
13+	Qur'an Foundation Level Two	Makhaarij & Tajweed theory & application Individual Qur'anic recitation with Maqamat

Admissions Policy

1. The meaning of Parent or Guardian is defined in the SA Schools Act (Act 84, 1996).
2. Any false or incorrect information submitted during this application process may result in your online application being rejected.
3. A routine check will be conducted at your child's previous school, if applicable.
4. DQI cannot guarantee placements for the application year.
5. This online application is subject to the school exercising and applying the admissions policy.
6. DQI admissions makes the final decision whether the application is successful or not.
7. Please remember to click on SUBMIT at the end of your application form.

Admissions Process

1. Before you submit your application, make sure to **carefully peruse this manual**.
2. Apply: To initiate the application process for your desired class, please access our website and obtain the appropriate form.
3. DQI Assessment – Oct 2025. DQI will assesses the application.
(Note that we have limited spaces available.)
4. Parent Interview – Oct 2025: DQI will invite parents where there is space available to a parent interview.
5. DQI will send out emails of unsuccessful applications where there are no spaces available.
6. Learner assessment- Oct 2025: DQI conducts a learner assessment. Learners from Grade RR-1 are requested to join the institute for three days to 1 week.
7. Application outcome – October 2025: DQI communicates the application outcome to parents. Successful applicants are sent an offer of placement.

8. Addition to waiting list: DQI will add applicants that were not successful due to space constraints to the waiting list. This waiting list will expire at the end of the academic year. Parents will need to reapply each year to DQI.

DQI Probation Period

Darul Qur'an Institute (DQI) operates on the basis of shared values between the school and home environments. Here's a description of the parental role:

At DQI, all new students are admitted on a **one-year probationary basis**. During this time, parents have the opportunity to evaluate whether DQI is a suitable learning environment for their child, and DQI assesses the compatibility of the student and parents within the DQI community. If any concerns arise from DQI during the probationary year, we will communicate these concerns to parents throughout the year before making a final decision regarding the probation outcome.

Parent Role at DQI

Parent Home-Environment Agreement

A Darul Qur'an home is one where:

- Salaah is observed visibly, regularly, and preferably in congregation when possible.
- The love for Allah, the Messenger (SAW), the Quran, and Islam is cultivated in children through consistent discussions and actions.
- Communication is characterized by warmth and beauty, devoid of profanities, anger, and aggression.
- Children feel loved, listened to, and supported.
- The environment is free from excessive music and media consumption.
- Materialism and the pursuit of status symbols through brands are not emphasized.
- Dress, behavior, and interactions are modest and respectful.

- Children are protected from unnecessary stress, adult concerns, and transferred anxiety.
- Screen time is controlled in accordance with our **technology policy**

Parent Islamic & Academic Agreement

The time allocated to DQI learners is divided into three categories:

1. HIFDH
2. ISLAMIC STUDIES
3. ACADEMIC SUBJECTS

It is crucial that we adopt a collaborative approach with parents in their children's development. We **expect full participation from all DQI parents**, encompassing various aspects, such as:

- Compulsory attendance to all school meetings and programs.
- Commitment to daily learning tasks.
- Maintaining organization of learner's learning material at home.
- Supporting learners to complete class projects.
- Seeking professional intervention if required.
- Respond timeously to all communication.
- Keep the lines of communication open.

Parents that are not actively involved in their child's development will not suit the DQI environment.

- ✚ **It is mandatory for every parent to download the Khulasah app, as many of our duas that we will be reciting are from the khulasah. It is a valuable resource for incorporating beautiful athkaar into your family's daily routine. Begin by introducing one set of athkaar, so as not to overwhelm anyone and recite them with your children after each salaah. This serves as a motivating practice to perform salaah in jamaa'ah even if it is only one or two salaah's.**
<https://play.google.com/store/apps/details?id=com.app.khulasa>

DQI Fee Structure 2026

Bank: First National Bank
 Account Name: Darul Quran Institute
 Account type: Cheque Account
 Account number: **63020423727**
 Branch code: 250 655
 Reference: Name + Surname of **learner**

Class	Registration (Once off fee)	Monthly fee (12 Months)
TARBIYAH – GR. RR	R450	R1300
TARBIYAH – GR. R	R450	R1400
QUR'AN ELEMENTARY GR 1 - 7	R450	R1950
HIFDH – FULL DAY	R450	R1000
HIFDH – HALF DAY	R450	R600
HIFDH – PART TIME	R200	R300
MAKTAB	R200	R250
BASIC TAFSIR & TAZKIYAH	R200	R350
QUR'AN FOUNDATION LEVEL ONE	R200	R300
QUR'AN FOUNDATION LEVEL TWO	R200	R400

- Students enrolling in multiple courses will receive a fee discount. For details, contact the institute's WhatsApp line.
- Upon approval of the application, a non-refundable application fee is due to secure a position, along with a deposit equivalent to one month's Madrasah fee, which will be deducted from the fees account
- Returning students will only pay a deposit of one month's fee which will be deducted from the fees account.

Fee Structure Info

DQI relies solely on its fees as the primary source of income, and these fees are structured to cover operational costs. After conducting a comparative analysis, it's evident that DQI's pricing is lower than that of other institutes that offer a comprehensive educational experience. While this cost advantage benefits families, it does create financial challenges for the institute. Therefore, we kindly ask parents to consider supporting the institute's development projects to help alleviate this financial pressure. Your support is greatly appreciated.

1. Financial Aid

At DQI we welcome every student, regardless of their financial situation. We're grateful to announce that the ***Olive Wreath Foundation*** has graciously offered to support students facing financial challenges. To request assistance, kindly contact our office.

2. Debit Order / Scheduled EFT

It is mandatory for all parents to set up a debit order or scheduled eft for monthly fee payments. DQI will **not accept cash** except for payments unrelated to the madrasah monthly fees.

3. Registration fees

Registration fees are applicable to NEW DQI students only, serving to cover expenses related to classroom setup, annual classroom maintenance and various operational costs.

4. Textbooks, Workbooks, Stationery and Learning material

A booklist & stationary list will be provided for parents to purchase. It is mandatory for students to have all their stationary, textbooks & workbooks labelled & at school on the **first day**.

N.B: STUDENTS WHO DO NOT HAVE THE NECESSARY BOOKS ON THE FIRST DAY WILL NOT BE ALLOWED INTO THE CLASSROOM.

Disclaimer: Darul Qur'an Institute and its staff will not be held responsible for any lost or misplaced books or stationery. Students are encouraged to keep track of their belongings and ensure their safe return.

5. Quarterly Contribution

To support the operational needs of the school, we kindly ask each household to make a quarterly contribution as follows:

- 1 pack of toilet paper (12 rolls of a decent brand)
- 2 boxes of tissues
- 1 ream of paper per quarter (or 4 reams annually)

You will be notified via the group WhatsApp of any time changes.

The **term dates** will approximately coincide with the ECED calendar, taking into consideration Islamic events and holidays.

Madrasah Fee Policy

- Madrasah fees are expected to reflect on your preferred date that you have selected
- Withdrawal from Madrasah requires a month's written notice, or a month's fees will be charged in lieu of notice.
- No fee refund is applicable for learners absent for all or part of a term.
- Any deviation from the provided payment options must receive approval from the institute.
- Madrasah fees must be settled from **January to December**.
- The institute reserves the right to de-register learners if parents breach their contract or DQI code of conduct.

Re-registration criteria will be based on the following

- Parental Co-operation
- Timeous payments
- Attendance of the learner
- Learner's discipline & behavior

After-school Extracurricular Sunnah Activities

We encourage students to engage in extracurricular activities such as archery, horse riding and swimming after school to promote sunnah sports. Contact information can be found on the website.

School Lunches

At DQI, we maintain a **no-sugar policy**. Please ensure that students refrain from bringing the following items to Madrasah:

- Carbonated beverages or concentrated juices
 - Nutella or any chocolate spreads on bread
 - Sweet-treats such as cakes or candies
 - Snack items like crisps etc.
-
- Kindly provide a packed, wholesome lunch for your child daily, unless we inform you otherwise. We have facilities at Madrasah to heat food during lunchtime.
 - In addition, we request that each child brings a fruit or salad item to be shared among all learners during snack time.
 - Please ensure that school lunchboxes and bottles are **clearly labelled**.
 - Each student should bring a water bottle daily.
 - If parents wish to provide cupcakes or cake for their child's birthday, we welcome this gesture but will ensure that the child take the treats home to enjoy rather than consuming them at school.
 - As Friday is a special day, a sweet treat will be allowed only on this day.

Dress Code

All students must wear the prescribed uniform that can be purchased at the institute consisting of:

- Plain black abaya.
- Pink madrasah scarf / burqah.
- Black socks

This dress code promotes a sense of belonging, unity amongst classmates, and encourages neatness.

Important:

In addition to the above, we kindly request that **learners dress in modest, casual attire beneath their abayas**. This practice helps instill the habit of dressing correctly and Islamically, even outside the abaya. Since abayas will be removed once learners are at school, the clothing worn underneath should also reflect neatness and modesty.

Learners should adhere to the following guidelines regarding dress code:

- Clothing must be comfortable and appropriate for a learner to wear while playing.
- Please refrain from allowing your child to wear clothing with Television/Disney characters. We kindly ask parents to recognize that our students are in the process of developing into young adults. We would appreciate it if, instead of girls wearing tights and T-shirts, they could opt for trousers and long-sleeved shirts. However, this choice remains at the discretion of parents.
- It is essential for students to arrive at school in their complete uniforms. While they may not wear them throughout the day, we encourage them to do so when it's suitable.
- On Fridays, children are welcome to wear special attire.
- During summer, a sunhat is necessary, and in winter, waterproof boots are recommended.

Cell phones and electronic devices

Learners are **NOT** allowed to have access to cellphones during madrasah hours. The school will not be held liable for the loss of any cell phone.

Class Days & Times for 2025

Class & Grade TARBIYAH	Days	Earliest Drop Off	School Starts	School Ends	Latest Pick-Up
Grade RR	MON-THURS	7:15 AM	7:45 AM	12:30 PM	12:45 PM
Grade R	MON-THURS	7:15 AM	7:45 AM	12:30 PM	12:45 PM
QUR'AN ELEMENTARY	FRIDAYS	HIFDH & GRADE 4-7 GRADE RR - 3	7:00 AM 7:30 AM	ALL GRADES DISMISSAL – 11:30 AM	
Grade 1 - 3	MON-THURS	7:15 AM	7:45 AM	14:00 PM	14:15 PM
Grade 4 – 7	MON-THURS	7:15 AM	7:30 AM	15:00 PM	15:15 PM
HIFDH	MON-THURS	7:15 AM	7:45 AM	14:00 PM	14:15 PM
MAKTAB	MON-THURS	14:45 PM	15:00 PM	17:00 PM	17:15 PM
QURAN FOUNDATION Level One	MONDAY EVENINGS	18:00 – 19:00PM		ONLINE OPTION	
QURAN FOUNDATION Level Two	TUESDAY EVENINGS	18:00 – 19:00PM		ONLINE OPTION	
TAFSIR & TAZKIYAH PROGRAM	TUESDAY	18:00 – 19:00PM		ONLINE OPTION	
PERSONAL MASTERY	THURSDAY	18:00 – 19:00PM		ONLINE OPTION	

N.B TIMES ARE SUBJECT TO CHANGE. YOU WILL BE NOTIFIED IN YOUR RESPECTIVE GROUP.

Correspondence

The school views parent communication as crucial for success and has established effective channels for it. To ensure ongoing communication between the school and parents, teachers will oversee a dedicated Whats'app class group for important updates. Parents are encouraged to regularly check this group for correspondence

Parent meetings - Parents are expected to attend general parent meetings and avail themselves for individual meetings with Ustadhat when requested.

Appointments:

Parents who wish to schedule a meeting with a staff member can do so by arranging an appointment through the institute's provided contact number.

Contact details

Office hours: 7.00 am – 17:30 pm

Darul Qur'an Institute: +27 66 398 6935

Emergency contact after hours:

Ust. Razeena Nackerdien Cell: +27 82 678 6834

Attendance and absence

- Learners' attendance is crucial for the effective retention of their muraaia'ah (revision) and to ensure consistent and proper subject teaching.
- No learner is permitted to be absent without a valid excuse.
- It is the responsibility of parents to communicate any valid excuse to the teachers.
- If there is a need to take learners out of school for an extended period, then parents should consult with the principal. Permission for such absences will be granted at the discretion of the principal.
- A learner who is sick or in a contagious condition should refrain from attending madrasah.

- Prior to or on the day of their return to madrasah, learners must provide absence notifications via phone call, WhatsApp, or their diary.
- If a learner is absent for two or more consecutive days due to medical reasons, they must furnish a medical certificate upon their return.
- In the event of missing an assessment during this time, they will be permitted to make it up only with a valid medical report or an excusal letter.
- Students should have a **haidh kit** on hand, especially as their haidh time approaches. This kit should include spare underwear, pants, sanitary wipes, and pain relief medication. With access to advanced medication, missing school due to cramps is no longer necessary unless the pain is severe or incapacitating.
- We will make accommodation for one sport activity if it is genuinely required. (maktab)

Medical appointments

No medical or dental appointments should be made during school hours unless they are specialist appointments where parents have no control over date and time.

Late arrival & Early departure

If a learner is late for madrasah on a particular day or has to leave early, a whats'app text or note explaining the reason must be written in their diary.

Late Pick up Policy

Please ensure children are collected on time, as staff cannot supervise after hours.

If you will be late due to an emergency, please contact the school as soon as possible.

- 1st & 2nd time: Gentle reminder and signature in the Late Pickup Log.
- 3rd time: Meeting with the principal to discuss solutions and create a plan.

If lateness continues: Continued late pickups may require a review of enrolment to ensure the child's safety and well-being.

Emergencies

The school will reach out to parents or guardians in case of any child-related emergencies. To facilitate this, it is essential for the madrasah to have up-to-date contact information for parents. Responsibility for notifying the school of any contact detail changes rests with the parents.

Learners Guidelines for Proper Behavior at Madrasah

The rules are designed to provide a secure and safe environment that is conducive to conducting quality teaching, learning and character development guided by Islamic and moral values and principles. Practicing Islamic values and ethos take precedence at the madrasah, therefore any inappropriate behavior will not be tolerated or allowed.

Learners protect themselves and others

It's important for learners to behave respectfully at the madrasah and after, reflecting the qualities of a good Muslimah.

Respect of property and safety of learners

- Class order and cleanliness are the learner's responsibility. The learners must ensure that classes and desks are neat and tidy during and at the end of the madrasah day.
- Learners may not shout on madrasah premises or run inside the madrasah building.
- Learners will assist in maintaining a healthy, litter free environment.
- Learners may not climb trees, fences, gates or walls.
- Learners must respect the property of others. Nothing will be borrowed or taken without the consent of the owner.
- Permission to display or distribute notices / posters must be obtained by the principal.
- The school shall not be held liable for any money or valuables that goes missing on the madrasah property.
- Learners are not permitted to do any type of trading at the institute.

Classroom behavior

All learners are expected:

- To complete their Sabaq, Muraaja`ah and school homework at home.
- To ensure timely preparation by arriving punctually in the classroom, having the required books and stationery ready to avoid wasting time.
- It's essential to listen attentively to the teacher, engage in note-taking and active participation during classroom activities.
- Leaving the classroom should only occur with the teacher's permission.
- Learners are expected to stay until the teacher signals the end.

In order to achieve a classroom environment characterized by high-quality education:

- Learners are expected to be kind and respectful at all times.
- A learner without books or stationery is **NOT** acceptable.
- If a learner continues to fail to have the necessary books or equipment, this will be considered as a lack of respect to the rules of the madrasah and the learner will face disciplinary procedure.
- In all activities learners are expected to act as worthy ambassadors of the madrasah.

Examination and assessments

Ustadhat will administer a range of assessment activities as required or prescribed. Learners will undergo assessments at the conclusion of the first and third terms, along with comprehensive exams at the close of the second and fourth terms. Additionally, there will be supplementary assessment methods, including class tests, oral presentations, and assignments.

Our Code of Conduct for Interacting with Children

Darul Qur'an Institute supports the rights of children and is committed to providing a standard of service which ensures their safety and wellbeing.

As such, Darul Qur'an Institute understands the importance of ensuring that all staff, parents and carers as well as the children themselves understand the types of behaviors that are expected of them whilst on Darul Qur'an Institute's premises or an activity associated with Darul Qur'an Institute. This document sets out the various codes of conduct applicable to these groups.

Standards of Appropriate Behavior

Staff

Conduct applies to all paid staff, students etc. It also includes all family members and other professionals who come onto our premises.

Staff agree to:

- ❖ Conduct themselves in a calm and positive manner and use appropriate language ie no swearing, derogatory terms or sexual jokes/innuendos.
- ❖ Welcome, acknowledge and farewell each child and family daily where possible.
- ❖ Value and support family interactions and participation
- ❖ Promote positive behavior management, by assisting children to develop self-control and learn methods of resolving conflicts.
- ❖ Put away all cell phones/devices during office hours in order to give the children their undivided attention.
- ❖ Respect and keep the confidentiality of all children and families attending Darul Qur'an Institute.
- ❖ Be honest, open and respect the values, beliefs and perspective of others.
- ❖ Make sensitive decisions about what to do and how to respond to each child.
- ❖ Be respectful and equitable to all children.
- ❖ Use words, facial expressions, touch and closeness sensitively.
- ❖ Listen sensitively and deeply to all children and respond with genuine warmth and interest.
- ❖ Respect children's need for personal space.
- ❖ Talk with children rather than at them.
- ❖ Adapt a range of teaching strategies that are responsive to different children in different contexts.

Staff Duties

- To care for the children unconditionally
- Greet each child as they enter the classroom
- Guide each child through the early routine of unpacking backpacks
- Console/Comfort any crying or upset children
- Provide activities for the children upon arrival
- Never leave children unattended in a classroom
- Ensure all worksheets and activities are ready a day in advance
- Toilet time must be supervised
- Follow daily routines and work as a team
- Never leave children unattended on the playground
- To properly communicate school correspondence to the parents
- Professional telephone manners
- Treat visitors and parents in a polite and courteous manner

Parents and Carers

This Code of Conduct applies to all parents and carers of children attending, Darul Qur'an Institute including extended family members, friends, day care providers etc. who drop off or pick up children from Darul Qur'an Institute's premises, or who attend events organized by Darul Qur'an Institute.

Parents/carers agree to:

- Support all efforts to prevent any form of abuse at Darul Qur'an Institute and encourage a child safe and child friendly environment.
- Abide by any procedures or codes adopted by the center. Our code of practice ensures that high standards are sought and expected and reinforce the ideals of the community.
- Behave in a respectful and courteous manner that sets a good example for the children in the center.
- To use appropriate language ie no swearing, derogatory terms or sexual jokes/innuendos

- Show respect for the decisions of all staff and management committee members and guide my children to do likewise.
- Respect the rights, dignity and worth of every person and family regardless of gender, ability and cultural background.

N.B As a tarbiyah institute, we take behavior seriously. Any concerns should be addressed by making an appointment with the institute. We will not tolerate parents who disregard these guidelines, show disrespect, threaten staff members or engage in behavior that negatively impacts the perception of the Ustadhat or the institute. Such actions may jeopardize your child's continued enrollment.

Children

This Code of Conduct applies to all children attending Darul Qur'an Institute premises or who attend events organized by Darul Qur'an Institute, including siblings and friends.

Children will be supported and guided by Darul Qur'an Institute staff to conduct themselves in the following manner:

- To respect themselves and others
- To use language to express themselves and communicate their wants and needs as appropriate to their level of development
- To care for their environment and equipment as well as the belongings of others
- To co-operate and follow the agreed classroom rules
- Resolve conflict in a peaceful manner
- To follow the directions and instructions of staff
- It is acknowledged that each classroom teacher will develop, in consultation with their children, rules specific to their classroom which are to be in keeping with the above Code of Conduct for Children and Darul Qur'an Institute.

Discipline Procedures and Policies

An essential aspect of the madrasah experience is assisting children in acquiring the skills to interact effectively in the world, derive joy from socializing with peers, and adhere to the guidance of an adult figure other than their parent. We prioritize a compassionate and constructive approach when addressing the children's behavior, consistently reinforcing positive conduct. Our objective is to nurture self-control and instill a sense of responsibility for their actions in the children.

Grade R & RR discipline procedures will consist of the following strategies:

1. Encouraging children to use their words when having a disagreement with another child, facilitating children in their attempts to settle their own disputes.
2. Redirecting behavior when this seems potentially effective.
3. Separating a child from the group (Time-Out) – One Minute away for each year of age.
4. Counseling children individually about their behaviors.
5. Making parents aware of disciplinary concerns (Incident Report)
6. Meeting with Ustadha and Principal to discuss the way forward.

Grade 1 – 7 ,Maktab & Hifdh discipline procedures, especially for unwarranted absenteeism without a valid excuse:

1. Verbal Warning – Children will first be guided and counseled to correct their behavior.
2. Written Note to Parents – A letter/note will be sent home informing parents of the concern.
3. Three Strikes = Detention – After 3 recorded warnings for the same or multiple issues, a second letter will be sent home informing parents that the learner will receive detention.
4. Meeting with Ustadha and Principal – If the behavior continues after detention, a meeting will be arranged with the parents to discuss the way forward.
5. Suspension– In cases where the matter is still unresolved, suspension may be enforced until further notice.

Disruptive Conduct

Such conduct hinders the full potential of the madrasah program and will lead to repercussions.

The following behaviors are considered disruptive:

- Requires constant attention from the staff
- Inflicts physical or emotional harm on other children, adults or self
- Disrespects people and materials provided
- Consistently disobeys the rules of the classroom
- Verbally threatens other students and/or staff
- Uses verbal or physical activity that diverts attention away from the group of, children.

Discipline Procedures for disruptive behavior

1. Disruptive behavior will be documented in an incident report, detailing any inappropriate actions that directly affect other students, staff, or the entire group. This report will be shared with parents, outlining the behavior's impact and how the situation was resolved. The incident report will be placed in the child's diary to be taken home, signed, and returned the following day to the teacher. Please note that the parent or guardian's response will also be recorded.
2. If a child struggles with recurrent behavior issues, parents will be requested to meet with the child's Ustadha and the Principal.
3. If the institute has tried all possible methods to help the child without success, professional intervention will be necessary.
4. If the child's disruptive and unsafe behavior persists, it may be necessary to temporarily send the child home or, in extreme cases, remove them from the institute.

Health And Safety

- Ensure medicine register is filled in the diary and correct and only give medicine if permitted to do so.
- Provide adequate first aid treatment when needed
- Record any injuries or incidents that required treatment in the incident book and in the child's communication book.
- Report any contagious illness to the principal.
- Be observant and safety conscious at all times.

Prohibited

- No staff member may discuss any child, parent or co-worker with anyone
- Do not discuss any confidential school information to anyone
- Do not use the telephone for personal reasons or receive extended calls
- Do not discipline children by withholding food, hitting, degrading, threatening or screaming
- Do not violate any of the rules and regulations or policies that govern the school.
- Do not make any decision regarding the care of a child without consulting the principal
- No racism remarks or accusations. Children at Darul Qur'an will learn the principles of proper conduct in accordance to the Qur'an and Sunnah and will be guided to embrace self-discipline with the help of adults who impart these values.

Darul Qur'an Technology Policy

Introduction

The Darul Quran Institute derives its guidance and policies from the exemplary character of Prophet Muhammad (saw), with the primary aim of nurturing this prophetic character in our students. Achieving this goal involves a two-fold approach

1. Eliminating negativity from the senses, which shape one's thoughts, actions, heart and mind
2. Adornment of the character through a positive educational experience.

Following the Prophetic guidance, we recognize that the senses, particularly the eyes, ears, and tongue, serve as gateways to the heart. Allowing students to consume harmful content is tantamount to exposing them to spiritual poison that can have enduring and profound consequences on their well-being. Spiritual harm can be more enduring than physical injury, making it crucial to safeguard young hearts from such toxicity. The situation worsens when students are exposed regularly to this spiritual poison, as it can accumulate over time.

DQI requires parents to be on the same path as the school by creating a healthy and wholesome environment at home.

To ensure alignment between parents and Darul Quran Institute in creating a nurturing environment, we have implemented a technology policy. This policy ensures that both parents and DQI share a common understanding of the measures required to protect and foster the spiritual well-being of our students. Our experience at DQI is that there is a consistent and direct link between behavioral challenges, academic challenges and technology over exposure. Adherence to this technology policy will be monitored through regular technology surveys with learners. **Parents who consistently fail to implement the technology policy after multiple engagements by DQI will not be accepted for reregistration at the end of the academic year.**

A DQI Home

DQI recognizes and respects the unique nature of each family's journey. Nonetheless, there are specific essential qualities that DQI values as beneficial for fostering the healthy development of learners. These attributes ensure that both the school and the home are aligned and working together harmoniously. In this context, we consider the ideal home for a DQI student as previously outlined in the *"Parent role at DQI"* section.

DQI view on technology

DQI acknowledges technology as a two-sided tool. We embrace its potential for enhancing education and equipping individuals with valuable technical skills to thrive in a rapidly evolving world. We endorse its use in educational support and fostering abilities like programming, robotics, and design, which we aim to incorporate into our curriculum in future in shaa Allah.

However, our primary concern lies in the misuse of technology for harmful entertainment purposes. This includes inappropriate movies, series, games, and social media content. Our media policy is designed to address the issue of excessive exposure to detrimental content.

Technology management requirements from parents

1. Device Ownership

- Learners at Darul Quran Institute who are under the age of 12 are not permitted to possess individual devices referred to as "their own phone or tablet." Devices intended for use under specific conditions and time management should be designated as "family devices." This policy is aimed at challenging the norm of children owning personal devices.
- All DQI learners, up to and including those aged 15, are prohibited from owning or using devices such as phones, tablets, or smart TVs that lack parental controls or constant direct monitoring.
- These device regulations encompass cell phones, tablets, computers, smart TVs, and gaming consoles.

2. Device setup

- To prevent learners from using devices owned by parents or older siblings, all adult devices must employ either password or biometric access control. These access credentials should remain confidential and undergo regular updates.
- Devices used by learners without parental controls must be subject to continuous monitoring, achieved through:
 - Placing a large screen in a common area.
 - Ensuring learners are consistently positioned where parents can oversee the screen.
 - Prohibiting the use of open devices in bedrooms or private spaces.
- For devices utilized by learners in their personal spaces without continuous supervision, parental control software must be installed to restrict access to content outlined in this policy. Examples of such software include Google FamilyLink, Kaspersky Safe Kids, or Qustodio family portal.
- We insist that technology usage, encompassing smart TVs, computers, tablets, and phones, be relocated to visible, communal areas.

3. Appropriate content

- Children aged 15 and under are prohibited from utilizing social media platforms such as Facebook, Instagram, TikTok, and Snapchat due to the unfiltered nature of these spaces, which pose various potential risks.
- Access to YouTube should be subject to stringent monitoring, and learners are encouraged to utilize YouTube Kids as an alternative.
- Close monitoring of WhatsApp accounts for learners is imperative.
- Learners are restricted from accessing:
 - Inappropriate movies, series, and games.
 - Content in games, series, and movies that contain immoral elements such as explicit sexuality, violence, materialism, or anything contrary to Islamic principles. This includes graphic first-person shooter games and those that glorify crime or feature explicit sexual content.
- Parents should maintain full access to all devices used by learners and conduct regular inspections

4. Screen-time limits

- We suggest that learners refrain from using screens for entertainment purposes on weekdays and instead focus on educational and skill-building technology.
- If parents find it challenging to implement a complete weekly technology detox, then screen time for entertainment should be restricted to a maximum of 60 minutes per day.
- After 7pm, no one should use or possess electronic devices; all devices should be surrendered to parents.
- Laptops, computers, and devices should not be kept in children's bedrooms and should be used in common areas.
- On weekends, we recommend limiting screen time for entertainment to two hours, with a total weekly limit not exceeding 5 hours.
- It's important to monitor, regulate, and enforce screen time and content exposure when children visit cousins, friends, or family members' homes.

5. Safe search engines, browsers, and video platforms

- Utilize only child-friendly search engines like Kiddle and KidRex, avoiding Google Chrome or its equivalents. Refer to <https://www.goguardian.com/blog/kidsafebrowser-web-filtering> for a list of safe browsers for kids.
- Family Link empowers parents to create whitelists for specific browsers and websites, enabling precise control over children's online access.
- Family Link also allows parents to disable applications that are not suitable for children.
- When children are using phones or tablets, it is advisable to use apps like "Safe Browser" or any other child-safe browser.
- Premium solutions such as Kaspersky Safe Kids and Qustodio provide advanced and effective content filtering for browsers and media sites.

- Unmonitored access to YouTube should be restricted for learners, and instead, YouTube Kids should be used, or each YouTube search should be closely monitored.

- If parents share a device with a learner, applications like "Kids Place" can provide a secure environment for children to use the device, as parents have control over the apps available in "Kids Place."

- Online gaming, whether on devices or gaming consoles, should have parental management controls in place, especially for multiplayer gaming, where inappropriate conversations and content are commonly encountered.

Negative effects on children from inappropriate technology exposure

Violent and aggressive behavior

The best single predictor of violent behavior in adolescents and adults is aggressive behavior when they were younger. Thus, anything which promotes aggressive behavior in young children statistically is a risk factor for violent behavior in adolescence and adulthood. Randomized experiments demonstrate conclusively that exposure to media violence immediately increases the likelihood of aggressive behavior in the short run due to cognitive processes such as mimicry and increased arousal to stimuli present.

Longitudinal studies also conclusively demonstrate that exposure to violent electronic media leads to long term risks for behaving aggressively and violently. These effects are as a consequence of observational learning and desensitization processes which occur automatically in the human child (Journal of adolescent health). Source:

J Adolesc Health. 2007 Dec; 41 (6 suppl 1): s6-13. Doi: 10.1016/j.jadohealth.2007.09.005

Sexual activity and promiscuity

Researchers have examined the role of a personality trait known as sensation seeking, which refers to the tendency to pursue new and different sensations, feelings, and experiences. Between the ages of 10-15, the tendency to seek more novel and intense stimulation of all kinds peak. The intense hormonal surges at these ages play a role in intensifying sensation seeking.

Greater exposure to sexual content in movies at a young age has been positively correlated with a higher peak in sensation seeking during adolescence. Sensation seeking sexual behavior can last well into the late teens and even into the early twenties if young people are exposed to these kinds of movies. Many adolescents also turn to movies to acquire “sexual scripts” which offer examples of how to behave when confronted with complex emotional situations. They often don’t differentiate between what they see on the screen and what they must confront in their daily life. Source: *Association for psychological science*

Self esteem

“Being surrounded by constant images of the ‘perfect’ life and seemingly perfect bodies can also have a big impact on how you feel about your own life and appearance, and it can be really hard not to compare yourself to others,” Emma Thomas, Chief executive of Young Minds.

Among the most concerning findings was that among users who reported suicidal thoughts, 13% in the UK and 6% in the US traced them back to Instagram. Another transatlantic study found more than 40% of Instagram users who reported feeling “unattractive” said the feeling began on the app; about a quarter of the teenagers who reported feeling “not good enough” said it started on Instagram. Source:

<https://www.theguardian.com/technology/2021/sep/14/facebook-aware-instagramharmful-effectteenage-girls-leak-reveals>

Cyberbullying

The word “cyberbullying” may bring to mind the name of Rehtaeh Parsons, a 17-year-old from Canada who died in 2013 after a suicide attempt that was preceded by months of cyberbullying (Arthur, 2014); or 12-year-old Mallory Grossman, who took her own life after being bullied online and offline by classmates (Taguchi, Kessel, & Riegle, 2017). One may also think of Felix Alexander, a 17-year-old from the U.K. who committed suicide in 2016 after enduring years of both online and offline bullying (Slawson, 2016).

Cyberbullying is a harmful form of public humiliation. The literature suggests that parents and caregivers often do not fully understand the extent of their children’s online activities,

including young people's involvement in online bullying. Parents tend to underestimate the amount of time their children spend online (Liau, Khoo, & Ang, 2008) and the degree to which youth are implicated in cyberbullying, either as bullies or victims.

In a study of 1,211 elementary and high school youth and their parents in the Netherlands, Dehue, Bolman, and Völlink (2008) demonstrated that while 17% of youth reported that they had cyberbullied others, only 4.8% of parents indicated their child had engaged in cyberbullying.

Similarly, while 22.9% of young people reported that they had been bullied online, only 11.8% of parents indicated that their child had been cyberbullied.

Technology addiction

Whenever a child undergoes an experience, the brain generates nerve impulses. Through repeated experiences, these neural pathways are repeatedly activated. The more frequently these neural connections are utilized, the stronger they become. Consequently, a child who frequently watches TV or plays video games will have a brain that exhibits physical differences compared to a child who doesn't engage in these activities.

Similarly, regions of the brain that aren't regularly engaged can lose their proficiency. When neural connections aren't habitually activated, they may eventually cease firing altogether. This phenomenon can be observed in some children who primarily communicate through texting, as they may develop subpar face-to-face communication skills over time.

Here are some indications that your child may be addicted to technology:

- She struggles to entertain herself without electronic devices.
- Disconnecting them from technology leads to tantrums or high levels of irritation.
- She develops a negative attitude towards spending time in natural surroundings.
- She has difficulty managing guidelines related to electronics

Source: <https://www.greenchildmagazine.com/children-technology-addiction/>

China has forbidden under-18s from playing video games for more than three hours a week, a stringent social intervention that it said was needed to pull the plug on a growing addiction to what it once described as "spiritual opium".

Source: <https://www.reuters.com/world/china/china-rolls-out-newrules-minorsonlinegaming-xinhua-2021-08-30/>

PROCEDURE FOR TECHNOLOGY POLICY VIOLATIONS (HOME EXPOSURE)

1. Identification

Teachers note when a learner's behavior, language, or learning is negatively affected due to overexposure to devices, games, or inappropriate media.

- *Concern is documented and referred to the principal.*

2. First Step: Parent Notification

Parents are contacted (verbally or in writing) and informed of the concern.

- *The school shares guidelines for healthy technology use and parental responsibility.*

3. Second Step: Written Warning

If the issue persists, a formal written warning is issued to the parents.

- A parent meeting may be scheduled to discuss the negative impact on the learner and agree on an action plan.

4. Third Step: Escalation

Continued lack of parental monitoring will be referred to the school's disciplinary/management team.

- Parents may be required to sign a **Parent Commitment Agreement** acknowledging their responsibility to protect the child from harmful exposure.

5. Final Step: Serious Cases

If the situation remains unresolved and the child's wellbeing or the learning environment is significantly compromised, the school reserves the right to take further disciplinary action in line with the Code of Conduct — which may include suspension or recommendation for transfer.

