



Version:2

To be reviewed (triennially):September 2020

# Prevent Plan

## Including risk assessment and delivery plan

**Date Plan Implemented – September 2019**

**“There is no place for extremist views of any kind in our school, whether from internal sources (pupils, staff or governors) or external sources (school community, external agencies or individuals). Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this and all staff recognise their responsibility to challenge and tackle all forms of radicalisation.”**

### **Risk Assessment**

Darul Uloom Islamic High School has adopted the “Meeting the Prevent Duty” (Appendix 1) prepared by Birmingham City Council and has used this as the basis of its initial risk assessment, and structure of its plan.

### **Background**

The national assessment for the risk of terrorism is ‘SEVERE’ which means an attack is highly likely. The local risk assessment is based largely on the published Counter Terrorism Local Profile CTLP which suggests Birmingham is a ‘tier two’ local authority therefore carrying an increased risk of both radicalisation and terrorist related crime. Darul Uloom Islamic High School is a faith school with a strong Muslim ethos and this has been critical to the assessment of our local risk. In order to understand that risk fully the Head & Deputy Head of the school has attended several presentations by the councils Prevent Coordinator and has invited the safeguarding officer to the school on two occasions to discuss safeguarding risks and the schools response. In addition, the city of Birmingham has experienced the following.

- Recent arrests linked with radicalisation or terrorist activity within Birmingham and surrounding area.
- A right-wing group known as the English Defence League (EDL) are present within the Birmingham area and have held several anti-Islamic demonstrations.
- In 2014 the Birmingham City Council and the Government were investigating a number of ‘Trojan Horse’ schools. The resulting reports identified issues all schools should be aware of.

## **Darul Uloom Islamic High School Roles and Responsibilities**

### **Leadership Team**

Dr Dawud Bone (Headteacher)

Mr A Islam (Deputy Head)

### **Safeguarding Team**

Mr A Islam

Azmol Ali

Ibrahim Amin

### **Trustee in charge**

Nozmul Hussain

### **Single Point of Contact (SPOC)**

Mr Azharul Islam

Mr Usman Bashir

## Prevent Plan

Darul Uloom Islamic High School has adopted four broad principles as the following objectives.

1. **Leadership** – Clear leadership and accountable structures are in place and visible throughout the organisation
2. **Training** – The Staff and governing body have been appropriately trained according to their role.
3. **Referrals** – An appropriate reporting and referral process is in place and referrals are being managed effectively.
4. **Curriculum** – A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion.
5. **Managing faith and prayer facilities**

### DarulUloom Islamic High School Plan

Completion Date: September 2019

Review Date: Annually September 2020

### Key

When assessing the school's level of compliance use the following codes -

**Red (R): no evidence**

**Amber (A): partial evidence**

**Green (G): secure evidence**

## PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation

Evidence	Colour code	Action, when and responsibility
There is an identified strategic Prevent Lead within the school		Mr Azharul Islam is the Prevent lead and single point of contact within the school. Mr Islam attended the WRAP Train the Trainer seminar arranged by Birmingham Council in November 2016 and is a Home Office registered WRAP trainer. Since then the Mr Azharul Islam has attended Prevent courses run by the Birmingham Council to stay updated with Prevent matters. The latest update training was attended

		on 17 October 2019.
The Deputy Head to meet with the councils Prevent Coordinator to fully understand the threat and risks and agree the basis of the plan		Mr Islam met with Jon Needham, Birmingham Safeguarding Officer in July 2017. Mr Islam and Mr Bashir have attended courses run by the Birmingham Education Prevent Team. Mr Islam and Mr Bashir attended Birmingham Education Prevent Team Extreme Far-Right (XFR) extremism in December 2018 led by Dave Allport.
The strategic Prevent Lead understands the expectations and key priorities of PREVENT and these are embedded and explicit within safeguarding policies		Following the Prevent briefing and meetings with Safeguarding Officer the Prevent Lead understands and has adopted the councils Preventing Extremism and Radicalisation Policy.
The Senior Leadership Team have a clear understanding and commitment to the Prevent Strategy and its key objectives		Members of SLT are aware of the seriousness and vulnerabilities regarding radicalisation and work towards keeping children safe within the school. The SLT negotiated early (prioritised) delivery of WRAP training to all staff. Delivered on 23 <sup>rd</sup> November 2015 and to all new teachers. Staff are trained annually regarding the school's Safeguarding and Prevent policies and procedure. All staff attended Safeguarding and Prevent training on 2 September 2019. All staff have completed on-line FGM and CHANNEL. WRAP and FGM training is part of the school's induction programme.
The PREVENT agenda and its objectives are embedded within the appropriate safeguarding processes established and used in school.		All staff are aware of (WRAP training) the issues and how Prevent is to be considered as another safeguarding issue and how to identify any concerns or vulnerabilities of a child or their family. Darul Uloom Islamic High school follows the local authority protocol of liaising with the West Midlands Police Counter-Terrorism Unit, looking at the RHRT procedure and making a referral to the Multi Agency Screening Hub (MASH). All staff are aware of how they access the form and the structure for discussing issues with the SPOC and wider professional assistance.
<b>Staff and the Trustee in charge have been appropriately trained according to their role</b>		
Evidence	Colour code	Action, when and responsibility
All staff and Trustee know who the Prevent Lead is in school.		Yes, all staff members and Trustee in charge are aware that Mr Islam is Darul Uloom Islamic High School SPOC.
They understand the risk of radicalisation and extremism and know how to		All School staff are currently WRAP trained. Following a meeting with

recognise and refer children who may be at risk		the Safeguarding Officer, all staff have read the DfE guidance for schools and completed the on-line Channel course.
There are appropriate policies, staff guidance and literature readily available to all staff on PREVENT		The staff and reception have access to our safeguarding policies including the Prevent Duty Guidance and the Prevent Policy. All members of SLT have access to the relevant documentation. Information is also provided with regards to Prevent during Safeguarding training.
Staff are confident and able to provide appropriate challenge to students, parents or trustee if opinions are expressed that are contrary to fundamental British values and the promotion of community cohesion; they know who to go to and how to report concerns		Staff are aware that they have a duty of care over the children in our school and are responsible on acting on any concerning language or behaviours with regards to radicalisation or terrorism. Staff are fully aware and are reminded through communication briefings and policy information about the referral process they must take in order to effectively safeguard our children.
Regular, continuous CPD updating training on PREVENT is available to the Strategic Prevent Lead and safeguarding leads where appropriate.		WRAP training was implemented in Academic Year 2018-2019. Newly appointed staff are WRAP trained. An induction form has been created which includes WRAP training.
<b>An appropriate reporting and referral process is in place and referrals are being managed effectively</b>		
Evidence	Colour code	Action, when and responsibility
An appropriate internal PREVENT referral process has been developed		Staff with any concerns regarding radicalisation or terrorist activity or the vulnerability of a child are aware of the safeguarding referral process to a member of the Safeguarding Team and SPOC.
Partner agency communication channels have been established – Local Authority Prevent Lead and the Police, are first port of call when outside agencies need to be consulted or for making a Channel referral		School can refer any concerns to the Multi Agency Screening Hub (MASH) or liaise with Prevent Coordinator for advice. CTU James Somers and other Police officers are regular visitors such as PC Woolman where advice is sought.
Evidence of notification reports and/or referrals exists in school		All concerns and referrals are fully documented, dated and referenced. Each referral can be found with case notes as evidence.
Prevent notifications or referrals are managed or overseen by designated staff e.g. the Prevent Lead		Any concerns expressed by staff are discussed initially with the designated Safeguarding and/or Prevent Lead which is then discussed and actioned further by the safeguarding Officers.
A process is in place to identify, and develop 'lessons learnt'; a reflective process that will inform future action.		Following a referral made, staff members will be updated frequently on the progress of the referral. Where there are concerns or failures

		acknowledged, they are discussed between the SLT and members of the safeguarding team when identified. Actions are then discussed and put into place. Reflected afterwards and considerations are made for future incidents.
<b>A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion</b>		
Evidence	Colour code	Action, when and responsibility
The school delivers a creative curriculum that helps develop critical thinking skills around the power of influence, particularly the persuasion of on-line sources and social media		School allows pupils In all years to explore different elements of the curriculum which are creative and age appropriate. Pupils are given scenarios and observe how they would approach it, but also provide feedback where elements have been missed. Children have also been made aware of e-safety and the dangers that exist on the internet and ways in which they can stay safe. Pupils have also discussed the dangers of radicalisation, protected characteristics and other faiths.
Themes and curriculum content provides opportunities to explore and reinforce the benefits of community cohesion and the damaging effects of all extremism on the local, national and global community		Elements of discussion are explored within the classroom environment and are observed by staff. School allow pupils to have a debate regarding particularly aspects of life or society. Community cohesion is greatly valued within school and is passed onto our pupils. Pupils are taught to understand from a very young age that we are all different and have our own opinions and that it does not make us any less of a person.
A range of activities are planned and delivered in both lessons and the community, that explore the choices available to young people in the 21st century and the consequences of these		The school follow the expectations held within NationalCurriculum which is updated regularly in order to implement new technologies and aspects of society. There has been a rise in the use of technology and the internet by children and young people. School have ensured that they are aware of the risk factors, ensure they know how to remain safe and where they can obtain advice and support if in need.
Resources, displays and literature provide balanced information, advice and alternative views for pupils and students		The school work in line with the National Curriculum where pupils are expected to learn about different views and cultural backgrounds. School facilitate appropriate discussion around these areas to encourage and interest and educate pupils into different cultures.
Pupils demonstrate in their work and relationships with others an ability to recognise diversity and the problems and possibilities inherent within this		Displays put up in classrooms and around the school which represented different faiths and beliefs.

<p>The school provides opportunities to explore fundamental British values, equality, difference, faiths and beliefs., through the curriculum, collective worship and interaction with the wider community</p>		<p>Visits to other places of worship are planned which include Sikh temple, Buddhist temple, Hindu temple, Church and a synagoguethis academic year. Visits from other faith communities to deliver assemblies and teach lessons in R.E. British soldiers have previously delivered history lessons previously and have been requested again for this academic year. Pupils plan to visit the law courts in Birmingham. Work experience to be set-up for Year 10. Speakers from other backgrounds and jobs to attend. Pupils to attend anti-bullying campaigns via Diana Trust and NSPCC. Pupils to visit the NEC skills show. Pupils to visit universities and colleges. Pupils are booked to attend the 'Big Bang' Science fair in March 2020.</p>
<p>Spiritual, Moral, Social and Cultural education is understood as a central strand in PREVENT (promoting equality, exploring difference and British values) by all staff and is addressed as suggested in the 2014 SMSC guidance (see links and supporting guidance).</p>		<p>The arrangements for pupils' spiritual, moral, social and cultural development are effective. The head knows what he wants to achieve and has a clear vision based on Muslim beliefs and values. A fantastic SMSC gives pupils a strong foundation to build the stamina against radicalisation. We have a British Values policy, an equality statement and S.O.W which address FBV.</p>