

DARUL ULOOM

PREVENT PLAN

September 2024



Prevent Plan

Including risk assessment and delivery plan – September 2024

“There is no place for extremist views of any kind in our school, whether from internal sources (pupils, staff or trustees) 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 threat to the UK (England, Wales, Scotland and Northern Ireland) from terrorism is **substantial**, 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 & SLT of the school have 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.
- Four men were jailed for life in 2017 for planning terrorist attack in UK after undercover police operation.

Darul Uloom Islamic High School Roles and Responsibilities

Leadership Team

Mr Azharul Islam (Headteacher), Mr Azmol Ali (Assistant Head), Mr Ibrahim Amin (Assistant Head), Mr Muhammad Shahidullah (Assistant Head)

Safeguarding Team

Azharul Islam, Azmol Ali, Ibrahim Amin, Abir Kaiser, Muhammed Shahidullah

Trustees

Nozmul Hussain & Nurul Haque

Single Point of Contact (SPOC)

Mr Azharul Islam

Mr Azmol Ali

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 trustees have been appropriately trained according to their role.
3. **Referrals** – An appropriate reporting and referral process are in place and are managed effectively.
4. **Curriculum** – A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion.
5. **Policies**
6. **Managing faith and prayer facilities**

DarulUloom Islamic High School Plan

Completion Date: September 2024

Review Date: Annually September 2025

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 firstly in November 2016 and is a Home Office registered WRAP trainer. Since then Mr Azharul Islam has attended Prevent courses run by the Birmingham Council to stay

		updated with Prevent matters. The latest update training with the council was participated in on 17 October 2019 & another on 28 September 2021.
The Head to meet with the council's Prevent Coordinator to fully understand the threat and risks and agree the basis of the plan		Mr Islam met with Ayisha Ali online, Birmingham Council's Prevent trainer for schools, in July 2021. 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 head has booked further training with the council's resilience team in 2025, focusing on Prevent.
The strategic Prevent Lead understands PREVENT's expectations and key priorities, which are embedded and explicit within safeguarding policies.		Following the Prevent briefing and meetings with the Safeguarding Officer, the Prevent Lead understands and has adopted the council's Preventing Extremism and Radicalisation Policy.
The senior leadership team clearly understands and is committed to the prevent strategy and its key objectives.		<p>Members of SLT are aware of the seriousness and vulnerabilities regarding radicalisation and work towards keeping children safe within the school.</p> <p>All new teachers and current staff are trained annually regarding the school's Safeguarding and Prevent policies and procedures. All staff attended Safeguarding and Prevent training on TES, receiving a certificate. All staff have completed the school's induction programme.</p>
The PREVENT agenda and its objectives are embedded within the appropriate safeguarding processes established and used in school.		All staff are aware of how Prevent is to be considered 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 referring to the Children's Advice and Support Service. All staff know how they access the form and the structure for discussing issues with the DSL/SPOC and wider professional assistance.

2. Staff and the Trustee in charge have been appropriately trained according to their role

Evidence	Colour code	Action, when and responsibility
All staff and Trustee know who the Prevent Lead is in school.		All staff members and trustees know that Mr Islam and Mr Azmol Ali are Darul Uloom Islamic High School SPOC.
They understand the risk of radicalisation and extremism and know how to recognise and refer children who may be at risk		All School staff are currently WRAP trained. Following a meeting with the Safeguarding Officer, all staff have read the DfE guidance for schools and completed the online Channel/prevent awareness course.
There are appropriate policies, staff guidance and literature readily available to all staff on PREVENT		The staff and reception have read and 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 regarding Prevent is also provided 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 for acting on any concerning language or behaviours regarding 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 safeguard our children effectively.
Regular, continuous CPD updating training on PREVENT is available to the Strategic Prevent Lead and safeguarding leads where appropriate.		Prevent training was implemented in the Academic Year 2024-2025. Newly appointed staff are Prevent trained. An induction form has been created, which includes Prevent training.

3. An appropriate reporting and referral process is in place and referrals are being managed effectively

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.		The school can refer any concerns to the CASS/ Children's Advisory and Support Service/ Multi-Agency Screening Hub (MASH) or liaise with the Prevent Coordinator for advice. CTU James Somers and other Police officers, such as PC Woolman, are regular visitors to the school, where advice is sought.
Evidence of notification reports and/or referrals exists in the 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, who then discusses and takes action with 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, staff members will be updated frequently on the referral's progress. Where concerns or failures are acknowledged, they are discussed between the SLT and safeguarding team members when identified. Actions are then discussed and put into place. Reflected afterwards, and considerations are made for future incidents.

4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

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 online sources and social media		The school allows pupils of all ages to explore different elements of the curriculum, which are creative and age-appropriate. Pupils are given scenarios and observe how they would approach them, but they also provide feedback where elements have been missed. Children have also been made aware of e-safety, the dangers that exist on the internet, and ways in which they can stay safe. Pupils have also discussed the risks of radicalisation, protected characteristics, and other faiths.
Themes and curriculum content provide 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. The school allows pupils to debate particular aspects of life or society. Community cohesion is greatly valued within the school and is passed on to our pupils. From a very young age, pupils are taught to understand 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 follows the expectations held within the National Curriculum, which is updated regularly 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. Schools have ensured that they are aware of the risk factors, know how to remain safe, and know 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 works in line with the National Curriculum, where pupils are expected to learn about different views and cultural backgrounds. The school facilitates appropriate discussion around these areas to encourage interest and educate pupils about other cultures. The school library has a broad range of books for pupils to explore.

<p>Pupils demonstrate in their work and relationships with others an ability to recognise diversity and the problems and possibilities inherent in this</p>		<p>Displays in classrooms and around the school represented different faiths and beliefs.</p>
<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>We have planned visits and visits yearly to other faith's places of worship. This year, we aim to visit a Sikh temple, a Buddhist temple, a Hindu temple, a synagogue and a Church. 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 visited the RAF museum in February 2024 and Aston Hall in April 2024 to learn about World War 1 & 2 and how Britains, including British Muslims, participated in the resistance. Pupils plan to visit the law courts in Birmingham in February 2025. Work experience is scheduled for Year 10 in February 2025. All Year groups have a planned visit to the Pioneers Centre, run by a Christian charity, in December 2024 to participate in team-building activities and fun challenges.</p> <p>Speakers from other backgrounds and jobs will attend. Pupils will participate in anti-bullying campaigns via Diana Trust and NSPCC. Pupils should visit the NEC skills show as well as universities and colleges. Pupils are booked to attend the 'Big Bang' Science Fair in March 2025. Pupils met virtual authors and members of the House of Lords. The school has planned visits from apprenticeship experts and other professionals.</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. It 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 stamina against radicalisation. We have a British Values policy, an equality statement, and an S.O.W. that addresses FBV.</p> <p>We have a house system that celebrates different cultures. One such event is Culture Day, where pupils discuss their backgrounds and share amazing insights.</p>

5. Policies and practices ensure consistency and effectiveness

Evidence	Colour code	Action, when and responsibility
<p>The school has many policies in place to support the prevent duty. These include a 'No platform' Policy, safeguarding policy, behaviour policy, anti-bullying policy, British Values policy, E-Safety policy, and a prevent policy.</p>		<p>Visitors are invited to the school face-to-face or virtually to interact with pupils, improve their communication and social skills, and build a sense of belonging to a worldwide community.</p> <p>Visitors have included authors, Lords and Baronesses, professionals, and academics. Visitors are asked to read the school's visiting speakers policy and sign it to demonstrate they will follow it. This ensures visitors are vetted, adhere to the school's values, and promote community cohesion.</p> <p>Policies like safeguarding ensure a clear understanding of information sharing and when cases should be referred to CASS for Channel or other support.</p> <p>The school has ensured its internet security systems prevent access to unauthorised or extremist websites using a program called 'Impero'.</p> <p>Currently, the school does not have anyone else using the facilities, but if there is, they will be required to sign the school's 'No platform/visiting speakers' policy on the use of school premises and facilities.</p>
<p>Is your staff aware of the 'lockdown' guidance?</p>		<p>A policy has been created, and staff and students know the procedures.</p>

6. Managing faith and prayer facilities

Evidence	Colour code	Action, when and responsibility
A risk assessment is in place for visiting the Jami Mosque and Islamic Centre.		<p>The school has its prayer area, and when it visits the mosque for prayers, it strictly follows a risk assessment.</p> <p>Pupils are escorted in and segregated from the public.</p>

If you require any support regarding the prevent duty, the school can contact:

Education Resilience Team

Ayisha Ali (Curriculum Lead)

Equalities, Community Safety & Cohesion Service

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(All Prevent referrals must go through CASS)