

DARUL ULOOM
PREVENT POLICY
September 2024



Ratified by the Trustee: 30 August 2024
Signed by the Trustee: 30 August 2024

To be reviewed: 01 September 2025



This policy should be read in conjunction with:

1. Safeguarding policy
2. Behaviour policy
3. KCSIE 2024
4. Curriculum Policy
5. E-Safety Policy
6. British Values Policy
7. Visiting Speakers Policy
8. Prevent Plan

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PREVENT DUTY PRINCIPLES

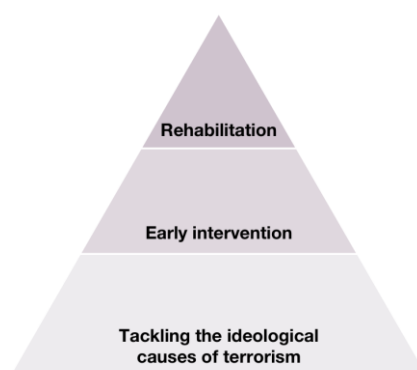
The Counter-Terrorism and Security Act (July 2015) requires the proprietors of schools to "have due regard, in the exercise of their functions, to prevent people from being drawn into terrorism". This is known as the 'Prevent Duty'. This policy has therefore been developed following the principles established by the Counter-Terrorism and Security Act (July 2015 & 2019) and also the Children Acts 1989 and 2004; the Education Act 2002 and 2011, and in line with government publications 'Prevent Duty Guidance: for England and Wales' (March 2015, updated December 2023), 'The Prevent Duty: Departmental Advice for schools and childminders' (June 2015), 'The Use of Social Media for online radicalisation' (July 2015), 'Working Together to Safeguard Children' (2015, updated December 2023), and 'What to do if you are worried a Child is being Abused: Advice for Practitioners' (March 2015). The guidance also reflects 'Keeping Children Safe in Education' (September 2024) and our responsibilities concerning the Prevent Strategy.

PREVENT'S OBJECTIVES

The objectives of Prevent are to:

- tackle the ideological causes of terrorism
- intervene early to support people susceptible to radicalisation
- enable people who have already engaged in terrorism to disengage and rehabilitate

The Prevent delivery model (below) sets out how we tackle the ideological causes that lead to radicalisation, intervene early to support those who are susceptible to radicalisation and rehabilitate those who have already engaged with terrorism.



OUR PLAN

We will protect pupils from the risk of radicalisation as part of our broader safeguarding duties and duty to promote their spiritual, moral, social, and cultural development.

We will:

- Promote the fundamental British values - of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs - in our curriculum
- Make sure our school is a safe space for pupils to discuss sensitive topics, including terrorism and extremism
- Ensure we have robust safeguarding procedures to identify children at risk
- Engage with Birmingham Council's risk assessment to determine the potential risk of individuals being drawn into terrorism in our local area
- Make sure we have measures in place to protect pupils from harmful online content, including setting up appropriate filtering and monitoring systems
- Make sure our staff receive training to help them identify pupils at risk, challenge extremist ideas, and know how to act if they have a concern

Our designated safeguarding leads (DSL), Azharul Islam and Azmol Ali have Prevent awareness training, and all staff have been trained in Prevent duty.

Our trained designated safeguarding leads are Azharul Islam, Azmol Ali, Ibrahim Amin, Md Shahidullah and Abir Kaiser.

DEFINITIONS

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs. This also includes calling for the death of members of our armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is defined as an action that endangers or causes serious violence to a person/people, causes severe property damage, or seriously interferes with or disrupts an electronic system. The use or threat must be designed to influence the government or intimidate the public and is made to advance a political, religious or ideological cause.

WHAT SHOULD WE DO IF WE HAVE A CONCERN?

All staff will follow the school's usual safeguarding procedures. This means concerns must be discussed with the DSL, who will decide whether to involve other agencies such as the LA, police, social services, or Channel, the government's programme for identifying and supporting those at risk of being drawn into terrorism.

ARRANGEMENTS FOR VISITING SPEAKERS

The School has clear protocols for ensuring that visiting speakers are appropriately supervised and suitable (Please see separate Visiting Speakers Policy).

The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value and that the information is aligned with the ethos and values of the School and British values. To safeguard pupils from visitors to the School who may have extreme or radical views, the School will:

Ensure all Visiting Speakers have a named point of contact at the school.

- Undertake a risk assessment if necessary before allowing a Visiting Speaker to attend the School.
- The DSL/SLT/teacher will ensure all visiting speakers to the school are carefully vetted and take immediate action if any individual or group is perceived to be attempting to influence members of the school community, physically or electronically.
- Ensure that Visiting Speakers understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these.
- On arrival, confirm the identity of the Visiting Speaker using a photographic ID.
- Ensure all Visiting Speakers, whilst on the school site, are supervised by a staff member.
- The DSL will keep an appropriate record of Visiting Speakers showing that the required checks have been completed.

STAFF TRAINING

To fulfil the requirements of the Prevent Duty, the School will:

- Ensure the Designated Safeguarding Lead (DSL) undertakes Prevent awareness training and can provide advice and support to other staff members on protecting children from the risk of radicalisation.
- All staff must take online Prevent training before starting at the school.
- Each year, the Prevent policy is circulated to staff and trustees.
- The DSL will ensure staff are trained to spot signs of extremist views and behaviours and consistently report anything to the DSL that may suggest a pupil, another staff member, or a visitor is expressing opinions that may cause concern. Staff should follow the usual reporting procedures as for any other safeguarding concern as laid out in the School's Safeguarding (Child Protection) Policy.
- Ensure staff understand the importance of monitoring pupil absences and promptly address concerns about irregular absences with parents and/or carers.
- Ensure staff are aware of how to identify and respond to risks to children from extreme or radical views.

Staff are also advised to access 'Educate Against Hate', where signs of radicalisation are shared to help staff inform themselves about pupils who might be at risk of being radicalised.

CURRICULUM

Darul Uloom ensures its pupils are offered a broad and balanced curriculum delivered by skilled teachers to prepare them for life. It encourages inquisitive pupils who are enriched, understand, and become tolerant of difference and diversity while ensuring they thrive, feel valued, and are not marginalised.

Classroom practices include developing questioning techniques to open up a safe debate;

- building confidence to promote honesty about a plurality of views;
- ensuring freedom of expression and freedom from threat;
- debating fundamental moral and human rights principles;
- promoting open, respectful dialogue; and

RE/PHSE lessons are an effective way of providing pupils with time to explore sensitive or controversial issues and equipping them with the knowledge and skills to understand and manage difficult

situations. However, Darul Uloom ensures that embedded within the curriculum are opportunities for pupils to build resilience to extremism and enable them to develop a positive sense of identity through developing critical thinking skills.

PREVENT PLAN

The school has a 'prevent plan' highlighting how we understand the risk of radicalisation in our area and school, then explain how to mitigate the risks. (Refer to prevent plan)

RADICALISATION RISK INDICATORS

Radicalisation is not a linear process. Pupils may express a combination of behaviours at different times. Usually, we speak with the pupils and their parents or carers. We consider contextual, vulnerability, and protective factors to assess risk and harm comprehensively.

We will keep a written record of all concerns, discussions, decisions, and the reasons for those decisions.

We will tell the police immediately if we think a pupil:

- is about to put themselves or others in immediate danger
- appears to be involved in planning to carry out a criminal offence

IDENTIFYING RADICALISATION

The levels of risk are:

- low risk
- at risk
- medium risk
- high risk

A pupils can move very quickly between the risk categories. Thus, we will immediately deal with any risk escalation and record this in their file.

We will seek advice about the level of need from:

- our local children's social care team (Birmingham Children's Trust)
- our local authority Prevent team
- other Prevent partners

LOW RISK

Low risk means there's no evidence to suggest the pupil is susceptible to radicalisation into terrorism. When seen alone, low-risk behaviours would not necessarily need to be explored further.

Low-risk behaviours include:

- holding strong opinions or values (non-violent or non-extremist)
- criticising government policies
- adopting visible signs, for example, wearing clothing (non-violent or non-extremist), to express identity or sense of belonging
- being active on social media
- taking a keen interest in national and international affairs
- demonstrating support and supporting causes, for example, animal rights (non-violent)
- showing new interest in a political ideology or religion
- holding or expressing conservative values or practices, whether traditional, cultural or religious (unless they cause harm to a child or others, for example, female genital mutilation)

LOW RISK: WHAT TO DO

Where there is low risk, we will think about:

- talking informally to the pupil about the changes in their behaviour
- Provide an opportunity to debate controversial issues in a safe space
- offering information about how to keep safe online

A pupil at risk may be showing behaviours that could increase their risk and vulnerability to radicalisation.

AT RISK

If a pupil is showing at-risk behaviour, we will explore this further to determine whether you need to make a Prevent referral.

At-risk behaviour includes:

- being drawn to conspiracy theories
- beginning to isolate themselves from family and friends
- viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet

- expressing concerns about being victimised, for example, feeling under attack
- discriminating against other individuals or groups of people
- a sudden change in behaviour
- showing interest in extremists or extreme groups
- expressing views that divide us, for example, talking about 'us' and 'them.'

AT RISK: WHAT TO DO

If a pupil is at risk, we will look at their behaviour and gather all the necessary information to assess risk and harm fully.

We will ask ourselves:

- if we have enough information to make a comprehensive assessment
- what's happened in the past to trigger the incident
- if this is an isolated incident or a pattern of behaviour
- what else do we know, and if there any relevant vulnerability factors
- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance, attainment, general wellbeing
- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

We will:

- talk to the pupil in a safe space - see [how to speak to a pupil susceptible to radicalisation](#)
- talk to the parents or carers (if under 18) about your concerns - see 'informing the child, young person, parents or carers' in [making a referral to Prevent](#)
- make a holistic assessment of vulnerability, examining risk and protective factors as set out on page 15 of [working together to safeguard children](#)

If we need to make a Prevent referral, we can ask Prevent partners for advice and support.

When asking for advice, we do not need to identify the pupil. We will keep a written record of all concerns, discussions, decisions, and reasons for those decisions.

If escalating, we will follow our Prevent referral procedures and read the guidance for medium or high-risk cases.

MEDIUM RISK

Medium risk means a pupil is at heightened risk of radicalisation. There may be several indicators of risk.

If the pupil is at risk of harm, we will [make a Prevent referral](#) immediately.

Medium risk behaviour includes:

- legitimising the use of violence to defend ideology or cause
- accessing extremist or terrorist websites, forums and publications
- expressing dehumanising views
- expressing an interest in travelling to a conflict zone
- being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life
- expressing persistent intolerance towards groups of people perceived as 'other' - this may be based on protected characteristics such as gender, religion or ethnicity, but not exclusively
- demonstrating a fixation with weaponry or explosives (this may include posing in concerning photographs or videos with weaponry) without an otherwise reasonable explanation
- being obsessed with massacre or extreme or mass violence without targeting a particular group (for example, high school shootings)

MEDIUM RISK: WHAT TO DO

Suppose we suspect a pupil is at medium risk. In that case, we will assess their vulnerability and examine the risk and protective factors set out in the statutory guidance on [working together to safeguard children](#).

We will ask:

- if there's reasonable cause to suspect that the pupil is suffering or likely to suffer significant harm
- what the risks are and what would happen if these needs are not met - what the impact will be on the pupil - what we're worried about
- what else we know and if there are any relevant vulnerability factors
- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance and attainment records and general wellbeing

- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

If the pupil is suffering from or is at risk of harm, including vulnerability to radicalisation, we will act immediately and follow our internal safeguarding policy, including the designated safeguarding lead considering making a [referral to Prevent](#) .

Channel is a multi-agency partnership that supports people identified as at risk of being drawn into terrorism. It focuses on early intervention to provide support at an early stage. To find out more, read 'Channel support' before [making a referral to Prevent](#).

We will also assess whether any needs, such as child and adolescent mental health services, should be met by more than one agency.

When we share information about a child or young person under 18, we will try to get parental consent, but only if it is safe to do so. We will not put the child or young person in more danger.

HIGH RISK

High risk means a pupil is at significant risk. There's evidence that they're currently exposed to terrorist or extremist activity, and there's a substantial risk to their safety.

If a pupil shows high-risk criminal behaviour, we will tell the police immediately.

High-risk criminal behaviour includes:

- verbally or physically attacking someone due to their race, religion, sexuality and so on
- committing violent acts guided by a violent extremist ideology or group
- taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others and so on)
- having a 'kill list' or detailed plan to carry out mass violence
- producing or sharing terrorist material offline or online
- recruiting others to a proscribed terrorist group or organisation

HIGH RISK: WHAT TO DO

We will ask:

- for needs support from more than one agency
- if they are about to put themselves or others in danger
- if the pupil is at risk due to actions of their parents or carers, or broader family members

- if a pupil has made violent threats to our setting

We will tell the police immediately if we suspect a pupil:

- is about to put themselves or others in danger by travelling to join a proscribed organisation
or
- appears to be involved in planning to carry out a criminal offence

If we suspect a pupil is likely to commit an attack on our setting, we will contact the police and local authority for immediate support.

If a pupil supports the use of violence but is not particularly interested in an extremist ideology or is interested in lots of ideologies, we will:

- follow our usual safeguarding arrangements
- ask our local authority or Prevent team for support or advice

PREPARING A PREVENT REFERRAL

When referring, we will provide as much detail as possible to support the assessment process.

[Notice, Check, Share](#) will be viewed when concerns have been raised regarding a pupil.

DETAILS TO INCLUDE IN THE REFERRAL

When we make a Prevent referral about a pupil, we will describe:

- how or why our organisation came to be concerned
- what would happen if there was a specific event
- the indicators that something is wrong
- any sympathetic interest in hate crimes, extremism or terrorism - including any extremist ideology, group or cause, support for 'school shooters' or public massacres, or murders of public figures
- any worrying use of mobile phone, internet or social media and how we found this out
- any contact with groups or individuals that cause concern, including who and how often, and why we're concerned
- any expression of wanting to cause physical harm or threats of violence, including who to, when and what was said or expressed

- any additional need, disability or special educational need, including what they are and if they're known or suspected
- any other safeguarding concerns about the family, peer group or environment
- any discussions had with the pupil, parent or carer
- the parental or carer support
- why the referral is relevant to Prevent, for example, is there a presence or possible presence, of any terrorist or terrorism-linked ideology
- what we're worried about, what may happen if the pupil's needs are not met and how this will affect them

INFORMING THE PUPIL, PARENTS OR CARERS

The designated safeguarding lead (DSL) will tell the pupil that they'll speak with their parents or carers and refer the matter to the local authority.

The reason for a referral is to:

- make a multi-agency safeguarding assessment
- support vulnerable people to move away from harmful activity

The DSL will tell parents or carers that referring a child or young person to the local authority does not mean accusing the child or young person of a crime.

INTERVENTION

Our whole school interventions include:

- reviewing the curriculum for relationships, sex and health education, spiritual, moral, social and cultural development and British values
- embedding online safety and digital literacy within the curriculum
- Provide opportunities for safe place debates to discuss controversial issues
- building lessons on resilience to exploitation, grooming and radicalisation
- supporting parents with parental controls and [online safety advice](#)
- promoting emotional wellbeing and mental health initiatives
- educating staff about vulnerability to radicalisation and current extremist and terrorist ideologies

- reducing risk, especially for the most vulnerable - thinking about how to reduce vulnerability among 'at risk' pupils

INDIVIDUAL INTERVENTIONS

Individual interventions include:

- parental programmes
- mentoring
- [preventing bullying at school](#), which can reduce victimisation
- diversionary activities such as extracurricular clubs or sports
- improving social skills - communication, leadership, conflict solving, social problem solving
- cognitive behavioural training
- establishing a positive and supportive relationship with the pupil
- using emotional well-being and mental health initiatives
- [careers guidance](#)
- behavioural or attendance support
- engagement with community groups or organisations

CONCLUSION

The Headteacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as part of their overall duty to safeguard children. This policy will be reviewed within three years of its implementation.

Frequently Asked Questions (FAQs)

How does Prevent relate to British Values?

Since 2014, schools have been required to promote British Values, which will continue to be part of the response to the Prevent Strategy.

British Values include:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of different faiths and beliefs

Isn't my child too young to learn about extremism?

The Prevent Strategy is not just about discussing extremism itself, which may not be appropriate for younger children. It is also about teaching children values such as tolerance and mutual respect.

Schools should ensure any discussions are suitable for the age and maturity of the children involved.

Is extremism a risk in our area?

Extremism can take many forms, including political, religious and ideological extremism. Some of these may be a more significant threat in our area than others.

The intention is to give children the skills to protect them from any extremist views they may encounter, now or later.