

# Prevent Duty Policy 2020



## LONDON EAST ACADEMY & AL MIZAN SCHOOL

ISLAMIC SECONDARY SCHOOL FOR BOYS & ISLAMIC JUNIOR SCHOOL

| Date agreed | Chair of Governing Body | Headteacher | Review   |
|-------------|-------------------------|-------------|----------|
| Sep 2020    | Hussain Shefaar         | Askor Ali   | Sep 2021 |

## **London East Academy and Al-Mizan School**

### **Prevent Duty Policy**

**2019**

This policy is created in accordance with the *Tower Hamlets Guidance document 'Advice to Parents and Carers: Keeping Children and Young People Safe against Radicalisation and Extremism'* and the DfE guidance *'Keeping Children Safe in Education' 2019*. This has been updated in light of DfE guidance on the *'The Prevent Duty' 2015*. As a school we understand the duty to have 'due regard to the need to prevent people from being drawn into terrorism'.<sup>1</sup> Matters relating to our Prevent Duty Policy can also be found in our Safeguarding & Child Protection Policy, E-Safety Policy.

The schools are committed to safeguarding our students from all forms of danger, including online threats. Much of the work we all do in school will help contribute to the goal of prevention. For example, we:

- promote pupil wellbeing, equalities and community cohesion;
- build the resilience of the school, working with partners to prevent pupils becoming the victims or causes of harm;
- work with other agencies and parents to build community networks of support for the school.

The Government definition of extremism is: "Being vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also included in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas".<sup>2</sup>

We all have a role to play in building 'One Tower Hamlets' and making the borough a place where people from all backgrounds get on and live safely together. In recognising extremism, early indicators may include:

- showing sympathy for extremist causes;
- glorifying violence;

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<sup>1</sup> Section 26 of the Counter-Terrorism and Security Act 2015

<sup>2</sup> <https://www.gov.uk/government/speeches/a-stronger-britain-built-on-our-values>

- evidence of possessing or accessing illegal or extremist literature;
- advocating messages similar to proscribed organisations such as 'Muslims Against Crusades' or other non-proscribed extremist groups such as 'The English Defence League'.

The schools actively promote the government's definition of British values from the 2011 Prevent Strategy, which include:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

The schools take broad, holistic view towards preventing violent extremism. We divide our approach into the following three areas –

### **Ensuring appropriate adult interaction with pupils:**

The schools operate a safer recruitment policy to ensure that our staff are suitable to work with children. See our 'Safer Recruitment Framework' for details. This includes regular WRAP (Workshop to Raise Awareness of Prevent) training to all staff.

The schools involve parents in our work through our Coffee Mornings covering seminars on 'Safeguarding', 'E-Safety', 'Equality and Diversity'. We inform our parents about the need to have a broad and balanced curriculum to prepare children for modern Britain.

The schools will carry-out routine checks to ensure all visitors who deliver sessions to students, do not promote 'extremist' views but celebrate tolerance, community cohesion and respecting diversity.

On entering the schools building, all visitors are asked to sign in at the school office and, by doing so, they are agreeing to abide by the school ethos outlined above.

### **Our curriculum:**

Within the context of the curriculum, five strands that support the prevention of violent extremism are to:

1. understand how an extremist narrative which can lead to harm can be challenged by staff in schools. Model to pupils how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm;
2. understand how to prevent harm to pupils by individuals, groups or others who promote violent extremism, and manage risks within the school;

3. understand how to support individuals who are vulnerable through strategies to support, challenge and protect;
4. increase the resilience of pupils and of school communities through helping pupils acquire skills and knowledge to challenge extremist views, and promoting an ethos and values that promotes respect for others;
5. use teaching styles and curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship.

The development of Social, Moral, Spiritual and Cultural education (SMSC) takes place across the curriculum, with activities that encourage and promote pupils to reflect on their identity and their learning. SMSC has strong links to religious education, collective worship and Personal, Social, Health and Emotional education (PSHE). Children have opportunities within the PSHE and RE curriculum to investigate, discuss and debate moral issues which will link to the local, national or global community. This will enable the pupils to develop critical thinking when faced with inappropriate materials and messages

Diversity and tolerance are embedded in our curriculum through the wide range of activities the children participate in. The schools organize visits to places of British Heritage and different faiths to give our students the opportunity to extend their learning about social harmony and community cohesion. Furthermore, in Al Mizan Primary, the school arranges termly 'Faith and Culture' days.

The schools celebrate Black History Month every year. Through assemblies, displays and class-based discussions, we aim to develop our children's tolerance and understanding of different cultures.

The schools have enlisted the support of the Prevent Team (from Tower Hamlets) to help educate our pupils about the risks of extremism. Their Education Officer works with the staff, pupils and parents on ways to educate our pupils and keep them safe.

Also embedded within the curriculum is the opportunity for children to read stories from other cultures where they learn and reflect on difference and similarity. They explore different number systems and have weekly Arabic lessons in Key Stage 3 and 4, where they learn about the Arabic culture and acquire language skills.

In ICT, children learn about E-Safety. E-safety teaches children about appropriate online behaviour, activity and information gathering. The teaching of Art, Music, D&T, History and Geography gives children opportunities to explore a range of cultures through events, trips, topics and contexts and in English they discuss topics such as dealing with dilemmas, conflict resolution and challenging stereotypes (*see curriculum overviews for further guidance*).

Weekly assemblies cover topics such as 'Modern British Values', 'World Faiths'. 'Cultures', etc. Weekly pupil led assemblies cover topics related to current affairs and

how diversity and tolerance needs to be respected. Our assembly rota ensures that children have weekly opportunities to reflect on different cultures, religious festivals from across the world, current affairs and how they relate to living in modern Britain.

### **Dealing with incidents / concerns:**

If a member of staff is concerned that something that they see or hear from a child or their family indicates that they may be exposed to ideas that promote extremist ideologies or radicalization, then they must report this to the Designated Safeguarding Officer immediately. The Tower Hamlets policy on next steps will then be adhered to. In particular, LEA and Al Mizan will refer children to the Channel programme to support at an early stage of detecting vulnerability to being drawn to terrorism in any pupil. Please see the Tower Hamlets Guidance and our Safeguarding Policy for more details.

### **Key contacts:**

#### **At London East Academy and Al-Mizan School School:**

**Designated Senior Safeguarding Officer (DSO) – Md Badr for London East Academy & Fazal Mahmud for Al Mizan Primary School.**

**Deputy DSO – Askor Ali for both Al Mizan and London East Academy**

**E-safety Lead – Fazal Mahmud**

#### **At Tower Hamlets:**

*Anyone with concerns for the safety of wellbeing of a child can contact:*

**Tower Hamlets Local Safeguarding Children Board -**

**Tel: 020 7364 2063**

**[lscb@towerhamlets.gov.uk](mailto:lscb@towerhamlets.gov.uk)**

#### **At Prevent:**

*Anyone who would like to refer an adult to the safeguarding panel can contact:*

**LBTH Prevent Manager – Simon Smith 0207 364 4691**

**[simon.smith@towerhamlets.gov.uk](mailto:simon.smith@towerhamlets.gov.uk)**

**LBTH Prevent Education Officer – Jasmin Phillips 0207 364 2414**

**Jasmin.phillips@towerhamlets.gov.uk**