



Increasing Resilience in Pupils and Creating an Alternative Narrative

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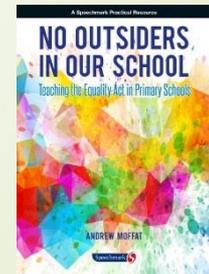


Parkfield Community School

- 749 children
- 98.9% Muslim
- 149 staff of various ethnicities
- Geographically in centre of Trojan Horse allegations

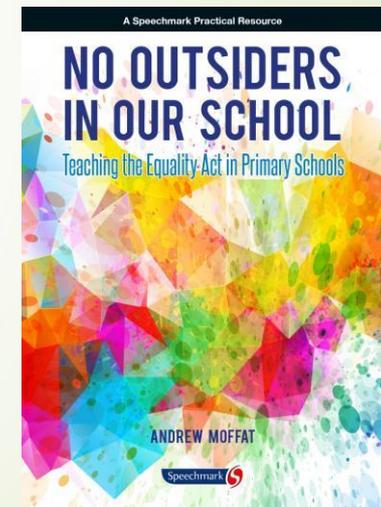
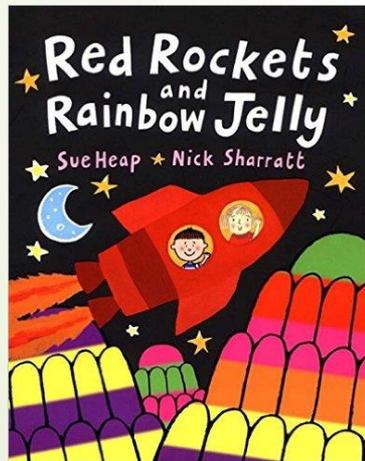
In response to Prevent, Parkfield Community School has developed three aims:

- ▶ Develop a curriculum where children are taught to recognise and celebrate diversity and difference in their own communities and in the wider society.
- ▶ Respond consistently and confidently if ideological challenges to individual liberty, tolerance and mutual respect for different faiths and beliefs occur.
- ▶ Work together with parents and stakeholders to ensure we are part of the wider community and that our ethos permeates respectfully.



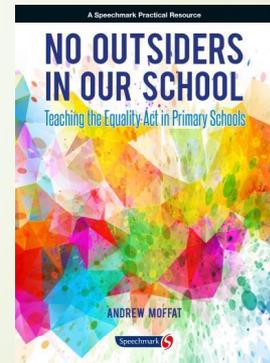
How does 'No Outsiders' reduce radicalisation?

- Teach children from nursery onwards to recognise and celebrate difference



How does 'No Outsiders' reduce radicalisation?

- ▶ Involve parents from the beginning, challenging prejudice and fear and being open about what we are teaching and why we are teaching it
- ▶ Link to British Law : The Equality Act 2010
- ▶ Link 'No Outsiders' to global events to show many people think like us
- ▶ Embed the ethos everywhere around school
- ▶ Make the ethos part of the curriculum





Teach children to be excited about living in a diverse 21st century

“We can't simply be telling children that their beliefs are wrong or unacceptable; we have to be delivering a curriculum that enables children to understand the benefits that exist in a society where diversity and differences are celebrated. Furthermore we need our children to want to be part of that society, and we have to sell it to them; that desire may not come naturally by itself.”

(“No Outsiders In Our School: Teaching the Equality Act in Primary Schools”

by Andrew Moffat)

Embedding the ethos

We respect each other's



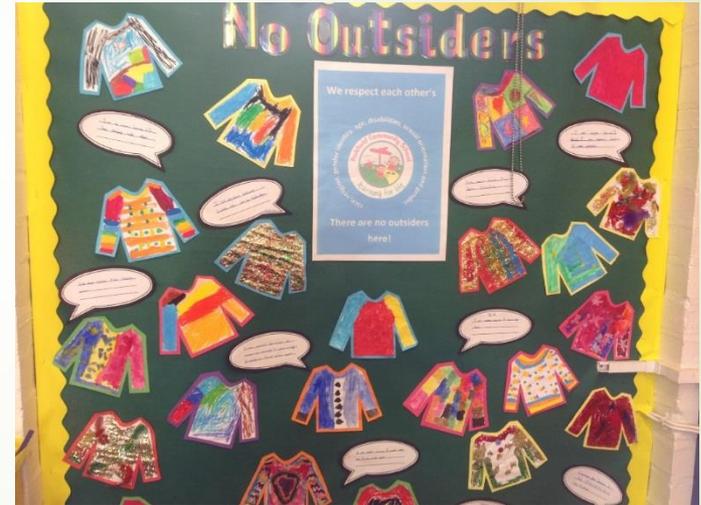
There are no outsiders
here!



Embedding the ethos



Embedding the ethos



Assembly discussions: 'No Outsiders' is everywhere!

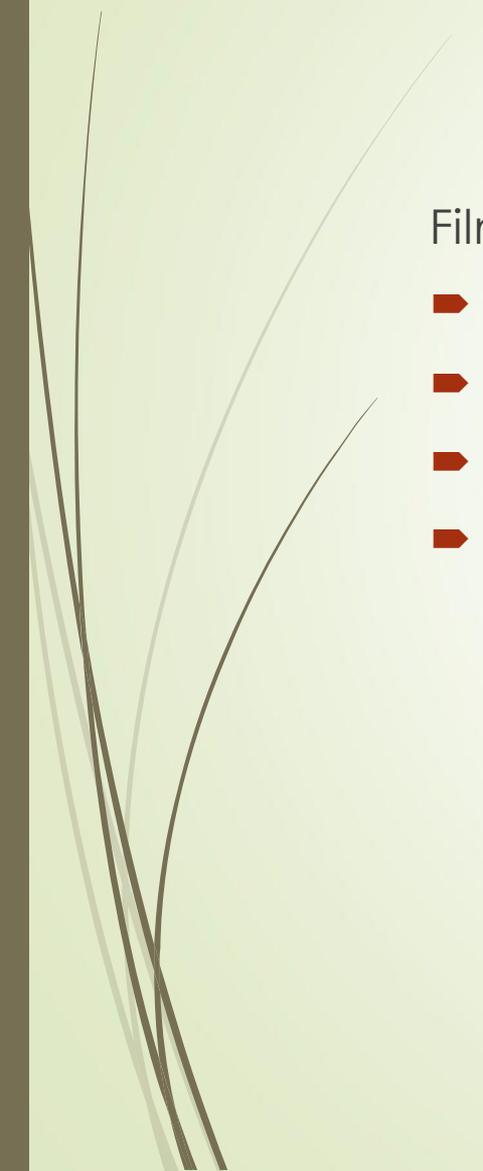
www.equalitiesprimary.com





British Values Film

Filmed at Parkfield Community School, December 2015

- Rights Respecting
 - Understanding the Equality Act (British Law)
 - Rehearsing democracy
 - Ambassadors Club
- 



Why is it working at Parkfield?

- Headteacher vision and leadership
- Strong foundations
- Community trust and respect
- Curriculum

Reduction of radicalisation through an appreciation of difference



Putting effective risk protocols in place

- ▶ Whole staff training every year
 - ▶ Senior Leader identified as Prevent lead
 - ▶ Staff must report anything they feel uneasy about. The Prevent lead will then take on the case and discuss with Headteacher.
 - ▶ Open communication and culture of vigilance.
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Two years: stats

2014-2015

11 cases reported to PREVENT Lead

Of these 11 cases, we referred 3 to CTU.

CTU chose to act on 2 of the cases. They came in to school to meet with parents. All other cases were monitored within school.

Only one child has been referred by teachers more than once.

2015-2016

4 cases reported to PREVENT Lead

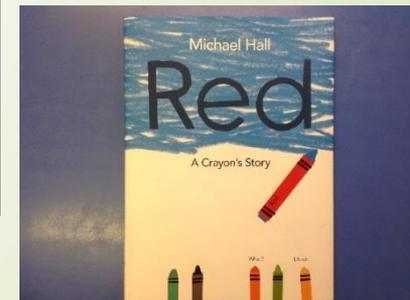
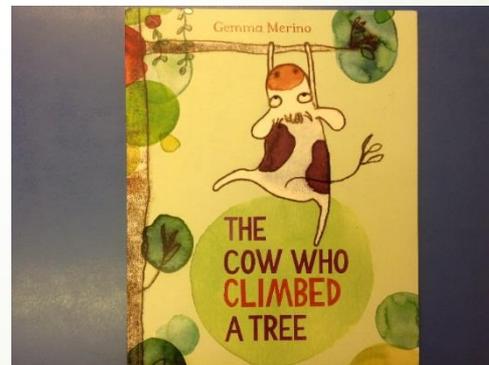
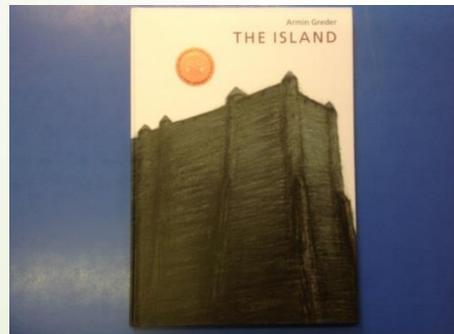
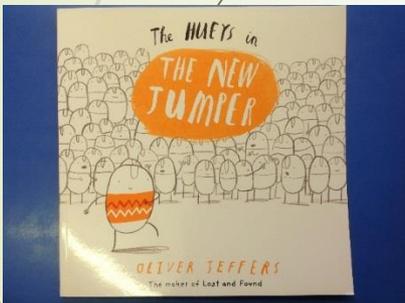
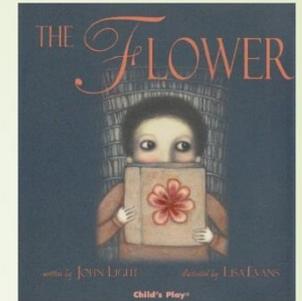
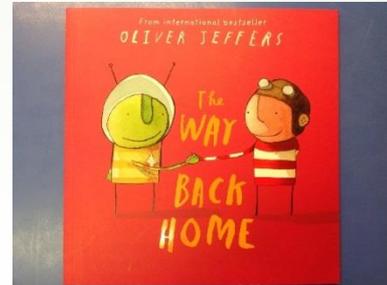
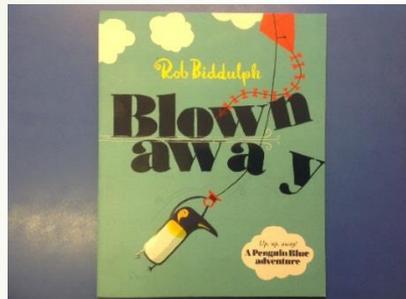
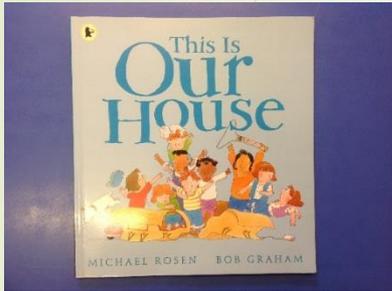
0 referred to CTU

In all cases we met with parents and there were no further incidents reported.



Statement	July 2015	July 2016
I feel safe in school	91%	96%
I like being in a school where people are different.	88%	95%
I can get along with people who are a different religion to me.	88%	96%
I know that some families are different.	89%	96%
I know that some people are gay or lesbian in the city where I live*.	67%	89%
I know what the Equality Act is*	67% (Dec 2015)	78%
I know what No Outsiders means.	97%	99%

Curriculum



This is our school!

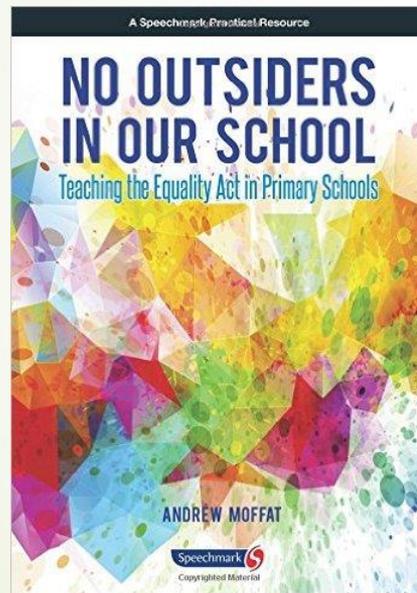




Conclusion

- Realisation that early intervention is essential
 - Schools are in an ideal position to lead this work
 - Schools need the tools and the leadership to be successful in preventing radicalisation
 - There needs to be a supportive monitoring approach to ensure engagement
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Thank you



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