Increasing Resilience in Pupils and Creating an Alternative Narrative

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Parkfield Community School, Birmingham
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!

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

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