



Harry Gosling School

Prevent Policy

2017

This policy is created in accordance with the Tower Hamlets Guidance document 'Supporting Vulnerable Children: Preventing Violent Behaviour and Violent Extremism in Tower Hamlets'. We follow the procedures and protocol that it outlines at all times. Matters relating to our Prevent Policy can also be found in our Child Protection / Safeguarding Policy, Equality and Diversity Policy, Safer Recruitment Framework and Curriculum Policies. Please refer to these documents for further details.

Much of the work all we do in school will help contribute to the goal of preventing violence. 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".

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

The school actively promotes the government's definition of British values from the 2011 Prevent Strategy - values of:

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

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

1. **Ensuring appropriate adult interaction with pupils:**

We operate a safer recruitment policy to ensure that our staff are suitable to work with children. See our 'Safer Recruitment Framework' for details.

We involve parents in our work through our coffee mornings eg. on 'Equality and Diversity' and the Prevent programme. We hold discussions with them about our curriculum and alerting them to concerns about their child, should they arise, and any referrals made as a result.

The school researches any person/visitor who comes to school to present information directly to our pupils. We do not allow anyone to present information to the school community that is not in accordance with the schools ethos of encouraging tolerance and respecting diversity. If visitors will be presenting information to pupils, the content of their talk is agreed in advance. All visitors of this nature are supervised at all times by school staff.

On entering the school 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. Anyone who declines our request to sign in and agree to supporting this ethos will not be given access to our school community.

2. 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.

Diversity and tolerance are embedded in our curriculum through the wide range of activities the children participate in. Every Spring Term we hold a 4-week learning unit about another culture. During this unit, children explore in depth a culture from a different place in the world. The unit culminates in an International Festival.

We celebrate Black History Month/Diversity every year. Here the children complete a week-long piece of work on a person who has contributed significantly to their community, helping to build our children's tolerance and understanding of different cultures.

The school has enlisted the support of the Prevent Team (from Tower Hamlets) to help educate our pupils about the risks of extremism. Their Education Officer has worked with the staff, pupils and parents on ways to educate our pupils and keep them safe. Units focus on developing tolerance within our community and developing an understanding of diversity in our school, our community and the wider world.

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 French lessons in Key Stage 2, where they learn about the French culture and acquire language skills. 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 and challenging stereotypes (see curriculum overviews for further guidance).

Our Healthy Schools leader holds a PSHE based assembly twice a half term to share a story with children where they learn about diversity and tolerance. Work based on the story is then planned for teachers and children to follow up in assemblies in class. Our assembly rota ensures that children have weekly opportunities to reflect on different cultures, religious festivals from across the world and how they relate to their own lives.

3. Dealing with incidents / concerns:

All staff have received PREVENT training (All class teachers and support staff were trained by the LA leader in April 2017), so that any concerns can be identified quickly and prompt measures taken. In addition to LGFL firewalls, the school has invested in Impero software which scans all computer usage and flags up any attempts to access inappropriate materials online.

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 fundamentalism or radicalisation, then they must report this to the Designated Safeguarding Leader immediately. The Tower Hamlets policy on next steps will then be adhered to.

The council is required by law, to convene a multi-agency panel to manage safeguarding interventions for individuals suspected of being vulnerable to radicalisation. This function is currently undertaken by the Social Inclusion Panel for children and by the Safeguarding Adults Panel for adults.

Due to changes being introduced nationally by the Home Office, and against a backdrop of a continually changing and increasingly complex terrorism threat, the council, in consultation with key stakeholders, has decided to review its safeguarding processes, to ensure our response to radicalisation continues to be effectively and efficiently managed.

1. All referrals for children suspected to be vulnerable to radicalisation should be referred through the multi-agency safeguarding hub (MASH) as the initial 'front door' into the local authority. All referrals will be made using the LBTH Inter-Agency Referral Form to the email address MASH@towerhamlets.gov.uk. In addition the referral form should be copied to Prevent.referrals@towerhamlets.gov.uk. An Early Help Assessment (EHA) will not be required as part of the initial referral.
2. Adults and children suspected to be vulnerable to radicalisation will be assessed by relevant services and where proportionate and necessary, and only after legal gateways have been satisfied, may be referred to a single multi-agency safeguarding panel.
3. This panel will be known as the 'Channel Panel' in line with Home Office national guidance. This panel will work closely with and support relevant child or adult services in safeguarding any individual.
4. The panel will ensure that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist activity. Participation in Channel requires the consent of individuals.
5. The Social Inclusion Panel will continue to manage the non-Prevent referrals that it receives.

“Please note that we may share information with 3rd parties and that the information held is in compliance with the GDPR and Data Protection regulations”

Key contacts and further information

Tom Llewellyn-Jones - Prevent Education Officer
Tel: 020 7364 6476
Email: Thomas.llewellyn-jones@towerhamlets.gov.uk

David Hough - Head of Education Safeguarding
Tel: 020 7364 3427
Email: david.hough@towerhamlets.gov.uk

Simon Smith - LBTH Prevent Co-ordinator
Tel: 020 7364 4691
Email: Simon.Smith@towerhamlets.gov.uk

In addition, further information for schools, teachers and Designated Safeguarding Leads can be found in "Understanding Tower Hamlets' Prevent Guidance for Schools". Please see the Tower Hamlets Guidance and our CP/ Safeguarding Policy for more details.

Key contacts at Harry Gosling School:

Lead on PREVENT – Emma Brown

Designated Senior Person / CP Leads - Emma Brown, Jennie Bird, Jo Potkins.

Teaching and Learning Lead – Anne Edwards/Elizabeth Beanland

Healthy Schools Leader – Rachel Parker

Online safety Lead – Elizabeth Beanland

Key documents:

Prevent Duty – departmental advice – July 2015

LBTH guidance

Sept 2016 – Keeping Children Safe in Education

INTER-AGENCY REFERRAL FORM

This form is to be used by all agencies referring child/children to London Borough of Tower Hamlets CSC for assessment as a child in need, including in need of protection.

All urgent referrals should be initiated by phone/fax and with completion of as much of this form as possible or an updated CAF or a Signs of Safety Mapping tool. If information is incomplete, a MASH worker will work through the form to ensure the information is accurate and good quality. If you are a service provider in Tower Hamlets, as part of the Family Wellbeing Model, you may be asked to provide a CAF as well as this form. You should get feedback within 24 hours on this referral and we will proactively work with you and other services to ensure a service is provided to the child, even if it does not meet the thresholds for a statutory response as outlined in the Family Wellbeing Model.

A. CHILD/ YOUNG PERSON

Family Name					Forename/s			
DOB/EDD		M		F	*Ethnicity code		Religion	
Child's first language					Is an interpreter or signer required?			
Address								
Postcode					Tel.			
Current address if different from above								
Postcode					Tel.:			

***ONS Ethnicity Codes:** White British 1a; White Irish 1b; White other 1c; White & Black Caribbean 2a; White & Black African 2b; White & Asian 2c; Other Mixed 2d; Indian 3a; Pakistani 3b; Bangladeshi 3c; Other Asian 3d; Caribbean 4a; African 4b; Other Black 4c; Chinese 5a; Other ethnic group 5b

B. CHILD/YOUNG PERSON'S PRINCIPAL CARERS

FULL NAME	DOB If known	Relationship to child	Ethnicity code	Parental responsibility
First language of carers: Is an interpreter or signer required: Y / N				

C. OTHER HOUSEHOLD MEMBERS

FULL NAME	DOB If known	Relationship to child/ young person	Ethnicity code	Tick if also referred

D. OTHER SIGNIFICANT PEOPLE IN THE CHILD/YOUNG PERSON'S LIFE, INCLUDING OTHER FAMILY MEMBERS

FULL NAME	Relationship to child/young person	Address	Tel No

Referrals will be shared with the family and should not be made without their knowledge/agreement unless this would jeopardise the child/young person's safety

	Y / N	If no, state reason
The child/young person knows about the referral		
The parent/carer knows about the referral		
The parent/carer has given consent to the referral.		

F. INFORMATION ON STATUTORY STATUS

	Y/ N	Please give details of name of child/young person, dates, category (if known)
Any child in family is/has been on the disability register?		
Any child in family is/has been on the child protection register (CPR)?		
Any child or other family member has been looked after by a local authority?		

G. KEY AGENCIES INVOLVED

Insert name of professional if involved	Tel	Insert Name of professional if involved	Tel
H.V.		G.P.	
Nursery		EWO	
School		Police	
YOT		Dentist	
Community mental		Community Paediatricia	

health			n		
School Nurse			Midwife		
Hospital Consultant			Other		

H. INFORMATION SUPPORTING THIS REFERRAL

The purpose of this section is to assist the inter-agency assessment. Where you have no information about a particular area, please write N/K (not known). Please record strengths as well as areas of need or risk so that resources can be directed appropriately.

REASON FOR REFERRAL/REQUEST FOR SERVICES

What are your concerns? (If an allegation of possible physical abuse, please give specific details of any injury including dates and explanations given)

Scale how safe you think the child is:

With 0 being I am certain the abuse will happen again if something is n't done immediately and 10 being the case needs action but I don't think the child is in immediate danger, what rating would you give?

Comments on Score: Please tell us how you reached this score.

What existing safety is there for the child(ren) – are there safe people around the child?

What are you most worried will happen to the child(ren) if the situation doesn't change?

What convinced you to take action now and contact us?

Have you done anything to address this problem (apart from making this referral)? For example has your agency used a CAF or a TAC to focus professional efforts on addressing the concerns? Has the Social Inclusion Panel been consulted for support?

What do you see as the cause of the problem?

What do you expect to happen as a result of this notification?

I. DETAILS OF REFERRER AND SOCIAL WORKER TAKING REFERRAL

Name of worker completing this referral (please print)	
Agency	

Address			
Ward/Consultant			
Telephone number			
Signature		Date	

Name of social worker taking referral			
Team		Date	

Social work context scale (for social worker to complete):

On a scale of 0 to 10 with 0 being this is the worst case that the agency has ever worked with and 10 indicates that this is a case the agency would take no further action with, where would you rate yourself?

Prevention of Violent Extremism and Radicalisation.

Checklist for ensuring Prevent issues have been addressed in your school policy and practice:

	YES	NO	Comment/evidence	Further action	By Date
Does your safeguarding policy make explicit that the school sees protection from radicalisation and extremist narratives as a safeguarding issue?	√		See CP policy		
Are the lead responsibilities for Prevent clearly identified in the policy? <ul style="list-style-type: none"> • Prevent Safeguarding Lead? • Prevent Governor Lead? • Prevent Curriculum Lead? • Responsibility for checking visitors to the school? • Responsibility for checking premises use by outsiders? • Responsibility for ensuring commissioned services are complying with the Prevent Duty? • Responsibility for record keeping to demonstrate compliance with the Prevent Duty? 	√ √ √ √ √ √		See PREVENT policy		
Have all school staff received training on Prevent?	√		All teachers & admin – and key support staff WRAP training in 2015-16. All class teachers and support staff trained by LA leader in April 2017 through in school training.		
Has the Designated Safeguarding Officer been trained?	√		Yes		
Have Governors received training on Prevent?	√		Some specific training at LA – others within meetings		
Does your induction programme cover Prevent issues?	√				
Does your safeguarding policy make explicit how Prevent concerns should be reported within the school?	√		See CP policy		
Have you checked that all staff know what they should do if they have a Prevent concern and to whom it should be reported?	√		Meetings minutes		

Do you have a clear statement about how the Prevent agenda is addressed preventatively through the curriculum/other activities?	√		See PREVENT policy		
Have the Prevent curriculum interventions been mapped across the age range and subject areas?	√		See PHSE and assemblies		
Is there a clear statement about the range of interventions the school can offer to individuals at risk?	√		See PREVENT policy		
Is there a clear understanding of information sharing and when cases should be referred to the Social Inclusion Panel for Channel or other support?	√		See CP & PREVENT policy		
Has the school ensured its internet security systems prevent access to unauthorised or extremist websites?	√		IT system firewalls in place and regularly tested See Acceptable Use policy		
Is there a clear vetting policy on the use of school premises and facilities by outside agencies and groups?	√		See PREVENT policy		
Is there a clear Visitors Policy that ensures visitors are vetted and adhere to the school's values and promote community cohesion?	√		See PREVENT policy		
Are you sure your commissioned services are aware of and adhering to the Prevent Duty?	√		All external staff & volunteers receive CP induction inc PREVENT		
Do you keep appropriate records to enable you to demonstrate your compliance with the Prevent Duty.	√		See CP records		

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