



ST PAUL with ST LUKE
CHURCH OF ENGLAND PRIMARY SCHOOL
Leopold Street, Bow, London E3 4LA

Policy version Control 2022

Prevent Policy

Version no	Amendments	Approval date
1	Updated policy pre March: Prevent team contact details Procedure to follow Flow chart to follow	<i>Bar Sains</i> March 2022
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An updated [Ofsted inspection framework](#) published in January 2013 sets out expectations on **preventing extremism**. It directs inspectors to examine a school's response to extremist behaviour when considering the behaviour and safety of pupils, as well as the effectiveness of the leadership and management of the school in preventing extremism. The Government has said that it intends to strengthen these provisions in the near future.

Since 2012, it has been required by law for teachers "not to undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs."

In a school context the 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; and 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

Our Safeguarding policy makes explicit that the school sees protection from radicalisation and extremist narratives as a safeguarding issue.

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

"Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm." Home Office – The Prevent Strategy

The overall role of schools in safeguarding children is set out in the Government's statutory guidance '[Keeping Children Safe in Education](#)' published in 2021. School policies need to be amended to include the issue of risk from extremism or radicalisation and cover the following:

STAFF TRAINING AND AWARENESS

Training should be revisited regularly and not just a one off event. Training on recognising and responding to the risk of Violent Extremism and the role of professionals is available for school staff and other professionals from the Tower Hamlets Prevent Education Officer

Eleanor.Knight@towerhamlets.gov.uk
07842301565

Why might a young person be drawn towards extremist ideology?

It appears that those being radicalised are exploited by others to become involved in violent extremism:

- May begin with a search for answers to questions about identity, faith and belonging
- May be driven by the desire for 'adventure' and excitement
- May be driven by a desire to enhance the self esteem of the individual and promote their 'street cred'
- Is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- Is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

- Secretive behaviour

The Power of Social Media/Internet Grooming

There are also very powerful narratives, programmes and networks that young people can come across online or through social media so involvement with particular groups may not be outwardly apparent and those at risk may be encouraged not to draw attention to themselves.

REPORTING

All staff will report to the **Designated Safeguarding Leads in the school** as they would for any other child protection issue.

The school will respond in the following ways.

If you have concerns about a child or group of children being violent, or being drawn into violent extremism, or being vulnerable to this, you should respond as we would to all vulnerable children and follow the procedures below.

1. Talk to the family and other professionals working with the young person about the concerns and get their views.

2. Contact the Prevent Education Officer- Eleanor Knight (Eleanor.Knight@towerhamlets.gov.uk) or the Multi Agency Safeguarding Hub (MASH) for advice and next steps.
3. If advised to by the above professionals, seek consent to complete a EHA form to get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met.

For Adults (those 18 or over), cases should be referred to the Safeguarding Adults Panel (SAP). Contact the Prevent Project Manager , Nojmul Hussain, nojmul.hussain@towerhamlets.gov.uk
tel 020 7634 4691

If at any stage you are concerned that a child or young person is at imminent risk of harm **the DSL will also contact the Child Protection Duty Line on 020 7364 3444.**

If it is suspected that someone is actually engaged in terrorist activity, **the DSL will also contact the police or the anti-terrorist hotline immediately on 0800 789 321**

Referral route for safeguarding concerns related to Radicalisation or Extremism PREVENT

Any member of St Paul with St Luke's staff with concerns about a child will follow the School's **Safeguarding and Child Protection policy procedures**. They will make a clear written record of the concerns they have heard and/or witnessed on **CPOMS or the Note of Concern**

If the DSLs are not available, then the staff member to contact is: Matt Chandler, Megan Brady, Nicola Drew
Child Protection Advice line (CPAL)
Tel: **020 7364 5006 option 3 or 0207 364 3444**
(5.00pm onwards) **020 7364 4079**

They will speak to **and** pass on the CPOMS/Note of Concern referral to the DSLs:
Nicola Horton
Lauren Sharpe
Bremila Thavarajah

The issue should be discussed with the family (unless the family are implicated in the issue or to do so might put the child at risk).

For guidance, advice and next steps, DSL will contact either:

Eleanor Knight – the Prevent Education Officer at
Eleanor.Knight@towerhamlets.gov.uk
07842301565

OR

Multi Agency Safeguarding Hub (MASH) on the numbers below
Child Protection Advice line (CPAL): on Tel: **020 7364 5006 option 3 or 0207 364 3444**
This is manned between **9.00am to 5.00pm**.

The children's social care emergency out of hours' duty team, from 5.00pm onwards is:
020 7364 4079

It may be advised by Eleanor Knight/MASH to complete an EHA.

Imminent risk of harm to the child – contact:

Child Protection Advice line (CPAL): on Tel: **020 7364 5006 option 3 or 0207 364 3444**

You may then be required to complete a MASH referral and email it to the Multi Agency Safeguarding Hub (MASH) on:
MASH@towerhamlets.gov.uk
This is manned between **9.00am to 5.00pm**. The children's social care emergency out of hours' duty team, from 5.00pm onwards is:
020 7364 4079

Note: The Emergency Out of Hours Duty Team should only be involved if they absolutely have to be and there is no other option. In the event that you cannot contact someone, you should call the police.

Imminent threat of harm to others – contact
Police 999
or Terrorist Hotline
0800 789 321

INTERVENTIONS WITH INDIVIDUALS AT RISK

The school will implement interventions such as:

- Increased adult support, supervision and encouragement
- Positive buddying programmes
- Positive activities in and out of school
- Behaviour support / anger management programmes
- Attendance support
- 1 to 1 or group counselling
- Parenting programmes with a Preventing Violent Extremism element
- Links with relevant voluntary or religious organisations
- Support from a school attached police officer
- Advice on cyber safety (for pupils and parents)

And referrals (usually through SIP) for:

- Family Therapy / CAMHS programmes
- Targeted Youth Support
- YISP crime prevention programmes
- Police Prevent team support
- Specialised theological / educational programmes
- Intensive Family Support Programmes

PREVENTION

The safeguarding policy makes explicit that the school addresses this issue through the curriculum and other activities:

- Work on community cohesion, tolerance and anti-violence addressed throughout curriculum: promoting alternative positive narratives to counteract extremist ideologies.
- Open discussion and debate of issues and the law in a supportive environment.
- Critical appraisal of sources / internet resilience / identifying propaganda – relevant for all subjects but especially when using the internet for research
- Citizenship programmes – British Values
- Social and Emotional Aspects of Learning
- Anti-bullying work including homophobia and violence against women.
- Rewarding positive behaviour
- Pastoral and induction support
- Work on safety, risk and crime prevention
- Opportunities for channelling positive engagement e.g. charities / community work
- Positive in and out of school hours programmes
- Access to youth clubs and holiday programmes
- Parenting programmes to ensure consistent messages between home and school.

Note: One off events are not enough, e.g. a drama group coming in to do a play on one occasion.

It needs to be embedded into the curriculum. e.g. All work using internet sources critically evaluates sources and validity; addresses cyber safety and explains where children / young people can get support if they read something that disturbs them or they are contacted by people who they do not know. This relates to risk of radicalisation as it would for internet grooming.

INTERNET SECURITY IN SCHOOLS

Generally what is good practice for safeguarding in other fields is good practice for vulnerability to extremism. There are two factors which will impact upon online safeguarding - user behaviour and network security.

The school enforces **an Acceptable Use Policy**, which includes provisions such as access to private email on the network (more so for pupils than staff), ensuring web connected computers are in public areas, and monitoring browsing history. There is also, as always, a need to ensure that everyone, pupils and staff, know what to do should they become concerned about something they find, or contact they receive, online.

The school has robust filtering in place, both at a school and service provider level. Most Tower Hamlets schools use the LGFL. This has several layers of filtering.

- There is a global list of filtered sites that is determined by the Internet Watch Foundation, followed by a pan-London layer, also in compliance with the Internet Watch Foundation, applied across the capital by Atomwide.
- There is a LA layer (administered in Tower Hamlets by NicTeeman (nic.teeman@towerhamlets.gov.uk) where additional bespoke filtering for the borough can be applied, such as key words and URLs.
- Then there is a school layer. Again with the ability to request specific URLs to be blocked (or allowed), or key words to be added to the proscribed list usually by a member of staff.

Every school has the rights to amend their school filtering settings. A member of staff, often the ICT co-ordinator or ICT technician, will have the necessary access rights. Training on how to do it is available from LGFL and Atomwide.

The LGFL website has documents to explain these policies and processes in detail under the Support tab on their website www.lgfl.net. If pupils are required to log in using individual USOs it is possible to track their personal online activity. Further levels of security can be added with other LGFL services such as Webscreen2 and MailProtect.

VISITORS AND USE OF SCHOOL PREMISES / FACILITIES

Safeguarding policies should include a policy on clubs, groups, visitors to schools and access for other organisations.

- Schools should monitor the activities of any clubs or groups operating under the name of the school, or using their premises or facilities.
- In the visitor's policy it needs to say that appropriate checks will take place e.g. Google the person and speak to the organisation they are from. Visitors have to be thoroughly checked out (it's not good enough to say 'we vetted what he was going to say')
- Speakers should be checked out by whoever books them. It's up to the institution whether they get the speaker in but if there are any concerns the school should engage with the local police or LA Prevent lead to find out about the individual.
- Visitors can be expected to sign an "External Speakers Policy" that ensures they uphold the values and policies of the school.
- Similar checks should be done prior to letting organisations use school premises and facilities for meetings and events.

SCHOOL GOVERNORS

Governors are responsible for ensuring Prevent issues are being addressed through the curriculum and that the safeguarding policy reflects vulnerability to radicalisation. Schools should report on these to the Governing Body and the lead Governor for Safeguarding.

INTERVENTION TRIANGLE

Below is a triangle of intervention showing, at the base, examples of UNIVERSAL preventative work in schools to increase pupil resilience and counteract extremist messages.

As you progress up the triangle, where a school identifies a concern with an individual, the school will use the CAF to assess and undertake TARGETED support work with the child / young person to divert them from harm. If concerns are more serious or do not respond to school interventions (or if you want advice) you should refer to the Social Inclusion Panel (SIP) which can provide additional support.

At the top of the Triangle are those cases that are beyond Prevent because they are already involved in violent extremism.

Youth Offending Team,
Social Care and the Police
with multi-agency support

**SPECIALIST INTERVENTIONS
WITH YOUNG PEOPLE
ALREADY ENGAGED IN
VIOLENT EXTREMISM**

If concerns are serious or persist then refer to the Social Inclusion Panel which will advise and oversee the programme – if in doubt REFER!

Intensive Family Support Programmes
Family Therapy / CAMHS programmes
Police Prevent team support Targeted Youth Support
YISP crime prevention programmes
Focussed theological / educational programmes
Parenting programmes with PVE element
Links with relevant voluntary or religious organisations
Support from school attached police officer
1 to 1 or group counselling
Behaviour support / anger management programmes
Attendance support
Positive activities in and out of school
Positive buddying programmes
Increased adult support, supervision and encouragement

If there are concerns, start with an individual CAF action plan and work with Parents to create a diversionary programme.

**PREVENT -
TARGETED
WORK
WITH
THOSE
AT RISK**

Work on community cohesion, tolerance and anti-violence addressed throughout curriculum. Alternative positive narratives.
Open discussion and debate of issues and the law in a supportive environment.
Critical appraisal of sources / internet resilience / propaganda – all subjects
Citizenship programmes – British Values
Social and Emotional Aspects of Learning
Anti-bullying work including homophobia and violence against women.
Rewarding positive behaviour
Pastoral and induction support
Positive in and out of school hours programmes
Access to youth clubs and holiday programmes
Opportunities for channelling positive engagement e.g. charities / community work
Parenting programmes to ensure consistent messages between home and school.
Work on safety, risk and crime prevention

UNIVERSAL EARLY PREVENT INTERVENTIONS