

Tower Hamlets Triangle of Intervention (protecting pupils from Radicalisation and Extremism.)

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 light of recent events you will wish to consider the following questions;

- Do you need to update your existing safeguarding and child protection policies to reflect the potential risk of pupils becoming radicalised or engaging in extremism?
- Do key staff know how to identify when a pupil may be at risk of engaging in extremism and how to respond if they do?
- Is there potential for pupils to be inadvertently exposed to extremism, for example via their internet use or external visitors?
- How will the proposed changes of the DfE consultation document on the promotion of 'British values' affect your place of education? You may wish to consider whether your curriculum fully meets the requirements of preparing young people for life in modern Britain.

Please refer to the **Tower Hamlets Guidance on Preventing Violent Extremism and the Triangle of Prevent Intervention** (reproduced at the end of this document.).

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

INTERVENTIONS WITH INDIVIDUALS AT RISK

The policy can highlight interventions the school might implement 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 should make explicit that the school addresses this issue through the curriculum and other activities:

These may include:

- 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.

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