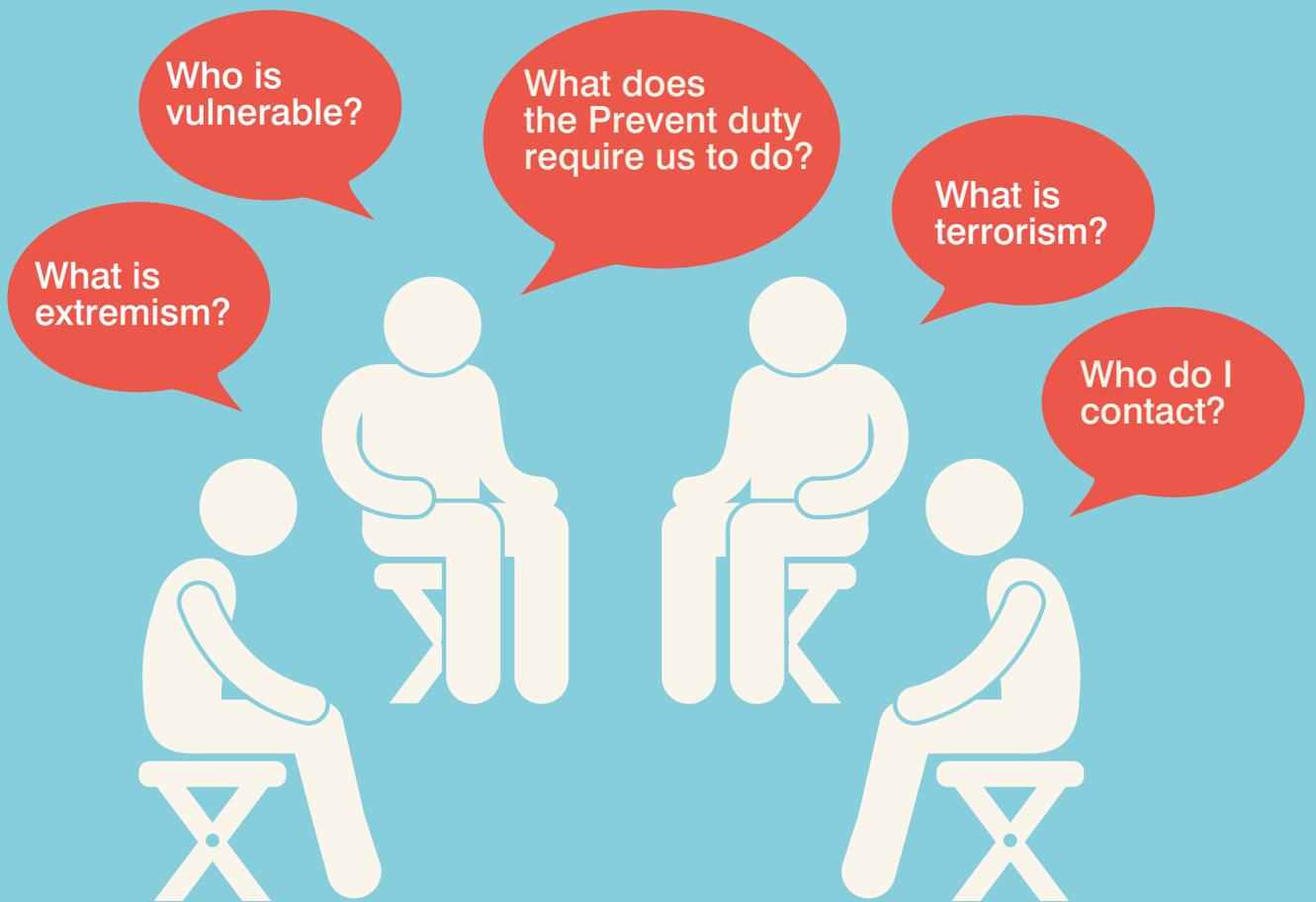


# Understanding Tower Hamlets' Prevent Guidance for Schools



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**‘Safeguarding  
vulnerable people  
from radicalisation  
is no different from  
safeguarding them  
from other forms  
of harm.’**

**Home Office  
The Prevent Strategy**

# Overview

## The Prevent Duty

From the 1st July 2015 the Counter Terrorism and Security Act places a new statutory duty on schools, LAs and other specified authorities and institutions, to prevent people being drawn into terrorism and extremism.

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.” Ofsted now specifically look for the promotion of fundamental British values in schools.

The updated Ofsted inspection framework published in 2018 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.

The Prevent strategy is nothing new though and has existed in various form since 2007.

Teacher training has always highlighted the vital role teachers have in ensuring the safety and well-being of the students in their care; and adhering to the new statutory requirements is no different from adhering to the normal safeguarding procedures.

- 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 or gang membership. Therefore, we approach the Prevent strategy in the same manner we would child sexual exploitation or gang membership: If a member of staff is concerned about the safety of a student they should inform the safeguarding lead in the school. They should also talk to the family and other professionals working with the young person about the concerns and get their views (unless the family is implicated in potential extremism).

# Overview

The Prevent Duty is concerned with all forms of grooming that could lead to violent extremism. At the moment, the biggest threats come from Islamist and far right groups but there have also been referrals linked to black supremacism and animal rights extremism.

Prevent is not about trying to silence strong voices or opinion. Instead it is concerned with preventing the translation of strongly held views into deliberate violence against others.

**We all appreciate and value freedom of speech. Prevent supports freedom of speech and helps to offer counter-narratives to intolerant, violence-inciting views.**

---



# Key Terms

The Prevent Duty requires schools to try to prevent people being drawn into extremism and terrorism. So what do these terms actually mean?

## What is extremism?

**Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.**

*Source: Counter Extremism Strategy – October 2015*

## What is terrorism?

**Terrorism is defined as action designed to influence the government, intimidate the public, and done for the purpose of advancing a political, religious or ideological cause, that endangers or causes serious violence or harm to people, property, or seriously disrupts or interferes with an electronic system.**

*Source: Terrorism Act – 2000*

It is important to note that the Prevent Duty should not limit conversations about these things taking place in the classroom. In fact, effective implementation of the duty should enable discussions about these issues to flourish. By providing a safe space for students to discuss controversial issues, teachers can help them build the resilience and critical thinking skills they need to challenge extremist arguments and see them for what they are: simplistic narratives that don't stand up to close scrutiny.

# Myth busting

Many people are confused about what the Prevent Duty actually requires schools and teachers to do.

Some teachers have expressed concerns that they have to 'spot the signs of non-violent extremism'.

Prevent does not say that teachers are required to spot signs of extremism. Instead the Prevent Duty acknowledges that, after close family and friends, it's likely that school staff would be in the best position to notice if a child was behaving in manner which implied something was troubling or upsetting them. There is no definite checklist of behaviours or warning signs, just as there isn't for other child protection issues. Children behave in any number of differing ways when something has a profound effect upon them. Think about a young person you know and how they reacted to a difficult family breakup, then compare their reactions to someone else who has also been through this ordeal. People often respond differently. What the Prevent Duty acknowledges, is that teachers, as a part of their daily routine, will try to ensure children in their care are kept safe from harm and that teachers are well placed to spot signs of physical and emotional trauma/harm.

If a teacher notices some significant change in the behaviour or temperament of a student, they should do what they always do i.e. ask the student if everything is alright. If, during the conversation something is disclosed which makes them fear for the safety of the student, then the teacher should do exactly what they would in any other situation - speak to the Designated Safeguarding Lead in the school and explain their concerns.

This should be viewed in the same way that teachers have dealt with issues regarding sexual exploitation and abuse for years.

Teachers are required, and encouraged, to talk about and educate students on the issues concerning sexual relationships, including around grooming, consent and the law. However, if a student discloses something during these discussions which makes the teacher concerned that the child is being exploited, the teacher has a legal duty to pass it onto the child protection/safeguarding lead in the school. This is exactly the same procedure for issues around extremism. An educator's first priority should always be to ensure the safety and well-being of students in their care.

# Myth busting

Effective Prevent work in schools should encourage discussion in the classroom about controversial issues and students should feel that it is a safe space to discuss things that concern them.

Teachers should feel confident about referring on when they feel a child is at risk.

**Prevent is not about identifying or labelling students; it's about supporting all students and ensuring their safety.**

---

The screenshot shows the Guardian website interface. At the top, there are navigation links for 'sign in', 'become a supporter', 'subscribe', and 'search'. The Guardian logo is prominently displayed on the right, with the tagline 'website of the year'. Below the logo is a horizontal menu with various sections: UK, world, politics, sport, football, opinion, culture, business, lifestyle, fashion, environment, tech, and travel. A 'browse all sections' button is also visible. The main content area features the article title 'Prevent strategy 'stifles debate and makes teachers feel vulnerable'' under the sub-header 'UK security and counter-terrorism'. The article text begins with 'Government's reviewer of terrorism legislation says teachers 'are watching their backs' rather than confronting extremist ideology in classrooms'. It further states that 'The Prevent strategy is widely felt to be inhibiting free speech in schools and encouraging teachers to avoid "toxic" issues of extremism, according to a government watchdog.' The author is identified as 'Owen Bowcott Legal affairs correspondent' with a Twitter handle '@owenbowcott'. The article is dated 'Wednesday 9 March 2016 11:51 GMT'.

# Good Practice

As stated, effective implementation of the Prevent Duty should encourage open and healthy debate about controversial issues in schools. This does not mean that all members of staff are suddenly expected to become experts on issues regarding far right, Islamist or animal rights extremism.

Instead, best practice would see schools identifying which members of staff would be most at ease talking about these issues with students should questions arise in the classroom. They might be Citizenship or RE teachers, or even just members of staff who have an interest in these topics. Students and staff members would then know who to turn to should some difficult questions arise.

For example, it is perfectly acceptable for a teacher to say to a student who has asked a question about an extremist group ‘That’s a really interesting question, but unfortunately it’s not something I know a huge amount about. I know Miss/Mr .... is interested in this topic. I’ll get them to come and speak to you about it, and if it’s ok I’d like to sit in as I’d like to find out more about it myself.’

By getting the other member of staff to speak to the child, it ensures the conversation takes place. By asking to be part of that conversation it demonstrates to the child that you are interested in their views (they probably approached you because they feel more comfortable talking to you than anyone else).

It’s essential that members of staff know where they can turn to get additional support. If you feel you want even more specialist discussions, then contact the Local Authority (see Contacts at the back of this booklet).

The most crucial thing is that discussions and questions about issues regarding extremism/terrorism are not shut down. If the young person doesn’t feel they will be listened to and taken seriously or if they feel that they can’t talk about this with an adult they can trust, then where might they turn for information?

# Good Practice

These headlines highlight the dangers if young people feel they can't talk to an adult about controversial issues. They might seek explanations from the internet and, unless they are competent users who are able to critically evaluate source material and its authenticity, they could be exposed to hateful, simplistic narratives.

## The Telegraph

Home Video News World Sport Business Money Comment Culture Travel Life W

Politics Work Family Sex Life Health Wonder Women Columnists

HOME » WOMEN » WOMEN'S LIFE

### Forget radicalisation in mosques - 'Sheikh Google' is the real threat to young Muslims

As British Muslim women speak up against the so-called Islamic State, Radhika Sanghani learns that their biggest concern is their children being radicalised online

 View comments

### Calls for government to act on online radicalisation in light of Mold machete attack

Published date: 02 November 2016 | Published by: Owen Evans

The [government](#) has been urged to focus on far-right radicalisation in light of a machete attack in Mold.

Delyn MP David Hanson urged security minister Ben Wallace to focus on the issue during a House of Commons debate on online radicalisation.



# Who is vulnerable?

In Tower Hamlets, we take the view that anyone can become vulnerable to extremist narratives.

There is often a huge discrepancy between what parents and teachers consider to be typical extremist propaganda and what it is that young people might actually be exposed to. Below are two examples of materials put on the internet by extremist groups.



The first is a post by the far-right political party Britain First. They use popular campaigns like this to try to expand their influence. This is despite the British Legion, which runs the Poppy Appeal, saying publicly that it does not authorise the use of the poppy for “political or partisan use”.

When people see the poppy, they share it without knowing that the image was put up by a group that is not associated with the campaign. It is “click-bait”. This means it’s a social media post that is designed to get as many ‘likes’ and ‘shares’ as possible. Most of their posts have no mention of their political views, instead they are deliberately chosen to appeal to as many people as possible. Once someone has liked or shared a post like this it then means that whenever the group posts another item on social media it will automatically reach those people.



# Who is vulnerable?

Their posts will, then, become more aggressive in tone, and often become Islamophobic.

The second post is from Daesh (also known as ISIS, ISIL or IS). Most people assume that Daesh propaganda is aimed at inciting ultra-violence when, in fact, it posts more about 'state building' and its 'charity work' than it does about violence.

If a young person finds propaganda online, much of what they see will appeal to them because it echoes their views on a range of issues and makes them believe they are supporting groups that are doing good and supporting the oppressed.

**In short, even intelligent, compassionate and charitable young people can be vulnerable to extremist narratives. If a young person sees posts that talk about the virtues of these groups, if they don't know how to evaluate critically such sources of information and they don't think they can talk to a trusted adult about the views being expressed, they can easily be led into thinking that such groups are virtuous.**

---

The following headlines and pictures show that people from very different backgrounds can be drawn into extremist narratives.

# Who is vulnerable?

## Profile: Roshonara Choudhry

A gifted student from a humble background who came to attempt the assassination of British MP Stephen Timmins



Artwork of Roshonara Choudhry, sitting in the dock at Old Bailey trial. Photograph: Julia Querfent/Central News

Until 14 May, when she became the first British person inspired by al-Qaida to try to assassinate a prominent figure on UK soil, Roshonara Choudhry was everything a society could want a citizen to be.

## UK police launch hunt for London schoolgirls feared to have fled to Syria

Counter-terrorism police open international search for three girls who left their homes in east London last week and caught a flight to Turkey



The girls at Gatwick airport. Photograph: Metropolitan police

British counter-terrorism police have launched an international hunt to find three London schoolgirls feared to be making their way towards Islamic State (Isis) territory in Syria after fleeing the UK.

25 JUN 2015 UK

## National Action's Zack Davies guilty of attempted murder

By BRIAN WHELAN

A young neo-Nazi extremist who was radicalised online is found guilty of attempted murder at a court in North Wales. Zack Davies tried to decapitate a man because he was Asian.



Zack Davies posted an image of himself in a balaclava with a large knife and the flag of the far-right group National Action hours before he carried out his violent racist attack.

HOME - NEWS - UK NEWS - CRIME

## Debbie Vincent: Former soldier turned animal rights extremist jailed for six years

A woman who helped organise a campaign of blackmail based on the harassment and intimidation of medical researchers has been sentenced to six years in prison



Debbie Vincent was jailed for her part in plotting a campaign of blackmail against one of Europe's largest medical testing laboratories. Photo: Silent News

By Patrick Sawyer  
1:03PM BST 17 Apr 2014

Print this article  
Crime

None of these profiles match the stereotype of a young person vulnerable to radicalisation.

# Universal Provision

Because identifying those at risk is so difficult, we take the view that there should be universal provision for young people to help prevent them being drawn into radicalisation.

Children today have open and unrestricted access to extensive information so we need to teach skills of critical thinking, discrimination and questioning the validity of sources.

We need to ensure that they know they have a voice; that they can have differing beliefs and views to others, that they are valued members of society who can make an impact on society and bring about change for the better.

We also need to ensure that there is transparency regarding Prevent. We need to ensure that parents, teachers and students are all given the same information and know how to request support should they have concerns about someone getting drawn into extremist narratives.

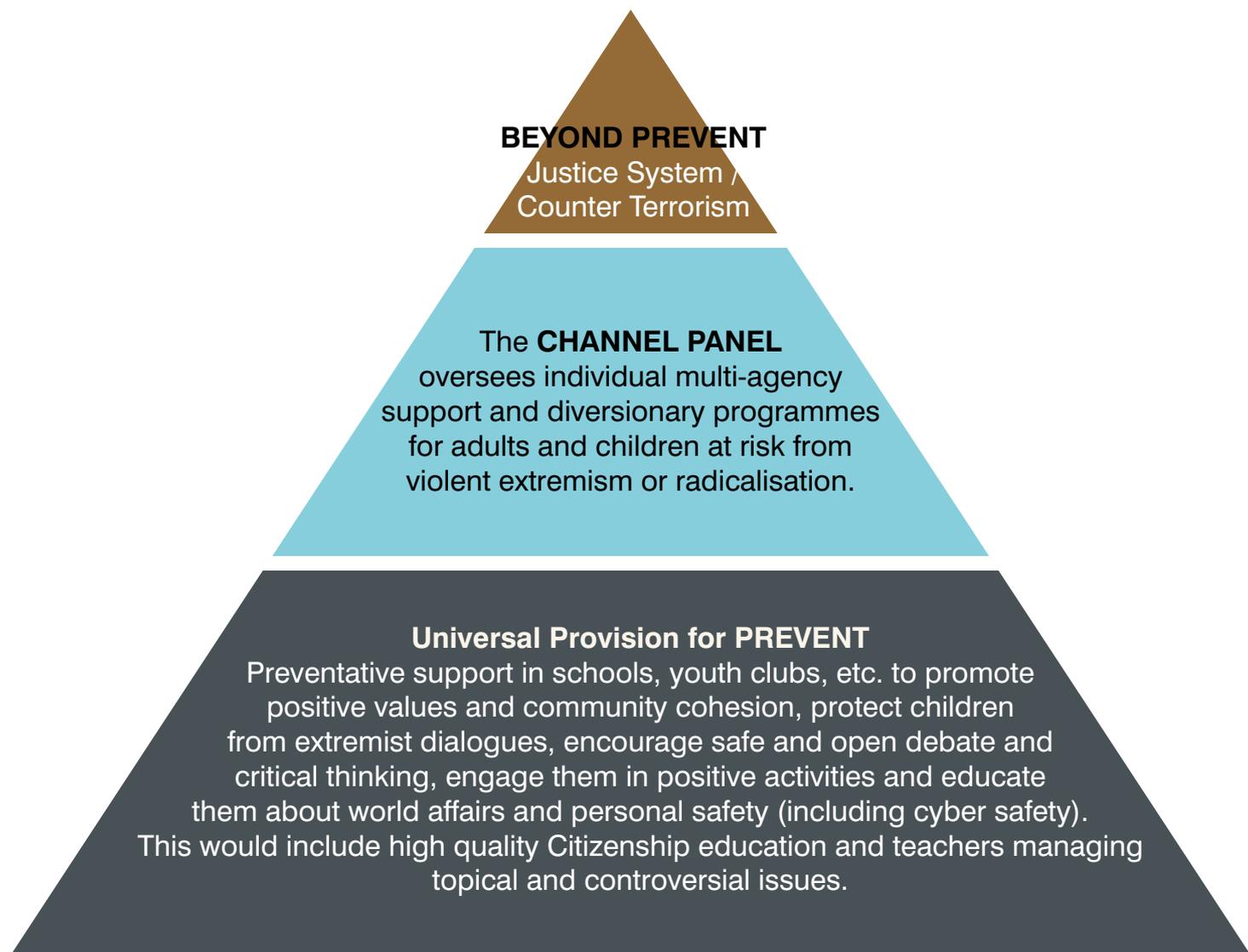
A lot of good work will already take place in your school regarding this.

The diagram below shows that most Prevent work happens in the Universal Provision tier. For example, if schools have debate clubs, high quality Citizenship and RE, safe spaces for debate, mentors, school councils, good ICT e-safety classes etc. they can demonstrate that all children are listened to, valued and given the opportunity to become critical thinkers who will be resilient to extremist narratives.



# Universal Provision

## PREVENT Triangle of Intervention



# Referral Pathways

As stated, educational institutions are required by law to refer safeguarding concerns to the Local Authority. This includes any concerns they have about young people being drawn into violent extremism.

**If at any stage you are concerned that a child is at immediate risk of harm you should contact the Multi-Agency Safeguarding Hub (MASH)**

**020 7364 5006**

**If at any stage you are concerned that there is a threat of violence to an individual or a threat to public safety, then you should contact the police.**

At all other times the normal procedures should be followed. These are detailed over the following pages. But for school staff, the main message is inform the School Designated Officer for Safeguarding of your concern. They will use their expertise and experience to decide if it needs to be referred further.

Vulnerable children can sometimes be drawn into a range of risky or extreme situations which may include drug or alcohol abuse, offending, exploitation by others or becoming victims or perpetrators of violent behaviour. Often we have no way of knowing what risks they may be vulnerable to or could come across, so it is important we deal with their needs holistically to protect them, make them more resilient and provide them with skills and positive avenues of support to enable them to deal with these hazards and resist negative influences.

Concerns about an individual child or group of children becoming violent, or being drawn into violent extremism, or being vulnerable to this in future, should be treated initially using the same procedures we use for all vulnerable children. Sometimes the support we provide for them may be similar to that provided for other vulnerable children and

# Referral Pathways

sometimes more specifically focussed interventions may be appropriate.

If you are concerned that a child/young person may be at risk of being drawn towards violence or violent extremism in future:

1. Talk to the family and other professionals working with the child/young person about your concerns and get their views.
2. Seek consent to from the parents to complete an Early Help Assessment (EHA – formerly CAF). This will get a holistic perspective on the situation and determine if there are additional needs and, if so, how these could be met.
3. Contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the child and their family.
4. If your concerns persist and the TAC approach does not seem to be having a positive impact, then refer to the **Multi-Agency Safeguarding Hub (MASH)** using the **Inter-Agency Referral Form** (example form on page 31).

If you have evidence or reason to believe a child or young person may already be engaged in or drawn towards violence or violent extremism or in contact with others who engage in or promote violence, refer to MASH immediately by using the **LBTH Inter-Agency Referral Form** and calling the MASH.

In considering such cases, the Channel Panel discussion will include representatives from the Metropolitan Police Prevent team and Children's Social Care who will contribute advice and guidance.



# Referral Pathways

Please note: You can make a referral without parental consent where you believe the child or others are at serious risk of harm or in order to prevent serious crime are examples where consent is not necessary and may indeed be counterproductive to managing the situation. A referral because you think a child is already becoming drawn towards violent extremism would be a situation where you may conclude that consent is not feasible or appropriate: the LA will provide advice on this. An example might be where you are concerned that the parents are complicit in the risk.

## Appropriate interventions for individuals at risk

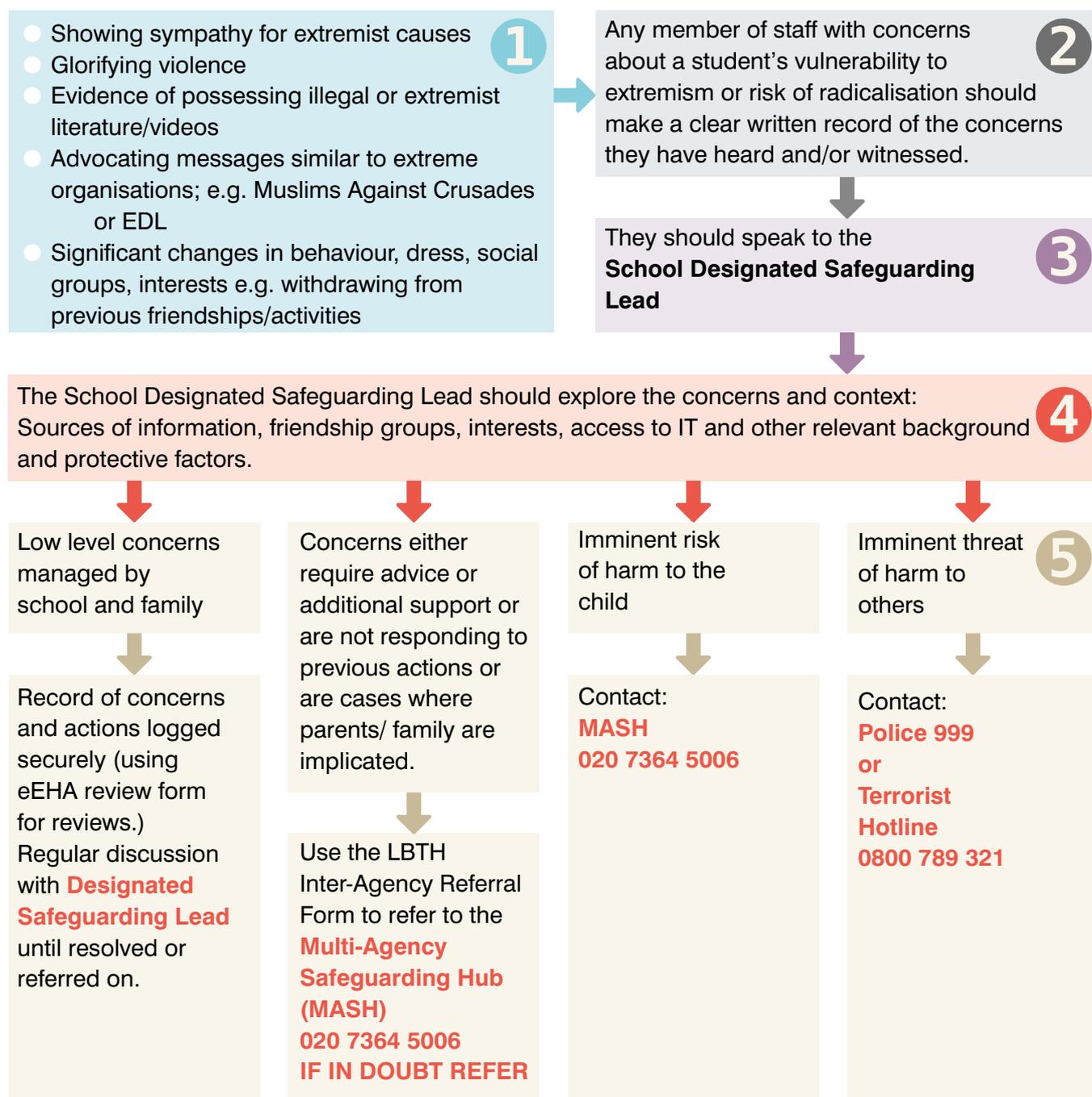
Interventions will depend on specific cases and the nature and degree of concern but may include:

- Family Support Programmes
- Family Therapy / CAMHS programmes
- Police Prevent team support
- Targeted Youth Support
- Crime prevention programmes
- Focussed theological / educational programmes
- Parenting programmes with Prevent element
- Links with relevant voluntary or religious organisations
- Support from a 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

# Referral Pathways

Do all staff know how to identify when a pupil may be at risk of engaging in extremism and how to respond if they do?

## Referral route for safeguarding concerns related to Radicalisation or Extremism



\*Although involving the family is best practice, you may complete an assessment and share information (using the Inter-Agency Referral Form) with the MASH without consent and, if necessary, without the family's participation under the Crime and Disorder legislation which allows for information sharing to prevent crime. **If in doubt SHARE and REFER to MASH.** The MASH will advise on next steps and provide interventions. PREVENT interventions are voluntary so the family will be consulted and involved prior to further action.

# Policy Advice

All schools in Tower Hamlets have been sent policy guidance to ensure they comply with the expectations set by the Prevent Duty. However, some key points are replicated here that may be useful to consider.

Area	Duties as set out in statutory guidance for schools and early years provision
Risk assessments	Schools and early years providers are expected to assess the risk of children being drawn into terrorism, including support for 'extremist ideas that are part of a terrorist ideology'. Statutory guidance states that this should be based on an understanding, shared with local partners, of the potential risk in the area. Schools are expected to refer pupils who show early signs of being influenced by extremist narratives.
Safeguarding policies and procedures	Schools and early years providers will need to evidence that they are protecting children from being drawn into terrorism by having safeguarding policies in place to identify children at risk and intervene as appropriate. Policies should include clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.
"Safe spaces" for discussions	The guidance highlights the role of schools as safe spaces where children can understand and discuss sensitive topics, including terrorism, extremist ideas and how to challenge these ideas. However, the guidance also highlights existing duties on schools to forbid political indoctrination and secure a balanced presentation of political issues.
Curriculum	The statutory guidance re-states the requirement on publicly-funded schools to teach a broad and balanced curriculum. It confirms that independent schools, academies and free schools must comply with Independent School Standards, which include the requirement to promote fundamental British values (defined in the guidance as democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs).

# Policy Advice

**Do you need to update your existing Safeguarding and Child Protection policies to reflect the potential risk of pupils becoming drawn toward extremist narratives or engaging in extremism?**

---

**Is there potential for pupils to be inadvertently exposed to extremism, for example via their internet use or external visitors?**

---



# Prevent Checklist

Below is an example of a Prevent Checklist or risk assessment that we have advised all schools to fill in. Completing this will help ensure the school is meeting the expectations required to protect young people from being drawn into violent extremism.

This should take into account any specific concerns highlighted within the school or local area. For example, if certain things have been flagged by internet filtering systems then include this information and the schools action plan for tackling it.

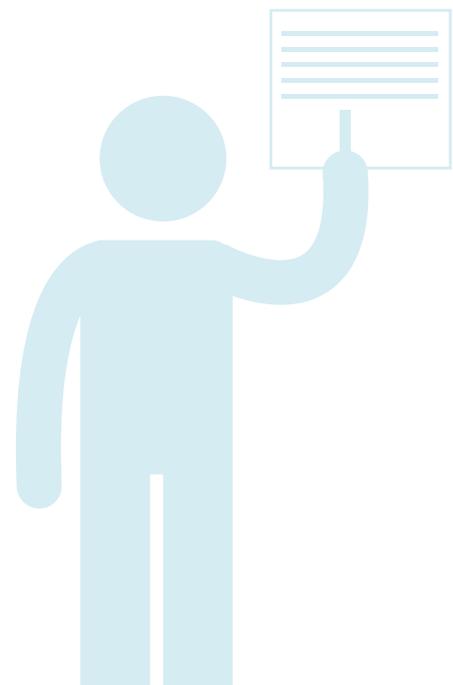
Inspectors have been instructed to concentrate on the risk assessment documents and policies that a school has in place. Examples include:

- How did the school assess the risks around extremism and radicalisation in relation to the school community? (The process that the school has gone through is as important as the outcome.)
- What evidence is there of sustained partnership work when tackling extremism and radicalisation? (Local Authority, Police, Healthcare, specialist support.)

- What has the school done to develop understanding of Prevent in terms of staff development, policy and curriculum?

**Providing evidence of a referral trail and outcomes for a specific case is often seen as excellent evidence by inspectors, and addresses the ‘So what?’ approach to safeguarding, where inspectors are interested in impact, not documents.**

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# Prevent Checklist

## 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	Date
Does your safeguarding policy make explicit that the school sees protection from radicalisation and extremist narratives as a safeguarding issue?					
Are the lead responsibilities for Prevent clearly identified in the policy? <ul style="list-style-type: none"> <li>• Prevent Safeguarding Lead?</li> <li>• Prevent Governor Lead?</li> <li>• Prevent Curriculum Lead?</li> <li>• Responsibility for checking visitors to the school?</li> <li>• Responsibility for checking premises use by outsiders?</li> <li>• Responsibility for ensuring commissioned services are complying with the Prevent Duty?</li> <li>• Responsibility for record keeping to demonstrate compliance with the Prevent Duty?</li> </ul>					
Have all school staff received training on Prevent?					
Has the Designated Safeguarding Lead (and Deputies) been trained?					
Have Governors received training on Prevent?					
Does your induction programme cover Prevent issues?					
Does your safeguarding policy make explicit how Prevent concerns should be reported within the school?					
Have you checked that all staff know what they should do if they have a Prevent concern and to whom it should be reported?					
Do you have a clear statement about how the Prevent agenda is addressed preventatively through the curriculum/other activities?					
Have the Prevent curriculum intervention been mapped across the age range and subject areas?					
Is there a clear statement about the range of interventions the school can offer to individuals at risk?					
Is there a clear understanding of information sharing and when cases should be referred to MASH or other support?					
Has the school ensured its internet security systems prevent access to unauthorised or extremist websites?					
Is there a clear vetting policy on the use of school premises and facilities by outside agencies and groups?					
Is there a clear Visitors Policy that ensures visitors are vetted and adhere to the school's values and promote community cohesion?					
Are you sure your commissioned services are aware and adhering to the Prevent Duty?					
Do you keep appropriate records to enable you to demonstrate your compliance with the Prevent Duty?					

If you require assistance completing this checklist, please email Tom Llewellyn-Jones:  
[thomas.llewellyn-jones@towerhamlets.gov.uk](mailto:thomas.llewellyn-jones@towerhamlets.gov.uk)

# Mapping the Curriculum



The screenshot shows the TES website interface. At the top, there is a navigation bar with links for Resources, Jobs, Community, News, Courses, and Store. Below this is a secondary navigation bar with links for School news, FE news, Subject genius, New Teachers, Leadership, The Ledger, Magazine, and Back. The main content area features a news article with the following details:

## Pupils should be taught 'British values' of tolerance, democracy and respect, says government adviser

TES Reporter  
5th December 2016 at 11:43

Share this 

### Teaching 'British values' in school will help to bring communities together and prevent teenagers from becoming radicalised, according to Dame Louise Casey's report on social integration

Schoolchildren should be taught British values of tolerance, democracy and respect, to help bind communities together amid growing ethnic segregation, according to a major government-commissioned review published today.

Schools should consider whether their curriculum fully meets the requirements of preparing young people for life in modern Britain.

When questions asked by inspectors seem to be unrelated to Prevent, this tends to be because they are working according to the Common Inspection Framework, which requires them to examine an institution's capacity to 'prepare young people for life in modern Britain', which encompasses more than just counter-radicalisation.

What is crucial here is that young people know that we live in a multi-cultural society where there is a huge amount of diversity and that they are expected to be tolerant of different cultures, faiths and beliefs. In schools, young people should be encouraged to take part in discussion of controversial issues and be educated about different lifestyles.

All schools in Tower Hamlets have been sent the curriculum mapping document shown below. If this is filled in it will help ensure universal provision of Prevent for all students.

# Mapping the Curriculum

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC
1		PRACTICAL TOOLS & SKILLS	Art and Design	Biology	Business studies	Chemistry	Citizenship/PSHE	Design and Technology	Drama	English	Geography																		
2	Criminal and Civil Law																												
3	Democracy and democratic values																												
4	Individual liberty	yes																											
5	Respect and tolerance of multi-faith society	yes																											
6	Controversial issues and safe space for debate									Yes																			
7																													
8																													
9																													
10																													
11																													
12																													
13																													
14																													

If you require staff training or advice on how to map the curriculum, please email Tom Llewellyn-Jones: [thomas.llewellyn-jones@towerhamlets.gov.uk](mailto:thomas.llewellyn-jones@towerhamlets.gov.uk)

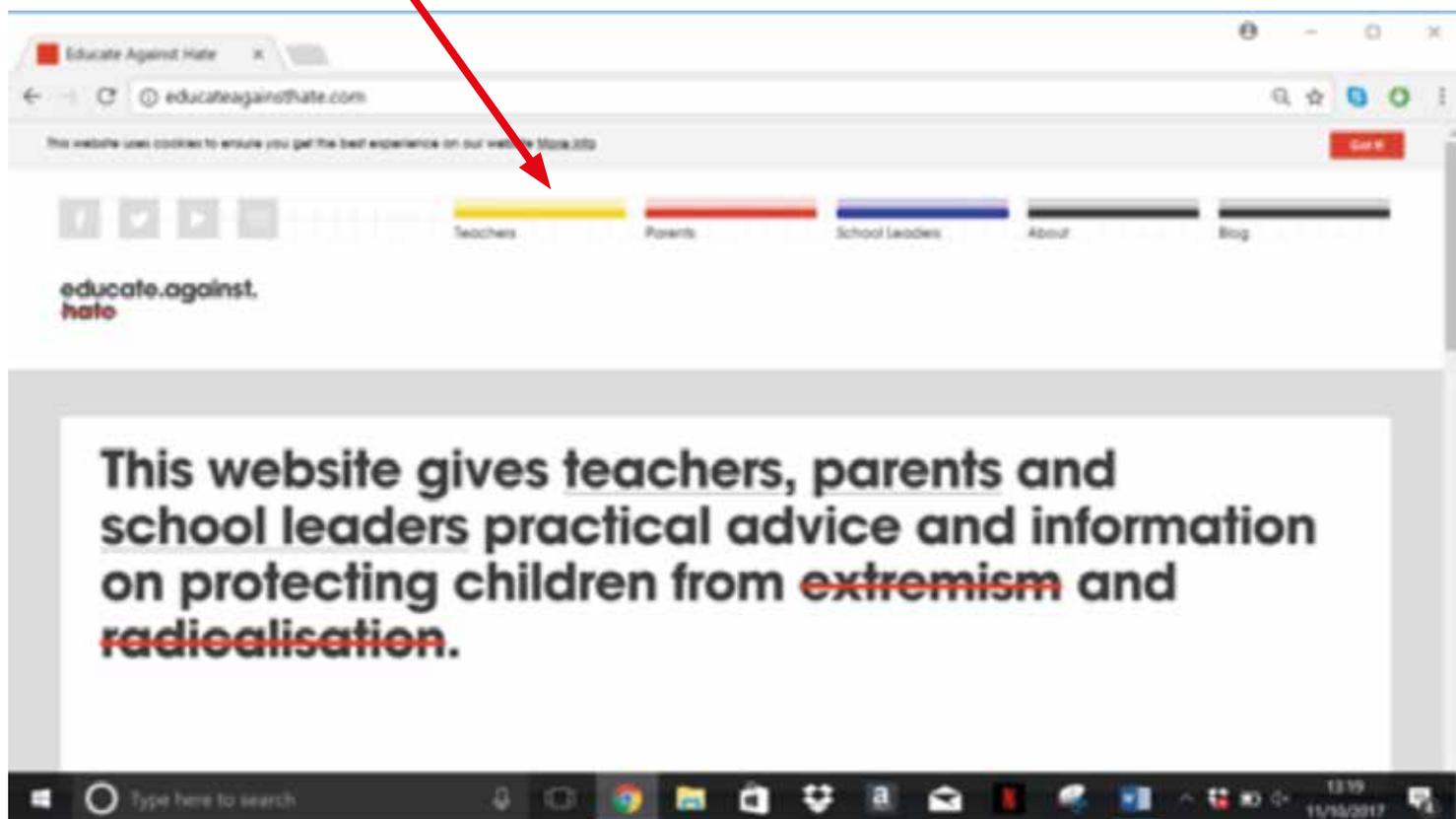
# Resources

This booklet has been designed to give a brief overview of Prevent in Tower Hamlets. All the resources, policy guidance and mapping tools are also available online. For advice regarding Prevent in Tower Hamlets and to access curriculum resources please search for Tower Hamlets Prevent (full website address on page 30).

For lessons, assemblies and tutor sessions, please go to:

[www.educateagainsthate.com](http://www.educateagainsthate.com)

By exploring the teachers section of the website, you should be able to access all Tower Hamlets' resources.



If you have any further queries or suggestions for resources you would like to be developed please contact Tom Llewellyn-Jones:

[thomas.llewellyn-jones@towerhamlets.gov.uk](mailto:thomas.llewellyn-jones@towerhamlets.gov.uk)

# Parental Engagement Team

The Parental Engagement Team offers a range of opportunities for parents and carers in Tower Hamlets to participate in discussion and activities which explore safeguarding issues relating to children and young people who may be vulnerable or become involved in high risk behaviours or extremist activities.

Discussion groups and information sessions take place in schools and settings across the borough and key safeguarding messages are also embedded throughout all our longer Parenting Programme delivery.

All parenting sessions are interactive and focus on the importance of keeping children and young people safe, particularly in the context of knowing where their children are, who they are with or who they may be communicating with online.

All information sessions help schools meet their duty as outlined in the DfE Keeping Children Safe in Education Guidance.

## Interactive Sessions:

- Explore how children / young people can be influenced by others and become vulnerable to being radicalised and/or involved in risky behaviours and extremist activity
- Explore the importance of parents building a strong relationship with their children and setting age appropriate boundaries
- Provide guidance and tips for safe use of the internet and social media and how parents can help to protect children / young people from sexual exploitation and cyberbullying
- Help parents to consider ways to respond if they have any concerns regarding the safety and wellbeing of their child / young person
- Explore how parents can promote resilience in their children and young people so that they are capable of making their own choices, use critical thinking and be less likely to be led or persuaded by extremist views
- Provide information and details of key agencies for further advice and support including courses and resources

# Parental Engagement Team

Parenting programmes and two-hour one-off sessions are available for parents/carers of children and young people of all ages.

In addition, the Parental Engagement Team provides one-to-one support following referrals. This support might include home-visits to offer guidance, advice and information to raise awareness of Prevent issues and discussion on how to safeguard their children/young people. Contact may also lead to attendance on the thirteen-week Prevent-embedded Strengthening Families and Strengthening Communities (SFSC) Parenting Programme.

For further information please contact:

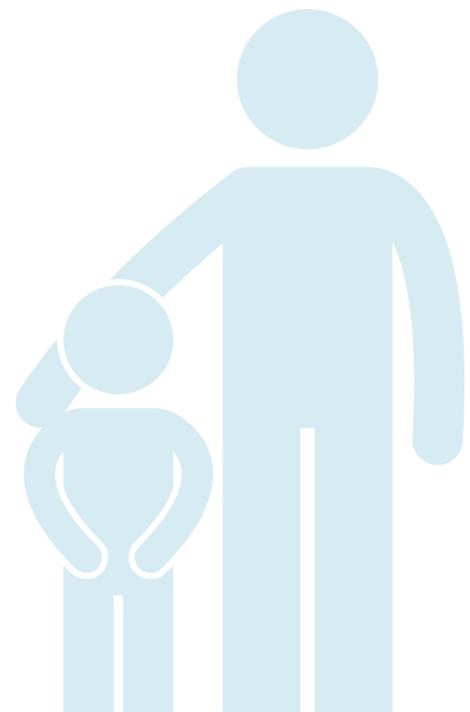
**The Parental Engagement Team**

**Telephone:** 020 7364 6398 or  
020 7364 1952

**Email:**  
parenting@towerhamlets.gov.uk

Find out more about the work of the Parent and Family Support Service by visiting:

**[www.towerhamlets.gov.uk/  
parentfamilysupport](http://www.towerhamlets.gov.uk/parentfamilysupport)**



## **Does the Prevent Duty stifle debate?**

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No. If implemented effectively the Prevent Duty should encourage debate about controversial issues. It is by talking about these things openly and exploring them that we can deconstruct extremist narratives and help young people develop resilience to them.

## **Does Prevent criminalise young people?**

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No. Prevent takes place prior to a crime being committed. Prevent offers early intervention to try to prevent young people being drawn into extremist narratives that encourage violent extremism.

## **Is Prevent focused on Islamist extremism?**

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The Prevent strategy is concerned with any form of extremism that could lead to violent extremism. In the UK, the biggest current threat is seen to be from Daesh-inspired extremists, but Prevent is not solely focused on this. In Tower Hamlets, due to our diverse community, we have become a magnet for far-right extremists too and our referrals reflect this.

## **Doesn't our school already fulfil the expectations required by the Prevent Duty?**

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It's likely it does. However, it is highly advisable that the Prevent checklists are filled in and that there has been some discussion or staff activity regarding curriculum mapping. It is also vital that every member of staff knows what they need to do if they have any concerns about these issues and how to refer a child.

We would also recommend that parental training sessions take place regarding this agenda. These could be arranged in house and the Parental Engagement Team (see useful contacts) offers free training to schools.

This will help allay any concerns parents have and will also provide them with the same information the staff receive. The ideal scenario would be if parents feel able to pick up the phone to the school and talk frankly about it to get support. Conversely we would like to see a situation where staff feel confident discussing these issues with parents.

# Useful links

For information regarding Prevent in Tower Hamlets and to get classroom resources please visit: [https://www.towerhamlets.gov.uk/lgnl/community\\_and\\_living/community\\_safety\\_\\_crime\\_preve/local\\_prevent\\_strategy.aspx](https://www.towerhamlets.gov.uk/lgnl/community_and_living/community_safety__crime_preve/local_prevent_strategy.aspx)

Educate Against Hate	<a href="https://educateagainsthate.com">https://educateagainsthate.com</a>
Multi-Agency Safeguarding Hub (MASH)	020 7364 5006 including Emergency Out of Hours Duty Team (5.00pm onwards)
LBTH Prevent website	<a href="https://www.towerhamlets.gov.uk/lgnl/community_and_living/community_safety__crime_preve/local_prevent_strategy.aspx">https://www.towerhamlets.gov.uk/lgnl/community_and_living/community_safety__crime_preve/local_prevent_strategy.aspx</a>
The Prevent Strategy	<a href="https://www.gov.uk/government/publications/prevent-strategy-2011">https://www.gov.uk/government/publications/prevent-strategy-2011</a>
The Prevent Duty Guidance	<a href="https://www.gov.uk/government/publications/prevent-duty-guidance">https://www.gov.uk/government/publications/prevent-duty-guidance</a>
Channel Duty Guidance	<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf</a>
London Grid For Learning	<a href="https://www.lgfl.net">https://www.lgfl.net</a>
Anti-Terrorist Hotline	0800 789 321
Prevent E-Learning	<a href="https://www.elearning.prevent.homeoffice.gov.uk/home">https://www.elearning.prevent.homeoffice.gov.uk/home</a>
Parental Engagement Team	<a href="mailto:parenting@towerhamlets.gov.uk">parenting@towerhamlets.gov.uk</a>
Imams online	<a href="http://imamsonline.com/">http://imamsonline.com/</a>
Open Letter to Baghdadi	<a href="http://www.lettertobaghdadi.com/14/english-v14.pdf">http://www.lettertobaghdadi.com/14/english-v14.pdf</a>
Report Hate Crime	<a href="http://www.report-it.org.uk/home">http://www.report-it.org.uk/home</a>
London Grid for Learning	<a href="https://www.lgfl.net/">https://www.lgfl.net/</a>
Let's Talk About It	<a href="https://www.ltai.info/">https://www.ltai.info/</a>
Let's Talk About It App	<a href="https://www.ltai.info/cross-the-line/">https://www.ltai.info/cross-the-line/</a>
Since 9/11 curriculum materials	<a href="https://since911.com/">https://since911.com/</a>
Since 9/11 contact	<a href="mailto:info@since911.com">info@since911.com</a>
Checkology	<a href="https://checkology.org/">https://checkology.org/</a>

# 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 EHA. 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, you may be asked to provide an EHA 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 detailed in the Tower Hamlets Threshold Guidance.

## 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				Telephone			
Current address if different from above							
Postcode				Telephone			

\*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	Telephone

## E. REFERRALS

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 the subject of a child protection plan (CPP)?		
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
H.V.	
Nursery	
School	
YOT	
Community mental health	
School nurse	
Hospital consultant	
GP	
EWO	
Police	
Dentist	
Community Paediatrician	
Midwife	
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 isn'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 an EHA or a TAC to focus professional efforts on addressing the concerns? Has the Early Help 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?

## G. DETAILS OF REFERRER AND SOCIAL WORKER TAKING REFERRAL

Name of worker completing this referral (please print)

Agency

Address

Ward/consultant

Telephone

Signature

Date

Name of social worker taking referral

Team

Date

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?

## TO ADDRESSING CONTROVERSIAL ISSUES

## WHAT'S THE ISSUE?

Children today are growing up in an information age. With so many sources of information readily available (but not always accurate!) it can be overwhelming for young people to make sense of the world around them. These simple tips are designed to help parents think about how best to support children in developing their knowledge and understanding of issues they care about. By following this guide you can help your child stay safe online and can give them skills to work out what is reliable information.

Thinking about and making sense of current affairs, as well as sensitive and controversial issues, is a key part of children's education and development. Children are interested in understanding society and its changes, but they need support and guidance from trusted and respected adults in order to do so.



## KEY THEMES

When addressing a controversial or sensitive issue, consider the following steps:

1. **Address the emotion - feelings first**
2. **What do we know? What evidence is there?**
3. **What do we want to do about it?**

## THEME #1: EMOTION

Social and political issues often create strong feelings and emotions in ourselves and in our communities. We all have emotional reactions to sensitive social and political stories and the techniques the media use to report on these issues often serve to heighten these emotions. Children pick up on feelings of anger, anxiety or enthusiasm.



It can be useful to address these emotions and why we might feel this way before we start exploring the issues themselves. A good place to start when supporting children in this process is to get an understanding about how your child feels about a particular issue. Are they feeling confused, curious, angry etc? (see Step-by-step guide for tips on how to do this)

## THEME #2: EVIDENCE

When talking with your children it is important to start from where they are at in terms of knowledge and understanding. What do they know, think or understand about an issue? It is not important that as a parent you are an expert yourself (very few people are!) Instead, it is important to support children to think critically about the stories we see and hear. This could involve:

Looking up different viewpoints on any given issue

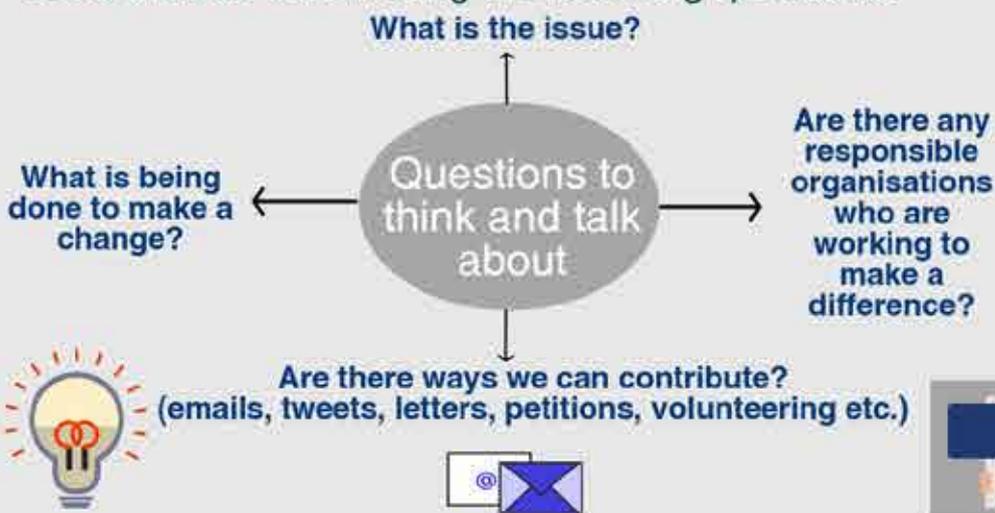
Checking the sources of information e.g. WWWDOT approach (see useful links section)

Encouraging your children to adopt a 'questioning' stance to information

Not always expecting to find the perfect answer. Some issues are too complicated for a simple conclusion, and this is an important lesson for children to learn

## THEME #3: EMPOWERMENT

We are often concerned or feel strongly about big issues in society, but we can also feel powerless and 'out-of-control'. As adults we can help children understand that we can make a difference to issues we care about. This could include considering the following questions:



### ACCESSING SUPPORT:

 Hackney

[prevent@hackney.gov.uk](mailto:prevent@hackney.gov.uk)



[prevent@towerhamlets.gov.uk](mailto:prevent@towerhamlets.gov.uk)

PRESENTED BY:



 Hackney

CONTACT YOUR COUNCIL TEAM FOR FURTHER SUPPORT AND INFORMATION.

# TACKLING THE ISSUE: A STEP-BY-STEP GUIDE



## 1. Choose a news story:

This could be one that the young person is interested in, or one that you would like to discuss with them. Ask them how they feel about the story - one way to do this is with Emotion cards like the ones below:

How does this make you feel?		
Confused	Curious	Calm
Angry	Anxious	Indifferent
Interested	Excited	Something else ...

## 2. Research it together:

This could be from a source they have found or it could be one you have chosen (or even better, both!)

Consider these questions when looking at the sources:

- Who wrote the information? Are they reliable and what evidence do they have?
- When was it written? Is the information up to date?
- Why was it written? Is there an agenda? Is the author biased?
- Where else can you check the information?

## 3. Talk about it:

Share what you have found and discuss your reaction to it.

*Engaging in this process (and showing you are willing) is crucial*

Have either of you changed your views on the story? How? Why?

Take the time to discuss what your 'next steps' could be - the Empowerment section on page 2 could offer some initial ideas for you to explore with your child.

## USEFUL LINKS

The following sites can provide useful information and guidance for exploring sensitive issues and news stories:

[@Snopes.com](https://www.snopes.com).....[@Fullfact.com](https://www.fullfact.com).....[@BBC Newsround](https://www.bbc.com/news).....[@Simplepolitics.co.uk](https://www.simplepolitics.co.uk)

Also consider exploring the 'WWWDOT' approach to improving student's critical evaluation of websites:

1. **W**ho wrote this and what credentials do they have?
2. **W**hy was it written?
3. **W**hen was it written?
4. **D**oes it help meet my needs?
5. **O**rganization of the site?
6. **T**o-do list for the future.



CONTACT YOUR COUNCIL TEAM FOR FURTHER SUPPORT AND INFORMATION.



