



Prevent Strategy

Reporting

There are clear procedures that staff follow to raise concerns if they think a child is at risk from extremist narratives or being radicalised.

These involve reporting to the CP lead in the school as they would for any other child protection issue. But unlike other CP issues, the external reporting of Prevent concerns is usually to the Social Inclusion Panel rather than IPST. This is because Prevent interventions are voluntary and preventative.

Concerns

If staff have concerns about a child or group of children being violent, or being drawn into violent extremism, or being vulnerable to this, we 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. (If the family is implicated in potential extremism contact the Social Inclusion Panel first).
2. Seek consent to complete a CAF assessment and get a holistic perspective on the situation. 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 young person and their family with a diversionary programme of support.
4. If the concerns persist and the TAC approach does not seem to be having a positive impact, or if it appears the young person is already exposed to or involved with extremist organisations, refer the case to the Social Inclusion Panel (SIP) using the CAF form.

Referrals

If in doubt: REFER to MASH on 020 7364 6448. In Tower Hamlets the MASH is the initial panel which performs the function of "Channel" for those under 18 (Channel is the multi-agency discussion and planning for cases requiring Prevent interventions)

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, we are concerned that a child or young person is at imminent risk of harm we should also contact the **Child Protection Duty Line** on 020 7364 3444.

If we suspect someone is actually engaged in terrorist activity, we should also contact the police or the **anti-terrorist hotline immediately on 0800 789 321**

Aims of the strategy

The aim of a Prevent Strategy at Columbia Market Nursery School is to safeguard pupils and families.

We will support pupils and parents to reduce risk factors for Prevent Issues by making sure there are firm foundations for families to build on.

Columbia Market Nursery is an Inclusive community and through our work in all areas to give parents and children a sense of self-worth and belonging. We want to make sure that families have trust and feel safe

As well as exploring important values, including British Values such as democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We believe that these are values that spread across the world in different communities and will be explored in a way that is meaningful for young children.



Policy in Action

Through delivery of the Early Years PSED curriculum children will be able to express personal views and or values, ask questions, have respect, develop good personal and social skills, be able to resolve conflicts, co-operate and participate, understand what is right or wrong, true or false, understand the consequences of their actions and understand their own feelings and emotions. The staff also support the development of thinking critically as part of effective learning.

The table below shows how the school will put this into operation.

British Value	Policy in Action (What it looks like in practice)
<i>An understanding of how citizens can influence decision-making through the democratic process;</i>	<ul style="list-style-type: none"> • Children given opportunity to make decisions Voting for favourite stories, activities, ice cream.... • Being encouraged to share their views/make requests e.g. letter/visit to the headteacher requesting resources/ request that we do something
<i>An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;</i>	<ul style="list-style-type: none"> • Learning the Golden Rules and understanding why we have school rules • Learning about being fair and sharing • Adults explain why children cannot do certain things and model health and safety e.g. encourage children to pick coats off the floor so others do not trip up • Adults teach skills so children can keep safe; road safety, stranger danger...
<i>An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence</i>	<p>A bit trickier in early years but we help children to :</p> <ul style="list-style-type: none"> • know who the police are, what they do • Know about different jobs: judges... • Respect authority (teachers) but also understand that they can challenge appropriately • Understand what parliament is (talk about elections, visit parliament...)
<i>An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;</i>	<ul style="list-style-type: none"> • Learning about the different faiths in our community • Adults helping them to share their beliefs and understand that they can make choices
<i>An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.</i>	<ul style="list-style-type: none"> • Follow borough guidance in reporting racist or discriminatory incidents • An understanding of the importance of identifying and combatting discrimination. • Promote equal opportunities through the resources we present; stories with different kinds of families and so on • Sharing issues through stories • Respond by explaining if issues crop up • See also equalities action plan • Support staff with equalities training • Through equalities training we share expectations with staff.

In addition to what we do with our young children the school invests greatly in it's support for parents. We use our community events to through our parent workshops or individual discussions we want to have parents empowered to be able to have conversations with their children, to feel that they can discuss concerns with us.

Written September 2018

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