



Learning Together to be Safe – A Toolkit for Schools

The Harrow Supplement

Harrow Children's Services



7th October 2008

Foreward

The national toolkit is designed to give “practical information and advice on the contribution schools can make to the prevention of violent extremism, alongside other local partners.”

The Harrow supplement to the toolkit sets out the four key areas for schools to focus on:

- Leadership and Values
- Teaching, Learning and the Curriculum
- Pupil Support and Challenge
- Managing Risk and Responding to Events

It gives practical examples of policies, processes and practice in Harrow.

The final section lists key contacts for the local co-ordinating group so that any school developments are linked to and build on the good multi-agency foundation work.

If each school works through the four key areas and links its existing work to the vital focus on Preventing Extremism and seeks support from the co-ordinating group; clear and consistent messages will go to all our young people.

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Our thanks go to staff from Hatch End and Nower Hill for their work on this draft.

Leadership and Values	Examples	Harrow Examples
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Promoting an ethos of:

- Equality
- Opportunity
- Governor, staff, pupil and parental confidence in addressing contentious issues, resolving conflict and building consensus
- Community engagement
- Every Child Matters
- Partnership working
- Pupil voice
- Training opportunities
- Aim for quality marks such as International School Status, Investors In People, Healthy Schools, and access to Staff Wellbeing Project

- Schools should have a school council with real opportunities for input into school policy and development which lead to tangible outcomes
- SLT member with responsibility for pupil voice
- SLT member with responsibility for community cohesion and external links
- Schools should have regular Every Child Matters audits and a proactive approach to the ECM agenda; pupils should be aware of their entitlement to the five strands of ECM e.g. healthy schools policy, enterprise days, effective PSHE and citizenship provision
- SLT member with responsibility for keeping an up to date directory of support organisations and ensuring clear pathways for referral are embedded and understood by all stakeholders e.g. faith and community groups, CAMHS contacts, counselling services, CAF
- CPD opportunities should be made explicit and available to all staff

- Most Harrow schools have an active school council which have acted on pupil suggestions. Nower Hill pupils have formed an Executive Committee which contributes to school decision-making and embedding the school ethos across the pupil community
- Many Harrow schools have a member of staff with explicit responsibility for pupil voice across the school
- Hatch End High School has an SLT member with responsibility for community cohesion and external links. This involves working with staff and students and many groups within the local community to enhance learning, wellbeing and extra-curricular provision through liaison
- It is a requirement that ECM is incorporated within the school's SEF
- Some schools choose to code different sections under ECM headings e.g. Nower Hill High School
- The DCSF has made funding available to young people through Harrow Council to support and improve places to go and things to do. To date, Harrow Council has funded 54 projects with 4,000 young people benefiting from "positive activities" and in shaping and suggesting ideas for positive activities
- Hatch End High School has compiled an internal directory of outside support mechanisms for pastoral staff use; both Hatch End and Nower Hill High Schools send representatives to borough committees/working parties focusing on improving Children's Services
- All secondary pastoral deputy heads in Harrow have attended meetings to discuss the implementation of CAF across the authority
- All Harrow schools are actively encouraged and supported by the local authority to work towards quality marks such as Healthy Schools Status and International School Status and success is celebrated in the local press and Harrow publications.
- Looked after children and young people were invited to complete a questionnaire entitled "Your Care, Your Choice". This sought to gauge opinion about changes needed which could result in positive outcomes for young people

Teaching, Learning and the Curriculum		Harrow Examples
<p>Teaching and learning encompasses:</p> <ul style="list-style-type: none"> • Knowledge about local, national and global issues linked to conflict • Skills of conflict resolution, reflection, discussion and participation in a democratic society • Understanding, appreciating and respecting diversity of opinion and belief • Building the resilience of pupils and explore controversial issues both inside and beyond the curriculum 	<p>Schools are encouraged to provide:</p> <ul style="list-style-type: none"> • Discrete Citizenship lessons • Using Drama, Art and Music to explore contentious issues • Social and emotional aspects of learning (SEAL) in PSHE • Religious Studies provision which reflects the make up of the local area through locally agreed syllabus • Using English/literacy to develop pupils' skills of critical analysis of the media • Geography education which covers issues of inequality and local, national and global issues • History curriculum acts as the vehicle for events such as Black History Month, Refugee Week, Peace One Day • Assemblies, concerts and performances should reflect diversity within and beyond the school community • Schools should take up opportunities provided by local authorities and external organisations to enable pupils to debate and explore controversial issues e.g. Youth Question Time • Schools should encourage staff to take up certification in PSHE and 	<ul style="list-style-type: none"> • Nower Hill has introduced short course Citizenship GCSE for all pupils, to be taken in year 10. Discrete citizenship lessons are delivered by specialist teachers trained to manage discussion of controversial issues, and the team is led by a Citizenship AST. • A group of year 10 pupils from Nower Hill won £1000 at a Dragon's Den style competition called Operation Empower, organised by children's Services, which sought ideas to promote community cohesion. They ran a youth-led "Gig in the Park" as part of Harrow's annual Under One Sky festival to promote the message "Love Music, Hate Violence" which has become an annual event, with the original pupil team mentoring the next year's organising committee. • Harrow schools are all invited to take part in Under One Sky – a local artist is employed to support students to make moving sculptures and to take part in a parade at the event which reflects the diverse identities within Harrow • A number of pupils from Harrow schools were selected to participate in a Tate Modern project working with a Muslim artist to design and create a sculpture celebrating diversity, which was then displayed at the Tate Modern. • Hatch End High School students work alongside Health on a project called "HOPES" which encourages young people to use drama to develop their emotional intelligence • SEAL programme embedded in first and middle schools and Rooks Heath and Canons High Schools are the two leaders in the borough for the implementation of secondary SEAL • Many Harrow schools have introduced Religious Education short course GCSE for all pupils. Nower Hill has elected to study "Islam, Peace and Justice", "Christianity Good and Evil" and "Hindu Beliefs about Death and the Afterlife" as opportunities for pupils to learn from each other about the similarities and differences between different faith groups and engage in philosophical discussion about

Citizenship

moral and ethical issues

- Most schools in Harrow run an activity or event either during October or at another time during the year to mark Black History Month
- All Harrow schools hold assemblies and/or other events to celebrate religious festivals and cultural diversity such as Eid al-Fitr, Diwali and Christmas
- As a local authority, Harrow offers a wide range of opportunities, activities and events where young people are encouraged to express and explore the issues that affect them in a safe and secure environment, e.g. a Youth Question Time in the council chamber, hosted by ITV News presenter Nina Nannar on the theme of “Young Hearts and Minds” in 2007
- The local authority actively supports staff in completing courses leading to nationally recognised certification in the teaching of PSHE. Both Hatch End and Nower Hill High Schools have increasing numbers of teachers taking up this offer which has led to significant improvements in the quality of PSHE and Citizenship provision.
- In Harrow, an entire day designed by the Student Advisory Group is dedicated to Citizenship and PSHE issues and year 9 pupils from schools from throughout the borough attend to explore the value of partnership and teamwork.
- Increasing numbers of Harrow primary schools have introduced at least one foreign language into their Key Stage 2 curriculum and schools are being supported in developing effective language teaching and global links
- All Harrow schools are encouraged to invite in visitors such as religious leaders, charitable organisations, NGOs, human rights groups, volunteer groups, police, and politicians. For example, at Nower High School, a structured programme of Citizenship Days has been established, enabling pupils to attend workshops run by external agencies such as Age Concern, charities, groups such as the Romance Academy (discussing sex and relationships), local police and politicians
- Whitefriars Middle School’s headteacher leads a team of Harrow schools who have formed an active partnership with schools in

		<p>Uganda. This involves staff travelling between the two countries to learn from each other and students having active participation in the link</p> <ul style="list-style-type: none"> • As part of the international dimension in the curriculum of Harrow schools, Harrow Council was successful in its bid to the British Council for a grant to set up links with nine Trinidadian schools • There is another strand to join projects already in action with schools in such areas of the world as Africa, Australia, China and India to facilitate international friendships for our young people and rich and varied professional development for our teachers • Ten sixth form students and five staff from Nower Hill High School went to their twin school in Kilolo, Tanzania, during summer 2008, to assist with building work part funded by events held at Nower Hill. • Harrow, Hatch End, Park, Rooks Heath and Whitmore High schools sponsored Key Stage 4 and sixth form pupils to attend a day conference organised by the Harrow Interfaith Council to discuss issues of religion and philosophy • School environments are used to reflect Harrow's diversity and celebrate events that build on community cohesion. Photographic collages of events involving the whole school community are prominently displayed around Nower Hill High School with the message "Active Citizenship - are you in the picture?" • Harrow Council actively supports the new web-based safety charity missdorothy.com, through a multi-agency group (police, fire, Watford FC, LSCB and schools)
<p>Pupil Support and Challenge</p>		<p>Harrow Examples</p>
<p>The school's leadership team should ensure that the school promotes:</p> <ul style="list-style-type: none"> • Democratic decision 	<p>Schools should provide:</p> <ul style="list-style-type: none"> • Schools should have a school 	<ul style="list-style-type: none"> • Childline offer a training programme for young people on how to

<p>making</p> <ul style="list-style-type: none"> • Peer to peer programmes • Working in partnership with external agencies • Opportunities for pupils to make a positive contribution through events in the wider community • Utilising staff and pupil skills within your organisation • Involving a range of stakeholders in the development of equality and anti-bullying policies for all • Accessibility and effective implementation of policies • Access local Safeguarding Board to seek advice and guidance 	<p>council which facilitates dialogue between the pupil body and the school leadership team, run on democratic principles</p> <ul style="list-style-type: none"> • Training for pupils in peer mentoring and buddying or find a friend schemes • Opportunities for external partners to contribute to curricular and extra-curricular activities • An audit of staff and student skills which could contribute to community cohesion • Active use of school councils and consultation with parents when developing or reviewing school policies; ensuring that policies are produced in user-friendly language and in appropriate formats for all groups • Training for pastoral staff on identification of pupils who could pose a risk to themselves or others • Training for an SLT member on how to write an appropriate and effective pupil risk assessment form • Every school should be aware of their local Safeguarding Board and how to access advice/training. 	<p>counsel other young people. Several high schools in Harrow have engaged in this programme and have won awards for their peer-to-peer work</p> <ul style="list-style-type: none"> • Harrow students are encouraged to nominate themselves and others for awards such as the Princess Diana Awards, Philip Lawrence Awards, ASDAN Citizenship awards, Jack Petchey Awards. e.g. Hatch End High School students have been awarded a group award for anti-bullying and were recently selected to be filmed for a national DVD on how to tackle conflict • Harrow Council runs its own high-profile Youth Achievement Awards scheme and all Harrow schools are encouraged to nominate young people. Nominees are invited with family and friends to a glitzy Oscars style ceremony where winners are announced and local achievements are celebrated in a public forum. • Harrow actively promotes elections for the UK Youth Parliament. Nower Hill High has organised school-wide elections which has led to high voter turnout and the election of two successive MYPs from the school • West Lodge Middle School won an Eco-School Award and a £2000 grant for the quality of their environmental work • Harrow schools are encouraged to maximise the potential skills of all of their staff and students e.g. making active use of community languages, links to external organisations, cultural and arts/media skills, leading sports activities • The Local Safeguarding Board in Harrow plays a very active role within schools and seeks to support them.
<p>Managing Risk and Responding to Events</p>		

<p>The school's leadership team should ensure:</p> <ul style="list-style-type: none"> • Development of a code of practice for managing critical incidents • Compilation of pupil risk assessments where appropriate • Effective implementation of ICT policies – screening of material accessed by staff and pupils on school equipment • Provision of opportunities for pupils to discuss openly major day-to-day events or news stories in a secure environment 	<p>Schools should provide:</p> <ul style="list-style-type: none"> • A critical incident policy document and staff training on how to respond • Every school should have an ICT policy which addresses issues linked to viewing, downloading or disseminating material which promotes prejudice, intolerance, abuse or violent extremism; procedures should be in place to deal with any such incidents • Information for staff on local, national and global issues which will be of concern and interest to pupils in order to facilitate balanced discussion e.g. in tutor periods, assemblies, PSHE and citizenship lessons • Where possible, ensure inbuilt flexibility to facilitate discussion in curriculum areas e.g. geography (tsunami, Hurricane Katrina), PSHE, religious studies, citizenship. 	<ul style="list-style-type: none"> • All Harrow schools have a critical incidents policy • Training is available to Harrow school staff on request • Harrow Council issues advice to all schools on how to develop and implement an effective ICT policy and with LSCB launched safe internet mousemat. • Harrow schools are encouraged to contact the local authority and alert them to local community incidents. Schools can also seek advice on how to handle sensitive community issues.
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Developing a System

Working across the partnership, we in Harrow are developing an assessment / intervention framework that will enable us to:

- predict increased risk
- provide evidence of outcomes and impact
- guide professionals and organisations on how to report, to whom to report and at what stage to report, any concerns
- and to know when to alert key local and national agencies.

We can already show a range of successful activities engaging young people on the violent extremism agenda, but there will be times when things seen or heard will raise concern.

It is at this stage that the member of staff will need to consider what action to take and who to inform. Borrowing from already established safeguarding processes and risk of crime assessment tools, we in Harrow are developing a tiered approach.

Tier 1 will cover awareness raising - education, youth involvement and community engagement [universal].

Tier 2 will cover increased concern, fact finding and risk assessment [focussed].

Tier 3 will cover reporting, multi agency engagement and action [targeted].

Consideration is being given to risk thresholds and appropriate targeting, without causing unwarranted fear. On rare occasions a criminal justice intervention may be required, but more often, a more measured approach and a sharing of information across the partnership, will help put concerns in perspective and set a baseline against which outcomes can be measured.

This is very much work in progress and will build on the recognised success of our young person centred approach.

Key elements of the PVE action plan (08/09)

Community Reach in Officers Action Plan

- To support the development of positive change on key organisations.
- Involve and support key organisations and individuals in creating the mechanisms for supporting PVE projects.
- Supporting the Muslim Youth Forum
- Supporting the Muslim Youth Forum in planning and delivering a youth leadership programme.
- Introducing young people to inter-faith dialogue
- Empowering and supporting Muslim women and girls

Harrow / Khayaal Theatre Residency

- To support young people and encourage engagement by providing a supported opportunity to think about and discuss identity and issues facing young Muslims around extremism and cohesion via the medium of theatre

Radio Project – Young Voices

- To encourage the engagement of young people by training them in radio broadcasting and presentation skills.

Capacity Building Muslim women into Sports

- Empowering and supporting Muslim Women and girls and encouraging engagement.

Dedicated Muslim Liaison Officer (Metropolitan Police)

- The dedicated Muslim Liaison Officer's role will be to build links between the community and the local police service.

Youth Offending Team (YOT) PVE Action Plan

Harrow Children's Services, in partnership with the Police and local schools have successfully bid for grant funding from the Youth Justice Board (YJB). The aim of the project is to reduce the risk of violent extremism and hate crime, targeting young people known to the Youth Offending Team (YOT) and Youth Inclusion and Support Panel (YISP). The project integrates existing services and initiatives and provides additional monitoring where concern has been raised about a young person's vulnerability to radicalisation. Key to a positive outcome will be access to a mentor and encouragement back into established mainstream services. The project reflects the partnership at Government level between DCSF and the Justice Department.

Local Contact Points

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Other relevant local plans

Hate Crime

Community Cohesion

Children and Young People's Plan