

The 'Prevent' Strategy at Harlington School

The 'Prevent Strategy' published by the government in 2011 is a strategy designed to prevent any kind of extremist or terrorist activity from occurring in any community. In the report, 25 areas of the country were highlighted as areas in which such activity was likely to be present. Several London Boroughs were identified and although Hillingdon itself is not identified, several neighbouring areas are.

At Harlington School, we have always been regarded as a model of good practice with regard to preventing any form of extremism. We have constantly worked together with families, governors and the local community to protect our pupils from the effects of different kinds of extremist behaviour.

We pride ourselves on being an inclusive school and have been recognised for our work on this with being awarded Inclusion Quality Mark Centre of Excellence. We believe that each member of our school community is entitled to feel safe and we challenge inappropriate behaviours. It is our duty to support our students in their SMSC development and promote acceptance and harmony which leads to us being a cohesive community where all are valued.

The approach that Harlington School takes is built on the following principles:

- It is good practice in any school to be constantly vigilant in combatting suspicion or distrust between different groups of people represented in the school's community. Mistrust and a sense of injustice lie at the heart of division which can lead to extremist activity.
- The expression of extremism changes as national and world affairs change. Being resilient to all forms of extremism both now and in later life as things change depends on the values, the critical thinking skills and belief in tolerance and mutual respect that a person has.
- Having a stake in the opportunities that Britain offers to all its citizens for economic empowerment is critical. Disaffection and alienation occur when young people feel disenfranchised. An outstanding education which sees pupils leave school confident, fulfilled, well-qualified and with a repertoire of skills to engage in British public and community life is the best way to eradicate all forms of extremism. This is what our parents want and this is what Harlington delivers.

How the 'Prevent Strategy' is delivered at Harlington School

The strategy is delivered through the following elements of our provision:

The Curriculum:

Curriculum content is carefully constructed and draws heavily on the premise that we have an obligation to support pupils' Spiritual, Moral, Social and Cultural development and promote Community Cohesion. Pupils follow a traditional broad and balanced curriculum; with resources and schemes of work drawing on a wide range of cultures, faiths and backgrounds. Religious Studies is taught by specialists and includes extensive study of all faiths with a focus on Christianity and Islam at KS4. Misconceptions are addressed in relation to scripture and religious text. In English, texts are from a variety of cultures and reflect Harlington and Britain's diversity.

Citizenship is incorporated into PSCH EE and covers a range of topics including democracy, rule of law, global citizenship, tolerance, diversity and respect. There is a strong PSCH EE curriculum which includes sex and relationships education, health education, drugs education and social issues amongst other learning. Current issues are also debated in both tutor time and PSCH EE lessons and students are encouraged to begin to develop balanced views based on fact. ICT policies ensure that students are not only taught about keeping safe online, but that the infrastructure prevents students from accessing inappropriate material whilst at school.

Arts subjects, including dance, music and drama are compulsory until age 14. History and geography are compulsory to the end of Key Stage 3, after which it is compulsory to study at least one from History, Geography and Languages. Humanities subjects cover life in Britain historically and in contemporary times. Politics and sociology are popular options at KS5 alongside History and Geography.

There are curriculum and whole school audits of opportunities for spiritual, moral, social and cultural development and Community Cohesion that should be read alongside this guidance.

Arts Education: the study of the arts at Harlington is of utmost importance in supporting students in their personal development and Harlington has no withdrawal from the study of arts subjects, this having always been the case. Over 70% of students continue to study the Arts at Key Stage 4 and we have been in receipt of Artsmark Gold. Students also participate in workshops and performances as part of our enrichment programme which together with curriculum provision, embrace a range of cultures.

Enrichment Activities

We believe that an essential part of our role as an educational establishment is to develop our pupils into well-rounded individuals with a broad outlook on life and who are able to make the transition into the next stages of their lives. Cultural and sporting activities take place regularly throughout the week and are well-attended by a range of pupils. We also provide a multi-faith prayer room for students and staff. A wide variety of enrichment opportunities are organised each year to broaden students' curriculum knowledge and support their personal and social development. Recent examples include: visits to Westminster Cathedral, the battlefields in Ypres, Bath, Paris and numerous trips to museums and London; as well as taking part in Holocaust memorial visits. As part of our enrichment programme, assemblies and external groups (where available) such as 'Only Connect' and 'Stonewall' deliver workshops to whole year groups that address key issues of extreme behaviours such as homophobia, violence and different aspects of crime.

Pupil Voice

Harlington has a strong Student Voice and a range of other initiatives for student leadership which allow pupils to have input into the strategic planning for the school. A democratic process ensures fair representation.

Parental Engagement

Parents and families have access to help, advice and support through our pastoral system. Our Family Liaison officer works closely with other agencies to ensure our more vulnerable families are supported. Over the years, Harlington has developed relationships with different groups of parents and this also extends to working with local community groups such as the Sahan Centre on re-engagement of pupils in their learning. Much support is given to parents at crucial times of options choice, mock examinations and learning intervention programmes. Building trust with families has supported our ability to provide a positive educational experience for our pupils.

Safeguarding

Harlington employs extensive safeguarding services for pupils as part of its commitment to the whole child. They include: a Family Liaison worker, Attendance officer, Counsellor, Mentors, Clinical Psychologist and a Careers Advisor. Working with local agencies, students also have access to social workers, the clinical and educational psychologist, youth services, bereavement counsellors, and the school nurse as well as being able to be referred to other services as necessary. A member of SLT has responsibility for Safeguarding and another with responsibility for Inclusion, working with Satellite School and the Nurture group team to ensure that some of our more vulnerable students have appropriate support.

Our Family Liaison Officer is also the designated teacher for looked after children and together with the Assistant Headteacher responsible for Safeguarding, lead on Child Protection. We also have the service of a police liaison officer through the Metropolitan Police 'Safer Schools' team. These services are co-ordinated effectively by the Da Vinci Deputy Head. Records are kept and referrals followed up conscientiously. Liaison with Social Services, CAMHS and other agencies is carried out actively. Monitoring of pupils' internet access is regularly carried out to ensure they are safe.

As part of our safeguarding policies, staff receive annual Child Protection training and at least one member of each interview panel has successfully completed the 'Safer Recruitment in Education' training. A 'whistleblowing' policy also ensures that any suspect behaviours can be reported and dealt with in an appropriate manner.

Governance

The governing body of Harlington School is involved in the life of the school, supporting the pupils and their families to do well. There is an Inclusion Committee, which takes an active role in holding the school to account for the safety and well-being of pupils including regular audits of provision. The different committees on the Governing body ensure that the aspirations, ambitions and enrichment of pupils' learning are extensive; and that the school is held to account for its provisions and outcomes. There is broad representation on our governing body from our parent community and local community.

This comprehensive approach to ensuring that pupils have access to the highest quality education which offers experience in the world beyond Harlington to equip pupils to be successful in adult life both individually, within their own community and within wider British society is regarded by us as the best way in which to 'prevent' engagement in extremist activity of any kind. Pupils are proud of their British heritage – whether it be British Bangladeshi, British African etc. and the school is proud of their achievements as they leave and go on to work, university and successful careers in fields such as teaching, sciences and engineering, clinical services, public health, or any other chosen career.