



The 'Prevent' Strategy at Mulberry School for Girls Guidance for Staff and Parents

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Version	Reviewed	Changes since last version
1	Spring 2018	Existing
2	February 2020	- Removed reference to 'the Mulberry pledge' - Other minor changes for accuracy
3	February 2022	Changes to the arrangements to the link with Employers
4	March 2023	Changes to projects in place and relevant year groups
5	February 2024	- Updated to reflect updated Prevent Duty Guidance published in Dec 2023. - Updated details to safeguarding section including staff training and making referrals. - Added in 2 additional extra-curricular events - Updated details about our partners and project work

Introduction

The 'Prevent Strategy' published by the government in 2011, and updated guidance published in December 2023, 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. One of those areas was Tower Hamlets, alongside several other East London boroughs including Lewisham, Newham and Barking and Dagenham.

At Mulberry School for Girls, although we know we need to be constantly vigilant and to eschew complacency, we have always been regarded as having good practice in preventing 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 behavior, including the EDL or groups which sympathise with terrorism.

The approach that Mulberry School for Girls takes is built on the following principles:

1. 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.
2. 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.

3. Having a stake in the opportunities which 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 Mulberry delivers.

How the 'Prevent Strategy' is Delivered at Mulberry School for Girls

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

1. **The Curriculum:** Curriculum content is carefully constructed. Pupils follow a traditional broad and balanced curriculum focused on subject mastery. Religious Studies is taught by specialists and is compulsory for all students up to age 16. It 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 the English canon. They reflect Britain's diversity. Citizenship is a discrete compulsory subject at KS3. Democracy, rule of law and global citizenship is taught as well as tolerance, diversity and respect. There is a strong PSHEE curriculum which includes relationships and sex education, health education, drugs education and social issues amongst other learning. Arts subjects, including dance, music and drama are compulsory until age 14 after which it is compulsory to specialize in at least one arts subject at GCSE. History and geography are compulsory until age 14 after which it is compulsory to study at least one of the two. Humanities subjects cover life in Britain historically and in contemporary times. Politics and sociology are popular options at KS5 alongside History and Geography.

**** There is a whole curriculum audit of opportunities for spiritual, moral, social and cultural development that should be read alongside this guidance.***

2. **Arts Education:** study of the arts at Mulberry is safeguarded and is a priority for the whole school. Through careful work with families, Mulberry has no withdrawal from the study of arts subjects. All KS3 students study Art, Music, Dance and Drama and at the end of Year 9 every student takes part in a live performance which integrates all four of these subjects. This project is formative for pupils. Every pupil in the year group must speak lines, devise and perform dance and music and create the set, props, costumes and script. Feedback from pupils over the years cites it as a moment at which they each realised they had a voice to be valued and heard – and learned how to make this so. Our curriculum challenges stereotypes of gender, culture, ethnicity, class and physical ability, & supports young people in personal expression. Process and practice is valued and nurtured alongside high quality public performance outcomes. The Arts at MSfG expand critical curiosity and imagination, create cultural capital opportunities and enable students to take up careers within the creative industries. Pupils' arts experience is enhanced through extra-curricular visits to the theatre, concert venues and dance productions. Pupils are encouraged to take instrument lessons and to be involved in the Mulberry Theatre Company and Mulberry Dance Company. The school has previously won an Edinburgh Fringe First Award and took two shows to the Edinburgh Festival in Summer 2022.

3. Extra-Curricular Provision: all girls must be involved in clubs and other activities that enrich the curriculum at Mulberry. Some of the major programmes offered are listed:

- a. **Global Classrooms – MUN programme.** Mulberry has run this conference programme for many years. It is co-educational and it involves writing resources, training staff from other schools and training pupils as committee chairs, rapporteurs and leaders. Over 30 schools regularly access this programme, including schools from Japan, the USA, Slovenia, Israel and Palestine.
- b. **The Youth Conference** – this is regularly attended by over 20 schools. It is led by the sixth form, supported by teachers. Themes relating to justice, tolerance and equality are explored.
- c. **Arts Partnerships** – pupils have supported the establishment of WOW (the Women of the World Festival). They have worked closely with Jude Kelly at the Southbank Centre. The school has a longstanding partnership with the National Theatre, the Royal Central School of Speech and Drama, TAIT and the Donmar Warehouse. The school runs a Production Arts Academy focused on production and specialised technical arts. In partnership with the National Theatre and The Royal Central School of Speech and Drama, the academy offers training in the field of production and technical arts and providing a specialist pipeline for students to develop career aspirations in this industry. The academy was established to take explicit positive action to address the current skills shortage in the UK's production and technical arts workforce and the wider chronic crisis in representation within the UK's cultural and creative industries. We believe the UK's cultural and creative industries should be truly reflective of the diversity of this country, inclusive of all people regardless of gender, race, disability, socio-economic background, faith and age.
- d. **Women's Conferences** - the school has run over 10 conferences for girls and young women giving them access to a variety of successful women from different fields including business and industry. Themes cover ambition, aspiration, resilience and determination to make a positive difference to society. The next conference is planned for International Day of the Girl in October 2024 at the QEII centre in Westminster.
- e. **Duke of Edinburgh's Award Scheme:** the school has run the DofE scheme for over 12 years with several students achieving gold awards in the past.
- f. **Magic Me** – is an inter-generational arts project which the school has offered for over 11 years. It engages a group of diverse older women from the East End with Year 9 and 10 pupils at Mulberry.
- g. **Philanthropy Thursdays** – In response to a desire among students to discuss the events of October 7th 2023, a special lunchtime session was planned using guidance from the PSHEE association. It offered an opportunity for students to reflect on their own feelings, to ensure their information was factual and from credible sources and a chance to plan positive responses. From this session 'Philanthropy Thursdays' was created. This has enabled pupils to engage with global issues in a positive and meaningful way using their voice to advocate for others and to fundraise for people affected by conflict.
- h. **International Mother Languages Day** – On 21st February each year, the entire school celebrates the UN International Mother Languages Day. Students engage in language lessons created by staff and students in over 15 languages, take part in a multi lingual poetry competition, and celebrate the diverse cultural heritage of our school community in a fair and fashion event.
- i. **Equal and inclusive practice** - Central to our provision is our strong emphasis on equalities work, which is led by the Deputy Headteacher and supported by the School Council. This commitment is embedded in every lesson, ensuring that students, teachers, and the wider community actively engage with and promote equality. Through initiatives

such as equality-focused letters, signing a whole school pledge, hosting assemblies, dedicating tutor time, and teaching British Values, we foster an environment where every individual feels valued and respected. Additionally, our Equalities Calendar highlights key events such as Black History Month, Interfaith Week, LGBTQ+ History Month, Pride, and Holocaust Memorial Day, providing opportunities for meaningful discussions and learning experiences that celebrate diversity and promote inclusivity. By incorporating equalities work into all aspects of school life, we strive to empower our students to become compassionate, open-minded global citizens.

- j. **Beacon school** - our commitment to equality extends to our role as a beacon school for Holocaust education. Working collaboratively with a diverse range of partners, we actively promote initiatives such as Interfaith Week to combat all forms of discrimination, including antisemitism and Islamophobia. Our students are regularly invited to participate in workshops and visits to gain a deeper understanding of different faiths and non-faith perspectives. Central to our approach is the golden rule of tolerance and respect, which permeates every aspect of school life. By fostering an environment where empathy and understanding thrive, we aim to equip our students with the tools to challenge prejudice and promote harmony in our community and beyond.

Ensuring that every student is actively engaged in our enrichment provision is of paramount importance, as it reflects our core ethos. To this end, we meticulously track each student's level of engagement with our enrichment and equality initiatives throughout their time at the school. This data is then carefully analysed in collaboration with our pastoral team. By closely monitoring and addressing individual needs, we strive to create an inclusive environment where every student feels valued and empowered to contribute positively to our community. Through this ongoing commitment to personalised support and guidance, we aim to nurture confident, compassionate individuals who are equipped to embrace diversity and thrive in an ever-changing world.

- 4. **Trips and Visits:** pupils engage in a wide range of field trips, residential trips and day trips to support their curriculum learning or enrichment. Examples include: Local places of worship of all world faiths, battlefields in Ypres, Wales, Edinburgh, Venice, Paris, Maastricht, and the UN in New York.
- 5. **Pupil Voice:** Mulberry has a strong School Council 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 is in place to ensure fair representation

6. **Links with Employers:** a wide variety of work is undertaken with employers. The employers we work with include: Barts Health who offer regular work experience for students interested working within the medicine and Allied Health sector. KPMG offer professional mentoring schemes for year groups 9 and 11 resulting in continuing networking with their mentors post 16. Clifford Chance is one of our long -standing partnerships offering mentoring programme for year 10. JTP Architects is an international company that is based locally and offer bespoke work experience and shadowing to increase BAME to this sector. Young Work Path- signposting students that are looking for apprenticeships/ traineeship with employers across London to reduce the potential to become NEET after leaving MSfG.
7. **Parent and Family Programmes:** parents and families have access to help, advice and support through our community learning programme. In 2012, we opened the Mulberry and Bigland Green Centre to provide a space for families and their learning. Courses in childcare, parenting, access to employment, fitness, literacy, numeracy and ICT are offered together with enrichment trips, events and social space. 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 rich arts education. We currently offer at least 12 different events and classes for parents every week.
8. **Safeguarding and Staff Training:** Mulberry has employed extensive safeguarding services for pupils as part of its commitment to the whole child. They include: An Attendance and Welfare Advisor, a school counsellor through a Place2Be, Learning Mentors and Parent Liaison. There is a Director of Pastoral Provision as well as a senior member of staff on the SLT, both of whom lead on Child Protection. We have expanded the safeguarding team which now includes three Deputy Designated Safeguarding Leads. We also have the service of a safer school's officer, a school based Social Worker and mental health support from THEWS (Tower Hamlets Educational Wellbeing Service). These services are coordinated effectively by the Assistant Head in charge of Safeguarding.

All new staff joining the school are required to complete the DfE recommended prevent training as part of their induction process. The list of staff who have completed this training is kept up to date by HR. In addition, the DSL provides regular training for all staff in all areas outlined in KCSIE as well as updating staff about the specific safeguarding context at the school. If staff have any concern for a child's safety and wellbeing, including any concern about extremism, radicalisation or exploitation this is reported on CPOMS. If the member of staff has an urgent concern for a child's safety, they must report this to the DSL or Deputy DSL immediately. The Tower Hamlets Prevent guidance states that all concerns relating to prevent should be reported by the school to the Tower Hamlets Multi Agency Safeguarding Hub. This is screened by Chanel and assigned to the multi-disciplinary team as required. This team can include police, children's social care, education and healthcare as needed.

The school's procedures regarding internet filtering and monitoring are also key in identifying and supporting students who may be at risk of radicalisation. Daily internet filtering and monitoring reports are sent to the DSL and any concerns are quickly identified and addressed. These checks ensure that we are able to identify a variety of potential safeguarding concerns including those relating to extremism

and radicalisation. Details of this can be found in the Child Protection and Safeguarding policy on the school's website.

- 9. Governance:** the local governing body of Mulberry School for Girls is actively involved in the life of the school, supporting the pupils and their families to do well. There is broad representation on our governing body from our parent community, our partners in the arts and employment as well as education, finance and legal expertise. The Governing body attend annual safeguarding training where they are updated about all areas including KCSIE and Prevent.

This comprehensive approach to ensuring that pupils have access to the highest quality education which offers experience in the world beyond Mulberry 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 at Mulberry School for Girls are proud of their British heritage – whether it be British, 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, clinical services, public health, political leadership and the City

- 10. Global Politics:** At Mulberry School for Girls, we recognise the importance of being strategic in our approach to teaching inclusivity, equality, diversity, and intertwining key British values within the wider fabric of our school community. However, we also understand the significance of being responsive to global political moments. This involves briefing our staff, providing a safe space for open dialogue, being sensitive to how students express their views, and ensuring that students always have a voice in shaping the curriculum. By staying informed and adaptable, we can effectively address emerging issues and equip our students with the critical thinking skills needed to navigate complex social and political landscapes. Through open communication, empathy, and a commitment to fostering a culture of respect and understanding, we aim to empower our students to become active and engaged citizens who contribute positively to society.

