



Preventing Extremism and Radicalisation Policy

Mulberry UTC

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3	February 2020	<ul style="list-style-type: none"> • Removed reference to 'the mulberry pledge' • Included reference to 'mulberry e-portfolios'
4	February 2022	<ul style="list-style-type: none"> • Reference to Student Leadership Team
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1. Introduction

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. One of those areas was Tower Hamlets, alongside several other east London boroughs including Lewisham, Newham and Barking and Dagenham.

At Mulberry UTC, although we know we need to be constantly vigilant and to eschew complacency, we are building on a strong track record at Mulberry School for Girls, which has always been regarded as having good practice in preventing extremism and which has worked with families, governors and the local community to protect students from the effects of different kinds of extremist behaviour, including groups which sympathise with terrorism.

In 2008, Mulberry School for Girls and its staff were involved in advising the government on how best to approach community cohesion and the policy approach to preventing extremism. We had a visit from central government to discuss our approach and Deborah Weston, Director of Spiritual, Moral, Social and Cultural Development became a key adviser until the 2011 strategy was published.

The approach at Mulberry UTC, like the approach at Mulberry School for Girls, is built on the following principles:

1. It is good practice in any school to be constantly vigilant in combating 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 at school and in later life, depends on the values, 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 students 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.

Mulberry UTC also has a policy for spiritual, moral, social and cultural development that should be read alongside this guidance.

2. How the 'Preventing Radicalisation and Extremism' strategy is delivered at Mulberry UTC

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

2.1. The Curriculum: Curriculum content is carefully constructed. At Key Stage 4, students follow a broad and balanced curriculum focused on subject mastery and including technical learning. All students study elements of Religious Education, which gives them insight into the principal religions and beliefs with a focus on Christianity and Islam. Misconceptions are addressed in relation to scripture and religious text. In English, texts are from the English canon. They reflect Britain's diversity. All students study either sociology or history at KS4. There is a strong PSHE curriculum which includes sex and relationships education, health education, drugs education, social issues democracy, rule of law and global citizenship. The broader personal development provision also includes the learning of values such as tolerance, diversity and respect. Humanities subjects cover life in Britain historically and in contemporary times. Politics and Sociology are popular options at KS5. At both KS4 and 5, students have a wide range of opportunities to learn about the world outside school, through employer-led challenge projects and their technical courses.

2.2 Extra-Curricular Provision: all students are strongly encouraged to be involved in clubs and other activities that enrich the curriculum at Mulberry UTC. There is a '**Mulberry e-portfolio**' which enables students to log and reflect on the enriched education the students' receive. Some of the major programmes offered at Mulberry School for Girls, which are on offer to students at Mulberry UTC, are as follows:

a. **Global Classrooms – MUN programme.** Mulberry has run this conference programme for nearly 9 years. It is co-educational and it involves writing resources, training staff from other schools and training students 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** – students have supported the establishment of WOW (the Women of the World Festival) which is now in its 5th year. They have worked closely with Jude Kelly at Southbank Centre. The school has recently gone into partnership with the Donmar Warehouse. In December 2014, Phyllida Lloyd brought her all-female production of Henry IV for a run in Tower Hamlets at Mulberry School – the play considers themes of filial duty, nation state and patriotism. The school has a longstanding partnership with the National Theatre with which it ran Mulberry Youth Conference in 2015. The conference focused on David Hare's play 'Beyond the Beautiful Forevers' and themes connected with the play. The Royal Court Theatre has worked with the Mulberry Alumni Theatre Company to create and produce a play for performance at the Royal Court. The BFI (British Film Institute) is a film-making partner and has supported the school's work through 'Cutting East' – a young film-

maker's festival in East London, and Cinematique – a project related to French cinema which enables students to make films and show them in Paris.

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.

e. **Duke of Edinburgh's Award Scheme**: the school has run the DofE scheme for over 8 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 students from the school.

g. **Women's Education Office Programmes** – include Girl Guides, Mulberry Extra, Human Rights Club, United Cultures of Mulberry School etc. At Mulberry UTC, this will be expanded to include a Young Men's Education Programme.

2.3 Trips and Visits: students will engage in a wide range of field trips, residential trips and day trips to support their curriculum learning or enrichment. Examples of trips that students from Mulberry School for Girls have taken part in include: the battlefields in Ypres, Cheddar Gorge, Wales, Edinburgh, Venice, Berlin, Andalucía in Spain, Paris and the UN in New York.

2.4 Pupil Voice: Mulberry UTC has a Student Leadership Team, mentors and team of school ambassadors, as well as a range of other initiatives for student leadership which allow students to have input into the strategic planning for the school. A democratic process will be in place to ensure fair representation.

2.5 Links with Employers: a wide variety of work will be undertaken with sponsors, partners and other employers. The UTC's employer partners include: Bank of America Merrill Lynch, Barts Health NHS Trust, the British Film Institute, Goldsmiths University of London and the National Theatre. Working closely with these employers will help ensure

2.6 Parent and Family Programmes: parents and families have access to help, advice and support through Mulberry School's community learning programme, based in the Mulberry and Bigland Green Centre. 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. Parents of students at Mulberry UTC will have access to this provision, and to additional provision based at the UTC, which will help to build trust with families and support our ability to provide a rich education to our students.

2.7 Safeguarding: Mulberry UTC has a comprehensive safeguarding policy, which includes a programme of training for UTC staff. This provision is co-ordinated effectively by the Vice Principal in charge of Inclusion, who also leads on Child Protection. Records are meticulously kept and referrals followed up conscientiously. Liaison with Social Services, CAMHS and other agencies is carried out actively. Monitoring of students' internet access is regularly carried out to ensure they are safe.

2.8 Governance: the Local Governing Body of Mulberry UTC and the trustees of the Mulberry Schools Trust are actively involved in the life of the school, supporting the students 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.

This comprehensive approach to ensuring that students have access to the highest quality education which also offers experience in the world beyond Mulberry UTC, equipping students 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.

Students at Mulberry UTC will be taught to be proud of their British heritage – whether it be White British, British Bangladeshi, British African, British Indian etc., and the school is proud of their potential and the things they will go on to achieve as they leave and go on to work, university and successful careers in fields such as media, animation, teaching, clinical services, public health, political leadership or the City of London.