PREVENT POLICY

Document Control
This document is issued, controlled and impact assessed by the Leadership Team.
The latest version of the procedure will be maintained on the School Website.

PREVENT Policy

Introduction

Endeavour Academy / The Apolo Schools Trust is committed to providing a secure environment for all our students, staff, and stakeholders. There is no place for extremist views of any kind in our academy. However, given the specific needs of the children on role, it may be that particular interests are connected to areas which require specific interventions and support to address and manage accordingly.

Purpose

Prevent is part of the Government's counter terrorism strategy and the purpose of this policy is to:

- Ensure as awareness of Prevent across the Trust.
- Provide a clear framework to structure and inform our response to safeguarding concerns, including a supportive referral process for those who may be susceptible to the messages of extremism.
- Embed British Values into the curriculum and ways of working.
- Recognise current practise which contributes to the Prevent agenda.
- Identify areas for improvement.

Aims

The aim of the Prevent Policy is to create and maintain a safe, healthy, and supportive learning and working environment for students, staff, and visitors alike. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students. We further recognise that if we fail to challenge extremist views, we are failing to protect our students from potential harm. It aims to stop people becoming terrorists or supporting terrorism using early engagement to encourage and support individuals to challenge ideologies and behaviours.

The Prevent Strategy

- Responds to the ideological challenge we face from terrorism and aspects of extremism and the threat we face from those who promote those views.
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

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The Counter Terrorism & Security Act (2015):

This Act places a duty on specified authorities including schools, Further and Higher Education, to have due regard to the need to prevent people from being drawn into terrorism otherwise called 'the Prevent duty'.
Endeavour Academy is committed to supporting vulnerable students through our safeguarding policies and procedures and recognise that this will support the Academy's contribution to the Prevent duty.

In our School we build students' resilience to radicalisation by promoting fundamental British values and enabling our students to challenge extremist views.

The Academy has engaged positively with appropriate training to ensure that all staff have the skills and knowledge to refer any concerns appropriately. We challenge extremist views, prejudice, derogatory language and provide a broad and balanced curriculum in order that students become tolerant of difference and diversity. The possible signs and indicators that a student may be vulnerable to radicalisation can be found in appendix 1.

Referral for any issue concerning potential radicalisation to extremism should be managed as any other safeguarding referral.

Within the Academy there is a nominated Single Point of Contact (SPOC). Further details about the duties of the SPOC can be found in Appendix 2.

Links with Other Policies

The Policy is linked with the following policies:

Anti-Bullying Policy
Children Missing in Education Policy
E-Safety Policy
Safeguarding Policy.

Appendix 1

Indicators of vulnerability linked to radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify, or glorify terrorist violence in furtherance of beliefs.
- Seek to provoke others to terrorist acts.
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or Foster hatred, which might lead to inter-community violence in the UK.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
- Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / re-integration.

- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivation of others.

This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purpose of violent extremism.

More critical factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature:
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Appendix 2

Preventing violent extremism

Roles and responsibilities of the single point of contact (SPOC)

Academy	Single Point of Contact
Endeavour Academy	Kerrie Whelan

The SPOC is responsible for:

- Ensuring that staff of the school are aware and work together to protect students from radicalisation and involvement in terrorism.
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism and protecting them from radicalisation by those who support terrorism, or forms of extremism, which lead to terrorism.
- Monitoring the effect in practice of the school's RE and PSHE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs.
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism.
- Attending Channel meetings as necessary, or ensuring that the school is represented, and carrying out any actions as agreed.
- Sharing any relevant additional information in a timely manner with appropriate personnel