



ARCHWAY ACADEMY INDEPENDENT SCHOOL
PREVENT POLICY



Introduction

All staff at Archway Academy understand that as a school we are subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Protecting children and young people from being drawn into terrorism is part of safeguarding and as such this policy should be read in conjunction with the following policies: Safeguarding; E - Safety; Whistleblowing; Anti-Bullying; Equality and Diversity.

This policy states how the school will protect children and young people from the risk of radicalisation and being drawn into terrorism.

Definitions

Terrorism - refers to the calculated use of violence (or the threat of violence) against civilians in order to attain goals that are political or religious or ideological in nature; this is done through intimidation or coercion or instilling fear.

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

Extremism - refers to the vocal or active opposition to fundamental British Values which include democracy; the rule of law; individual liberty; mutual respect and tolerance of different faiths and beliefs.

What will we do to meet our Prevent Duty?

Senior Managers will be nominated leads for Prevent

Single Point of Contact for Prevent (SPOC): Jessica Southall
Deputy SPOC: Paul Hodgetts

Key responsibilities of the SPOC are identified in Appendix 1.

We will promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs across the curriculum in order to develop the following amongst pupils:

- an understanding of how citizens can influence decision making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;



- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

Spiritual, moral, social and cultural (SMSC) skills will be developed across the curriculum in order to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.



Therapy will play a key role in the promotion of British Values and the development of SMSC in order to:

- help pupils distinguish right from wrong;
- develop their self-awareness;
- improve confidence;
- help pupils accept responsibility for their behaviour;
- encourage respect for others.

We will ensure that children and young people are able to challenge extremist ideas

Management and staff will create an atmosphere where children and young people feel safe and able to discuss sensitive and controversial issues about politics, religion, ideology, including terrorism and extremism while ensuring that they gain knowledge and critical thinking skills to **challenge** and discuss in an informed way.

We will take preventative action

Because the internet has become a prominent platform for those wishing to draw children into terrorism, our E - Safety policy provides a framework to ensure that pupils are aware of the risks they can encounter online and are equipped with knowledge of how to stay safe. We will:

- use appropriate filtering and monitoring systems - we will ensure that our IT providers complete the self-certification forms about how they meet the standards regarding filtering and monitoring and send them to the UK Safer Internet Centre;
- ensure that Tutors supervise all access to the internet within school premises or other premises where learning is taking place;
- ensure that Tutors deliver learning activities that motivate pupils to engage thus reducing the likelihood for pupils to browse the internet out of boredom;
- lock all ICT suites when they are not in use;



- regularly review E - Safety control measures through risk assessment;
- teach pupils how to be safe online;
- explain the risks of giving out personal details online;
- encourage learners to report electronic content which is inappropriate or makes them feel intimidated or threatened.

We will train our staff

All staff will receive Prevent training as soon as possible after they accept employment, including mandatory completion the Channel General Awareness training during their induction:

http://course.ncalt.com/Channel_General_Awareness

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit; it aims to:

- establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

We will work in Partnership

We will work closely with the **Multi-Agency Safeguarding Hub (MASH) Tel: 0121 303 1888** and the **LADO Team Tel: 0121 675 1669** in Birmingham.

Archway Academy also works with the Prevent delivery partners, including West Midlands Counter Terrorism Unit (CTU), the police and other statutory bodies to ensure all staff are trained to identify any signs of extremism or radicalisation of our pupils using the 'ACT NOW' schools' resource.



ACT NOW helps pupils' ability to critically analyse opinions and beliefs which may differ from their own. Pupils also have the opportunity to discuss controversial issues and explore their personal values and perceptions in a safe environment.

We will assess risks and identify those who may be vulnerable to radicalisation.

We understand that in order to fulfill our Prevent Duty, it is essential for staff to be able to identify children or young people who may be vulnerable to radicalisation.

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti - social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances. (See Appendix 2 for indicators of vulnerability).

We will conduct a risk assessment to establish the level of risk faced by our pupils of being drawn into terrorism. The Single Point of Contact for Prevent (SPOC), will consult the local Prevent team to establish local risks before compiling the risk assessment. The results of the assessment will be used to compile a Prevent Action Plan that will be used to direct the school's efforts to protect pupils from radicalisation. The risk assessment will be reviewed every year or when new risks arise.

What to do if you are concerned about a child or young person (Appendix 3)

- talk to the SPOC;
- call Archway Academy, ask for the nominated SPOC or the Deputy;
- the nominated Prevent lead/s will agree how to take the incident forward;
- if staff are concerned about management or staff opposing fundamental British Values, follow the Whistleblowing Policy and procedure;



Appendix 1

Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC is responsible for:

- ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils/pupils from radicalisation and involvement in terrorism;
- maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- raising awareness about the role and responsibilities of Archway Academy in relation to protecting pupils/pupils from radicalisation and involvement in terrorism;
- monitoring the effect in practice of the school's RE curriculum 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 pupils/pupils from radicalisation and involvement in terrorism;
- acting as the first point of contact within the school for case discussions relating to pupils / who may be at risk of radicalisation or involved in terrorism;
- collating relevant information from in relation to referrals of vulnerable pupils / into the Channel* process;
- attending Channel meetings as necessary and carrying out any actions as agreed;
- reporting progress on actions to the Channel Co - coordinator; and
- sharing any relevant additional information in a timely manner.



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- safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity;
- provide early intervention to protect and divert people away from the risks they face and reduce vulnerability;
- conduct an annual risk assessment to establish risks faced by our pupils in the local area in consultation with the local prevent team;
- compile an Action Plan using the results of the risk assessment, direct its implementation and monitor progress towards its achievement.



Appendix 2

Indicators of vulnerability

Identity Crisis - the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;

Personal Crisis - the pupil 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 pupil'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 pupil 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/reintegration;

Special Educational Need (SEN) - the pupil may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations 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 purposes of violent extremism.

More critical risk 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 3

What to do if you have a radicalisation concern

