

# Prevent Policy

## Introduction

The Counter-Terrorism and Security Act 2015, places a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe by:

- Ensuring a broad and balanced curriculum is in place to promote the spiritual, moral, social and cultural development of pupils.
- Assessing the risk of pupils being drawn into extremist views.
- Ensuring safeguarding arrangements by working in partnership with local authorities, police and communities.
- Training staff to provide them with the knowledge and ability to identify pupils who may be vulnerable to radicalisation.
- Keeping pupils safe online by using effective filtering and usage policies.

## Statement and Aims

UK College of English understands its responsibilities under the Counter Terrorism & Securities Act 2015 to prevent people of all ages being radicalised or drawn into terrorism and seeks to meet its obligations through its policies and procedures.

PREVENT training is considered part of safeguarding and so concerns about radicalisation would also be reported. All Academic staff and teachers have received training in this. Furthermore, the DSL has established contact with the local PREVENT police officer.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism may refer to elements such as racism, homophobia, right-wing ideology and religious extremism.

At UKCE, our aim is to provide vulnerable students of any age, faith, ethnicity or background with support to prevent them being exploited by pro-terrorism organisations and engaging in terrorist activity themselves.

Terrorist material could include:

- articles, images, speeches or videos that promote terrorism
- content encouraging people to commit acts of terrorism
- websites made by terrorist organisations
- videos of terrorist attacks

- messages intended to stir up hatred against any religious or ethnic group.
- bomb-making instructions

## Context

The UK College of English is located on Oxford Street in Central London (UK) with a vast multi-cultural local population. The school accepts students aged 10+ throughout the year and from many different countries around the world. In our busiest weeks it may have 227 students, 30 staff and work with 3 homestay providers/agencies. The school has always promoted a multi-cultural environment, where respect for and tolerance of others beliefs is required.

## Roles and Responsibilities

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at UKCE.

### Strong Leadership

The responsibility for ensuring the Prevent Duty is met is with Stephanie Day (Academic Registrar and Designated Safeguarding Lead) and Basrie Beren Rashit (Business Development Manager). The responsibility for the Prevent risk assessment or action plan (see below) and policy lies with Stephanie Day (Academic Registrar and Designated Safeguarding Lead) and Basrie Beren Rashit (Business Development Manager). Their duties are to ensure delivery of an effective risk assessment/action plan and policy as outlined here and in their job descriptions. Due to the size of UKCE, the lead person duties are shared between Stephanie Day of the Academic department and B. Beren Rashit of the Sales Department.

The Designated Safeguarding Staff (DSS) are accountable for ensuring the effectiveness of this policy and compliance with it. The DSS will ensure that:

- This policy is reviewed annually alongside our Safeguarding Policy.
- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- The DSS will assess the risk of pupils being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community.
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils.
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.

- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.

The Designated Safeguarding Lead (DSL) will carry out their role as Prevent Lead in accordance with our Safeguarding Policy and relevant legislation. As part of this responsibility, the DSL will act as the point of contact within UKCE for any concerns relating to radicalisation and extremism.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

As well as the responsibilities of staff we also like make sure our students are well informed too. In our Student Handbook, which is sent to every student enrolled in UKCE, we advise the students of the relevant member of staff (DSS, Welfare Officers and Academic Counsellor) to talk to if they have concerns about anything including radicalisation. We provide students with a list of safe places of worship for every religion across London and if a student needs a room to pray, we can make a room available for them as well as there being separate rooms available for men and women. Our Student Handbook also details our rules about internet misuse, unacceptable behaviour and the consequences of this sort of behaviour.

### **Risk Assessment of current situation and Action Plan for future**

An action plan has been produced showing what is already being done and what still needs to be done; it will be reviewed and updated at least annually.

### **Working with local partners**

The Prevent Lead (Stephanie Day) has made and maintains contact with the local police/local authority Prevent coordinator to understand their role and the support available, (e.g. via the Channel process). The Lead has also made contact with the local authorities to ascertain other useful local agencies. Development of local area Prevent links with other similar organisations are maintained and the sharing of information with all local organisations as appropriate.

### **Training**

We provide online training for Prevent from the government website, which is then supplemented by UKCE's own information to staff during induction, ensuring every staff member knows our policies and procedures when dealing with Safeguarding and Prevent. Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our pupils are resilient and supported to resist involvement in radical or extreme activities. We also

conduct regular Safeguarding and Prevent refresher training with our teachers and staff in our in-house Teacher Development lessons.

Our DSS will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the students attending our College.

Our documents and face to face training ensure all our staff understand this policy, for example:

- they understand the context and expectations of Prevent
- they understand their duty to implement the policy
- they understand the terminology and risks associated with radicalisation and extremism
- they understand how to identify and support vulnerable students
- they know the ways the school will counteract the risks (promoting British values and developing critical awareness in the classroom)
- they are aware of the signs to look out for that may cause concern
- they know who the Lead Prevent person is and the procedures for communicating concerns
- they know the importance of their own behaviour and professionalism in:
  - a) being exemplars of British values and
  - b) not discussing inflammatory subjects with students (Code of Conduct).

Training materials are adapted to ensure that homestay hosts, group leaders and any other persons connected with our school, understand the sections of the policy they need to be aware of.

Students and group leaders are made aware of key parts of the policy and sign a group leader agreement to ensure they understand the key points to our policies, such as:

- understanding terminology
- importance of maintaining a supportive and tolerant society within school
- what core British values are and why they are considered important
- any changes to school rules, particularly those regarding IT
- the need to report any concerns/incidents, and the procedure for that.

**Understanding Terminology** - See Appendix 1

### Understanding the risk of extremism

Staff, students & other adults (group leaders, homestays etc.) may arrive at school already holding extremist views. Or, whilst part of the school, they may be influenced by a range of factors, such as; global events, peer pressure, media, family views, extremist materials (via hardcopy or online), inspirational speakers, friends or relatives being harmed or social networks. People who are vulnerable are more likely to be influenced. Their vulnerability could stem from a range of causes: loss of identity or sense of belonging, isolation, exclusion, mental health problems, a sense of injustice, personal crisis, victim of hate crime or discrimination and/or bereavement.

## Ways to counteract risks

Here at UKCE we promote a safe and supportive international environment via clear expectations of accepted behaviours and those, including radicalisation and extremism, which will not be tolerated. We promote the core British values through activities and documents; inductions and handbooks are given upon arrival, via interclass events on British culture & traditions as well as via our curriculum in classes. The approach is to educate that this is how things are in UK even if it may be different in your country.

Where possible, we try to develop critical awareness and thought in our classes to counter accepting extremism without question, especially of online material, such as looking at fake news and creating debates within our classes.

Our staff and teachers are taught to challenge radical or extremist views in any context (formal or informal) via stated procedures. In most situations this would require an immediate response from the teacher or staff member, referring to the international environment of school, and the tolerance expected within our school, which is explicated stated in our Student Handbook, Staff Handbook and Induction process. Then the member of staff/teacher would report any concerns to the Prevent Lead.

Teachers and staff are taught to be ready to react when world or local events (e.g. terror attacks) which can cause upset and the likelihood of conflicting feelings being expressed. Staff and Teachers are advised to ask the Prevent Lead/staff for advice in these situations if they occur.

Strong filters are placed on computers in the school and UKCE have clear rules on accessing extremist, terrorist websites or use of social networks to exchange extremist or terrorist views. Under-18 students also need to sign a 'confirmation of advice' document to tell us they understand about the internet safety that is in their induction at the start of their course.

All staff are trained to ensure that extremist speakers do not use premises to distribute material or expound views.

Staff and homestays are encouraged to get to know students, their home circumstances and friendship groups, so that it is easier to spot any changes in behaviour. Staff and homestays are asked to be observant and vigilant in noticing any signs of radical or extremist behaviour. All staff and homestays work hard to support any students identified as vulnerable, ensuring their happiness in their classes or at home.

## Signs that may cause concern

- Students talking about exposure to extremist materials or views outside school (in the event of this happening, information is shared with the relevant local authorities)
- Any changes in behaviour, e.g. becoming isolated

- A fall in the standard of work, poor attendance, or disengagement from class/other students
- Changes in their attitude, e.g. intolerant of differences /having a closed mind
- Asking any questions about particular topics (e.g. Connected to extremism)
- Offering any opinions that appear to have come from extremist ideologies
- Attempts to impose their own views or beliefs on others students or staff members
- Use of extremist vocabulary to exclude others and / or incite violence
- Accessing extremist material online or via social network sites
- Overt new religious practices
- Drawings or posters (e.g. in accommodation) showing extremist ideology, views or symbols
- Any students voicing concerns about anyone (e.g. Other students or staff members)

NB: Any concerns relating to a person under 18 are safeguarding issues and will be dealt with by safeguarding staff and, where necessary, the LSCB contacted.

### How and when to react to concerns

- Everyone is given the name of who to contact (lead person/persons), how to contact them (email, phone etc) and contact details during their induction and Safeguarding/Prevent training.
- Confidentiality is assured for the person reporting a concern.
- Everyone is told to report any concern or incidents, however small to the Prevent staff.
- Reassurance is given that all will be dealt with sensitively and carefully.

### The Role of the Curriculum

At UKCE we will provide pupils with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our pupils. Pupils will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Through our curriculum we will aim to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students 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 London and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in the UK;
- further tolerance and harmony between different cultural traditions by enabling students 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 the UK.

### Visitors and the Use of School Premises

At UKCE, just like any other business, we may receive visitors or contractors in our College buildings. Any visitors or contractors will be provided with a copy of our safeguarding procedures on arrival at the school and will be appropriately supervised at all times.

When an agreement is made to allow non-school groups or organisations to use the school premises, appropriate checks will be made before agreeing the contract and a declaration to uphold our Safeguarding and Prevent Policies will have to be signed. Usage will be monitored and in the event of any behaviour not in-keeping with our Prevent and Safeguarding Policies, the school will contact the police and terminate the arrangement.

### Procedures for Managing Concerns

UKCE adheres to the procedures that have been set out throughout our Safeguarding Policy and relevant legislation. Please also refer to our Safeguarding Policy, which can be found on our website, for further information about our wider safeguarding responsibilities.

We recognise that staff and teachers at our school play a particularly important role as they are in a position to identify concerns early and provide help for students to prevent concerns from escalating. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and this includes vulnerability to radicalisation.

The Designated Safeguarding Lead (DSL) / Prevent Lead should be used as a first point of contact any safeguarding concerns in our school. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL/Prevent Lead or, if unavailable, to any member of Designated Safeguarding Staff. In the absence of either of the above, the matter should be brought to the attention of the Welfare Officers and/or the Chief Executive.

Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take, investigate the concern and will follow the correct procedures by contacting the relevant parties. All information and actions taken, including the reasons for any decisions made, will be fully documented and filed. Please see our Safeguarding Policy for further details.

If an allegation is made or information is received about an adult who works in our College, which indicates that they may be unsuitable to work with children or students because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the DSL, Head of Studies or Chief Executive immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

## Consequences of breaking school rules

In order to maintain a welcoming environment, the school will take the following steps with anyone acting against school policies:

- Step 1: A meeting with a Welfare Officer/Academic Counsellor will be set up to establish the wrongdoing and assess the need to change student's behaviour. The accused party will have to sign a code of conduct to agree to these changes in behaviour. Details of the meeting and what is discussed will be recorded and filed.
- Step 2: If the accused party's behaviour does not improve, he or she will be asked to attend a second meeting with the Welfare Officer/Academic Counsellor. This time a written warning will be issued and sent to student. Again all details will be recorded and filed.
- Step 3: If the accused party continues to break any of the rules mentioned above, they will receive a dismissal letter and will be asked to leave the school.

In extreme circumstances, the college may ask the person to leave with immediate effect.

## Relevant Policies

To underpin the values and ethos of our College and our intent to ensure that students at UKCE are appropriately safeguarded, the following policies should be read in conjunction with this policy:

- Safeguarding Policy
- Equality Opportunities and Diversity Policy
- Dealing with Abusive Behaviour Policy
- IT Policy
- Whistleblowing Policy
- Statement of Core British Values

### Additional useful contacts

Anti-Terrorist Hotline: **0800 789 321**

Reporting terrorist material online at:

**[https://eforms.homeoffice.gov.uk/outreach/terrorism\\_reporting.ofml](https://eforms.homeoffice.gov.uk/outreach/terrorism_reporting.ofml)**

Anti-terrorist Hotline	0800 789 321
Reporting terrorist material online	<a href="https://eforms.homeoffice.gov.uk/outreach/terrorism_reporting.ofml">https://eforms.homeoffice.gov.uk/outreach/terrorism_reporting.ofml</a>

### Policy Preparation and Review

This Policy was prepared by Stephanie Day (after consultation with staff/associated outside agencies) on 09/12/2019.

Policy will be reviewed every 12 months or earlier if there are changes in relevant legislation or in response to any significant incidents or changes in circumstances.

This policy is available on our school website and in hardcopy when downloaded from our website. If a student does not have access to the internet they may ask reception and they can print a hard copy off for them.

The policy is provided to all staff and should be read in conjunction with the following policies:

- Safeguarding Policy
- Equality Opportunities and Diversity Policy
- Dealing with Abusive Behaviour Policy
- IT Policy
- Whistleblowing Policy
- Statement of Core British Values

## Appendix 1: Glossary of Terms

**‘Extremism’** is defined in the 2011 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.

\*NB: extremism can refer to a range of views, e.g. racism, homophobia, right-wing ideology, as well as any religious extremism.

**‘Non-violent extremism’** is extremism, as defined above, which is not accompanied by violence.

**‘Prevention’** in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

**‘Radicalisation’** refers to the act or process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups which makes a person more in favour of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

The current UK definition of **‘terrorism’** is given in the *Terrorism Act 2000 (TACT 2000)*. In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

**‘Terrorist-related offences’** are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

**‘Vulnerability’** describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

## Appendix 2: Warning Signs/Indicators of Concern

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.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. However, 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.

Factors which may make pupils more vulnerable may include:

- **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; 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:** involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- **Special Educational Need:** pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include, but not restricted to:

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;

- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Pupils accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include:
  - physical or verbal assault
  - provocative behaviour
  - damage to property
  - derogatory name calling
  - possession of prejudice-related materials
  - prejudice related ridicule or name calling
  - inappropriate forms of address
  - refusal to co-operate
  - attempts to recruit to prejudice-related organisations
  - condoning or supporting violence towards others.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools.

Appendix 3

**Prevent Concerns Record Form**

Please complete if there are any Prevent concerns about a student or staff member. You must complete the boxes in **bold**; the other information can be filled in by Designated Staff / Prevent Lead.

<b>Date</b>	
<b>Student Name (First &amp; Family name)</b>	
<b>Gender</b>	
Date of birth	
Nationality	
Student ID	
<b>Name of person noting concern</b>	
<b>Role/Connection with the school</b>	
<b>Date/Time of concern noted</b>	
<b>Location</b>	
<b>Concern</b> (please provide as much detail as possible)  NB: If reporting a disclosure / allegation made by a student, please use this space to describe verbatim (or as close as you can remember) the conversation. Use the other side to write more if necessary.	
<b>Signed</b>	

**Response to concern**

This section is to be filled in by the DS/Prevent Lead

Do parents/group leader/agent/homestay/other need to be informed?

<b>Response &amp; Follow up</b>	<b>By whom (full name)</b>	<b>When (date &amp; time)</b>
Action taken? (Yes / No)		
Further action required? (Yes / no)		

Updated by Stephanie Day in December 2019 (Reviewed annually or more often if required)

1. Future Facing
2. Achievement through quality
3. Supporting a global community
4. Commitment to the individual