**PREVENT** **POLICY**

|  |  |  |
| --- | --- | --- |
| No Policy item Involving | | |
| 1 | Statement  Inlingua Cheltenham understands its responsibilities under the Counter Terrorism & Security Act 2015 to prevent people of all ages being radicalised or drawn into terrorism and seeks to meet its obligations in the ways shown below, after setting the context. | Everyone |
| 2 | Context  Inlingua Cheltenham accepts students aged 13 – adult all year from around the world.  In its busiest weeks it may have 180 students, 60 staff and work with appx 150 homestay providers.  The school has always promoted a multi-cultural environment where respect for and tolerance of others beliefs is required.  Inlingua Cheltenham is located in Cheltenham Gloucestershire. | Everyone |
| 3 | Strong Leadership  Responsibility for ensuring Prevent Duty is met lies with Principal.  Responsibility for the Prevent risk assessment / action plan (see point 4 below) and policy lies with Jennifer Dodds Vice Principal.  Their duties are to ensure delivery of an effective risk assessment/ action plan and policy as outlined here.  Due to the size of inlingua Cheltenham the lead person duties are shared between with the Welfare Lead Wendy Makise. | Lead person for prevent |
| 4 | Risk Assessment of current situation and Action Plan for future  A risk assessment / 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. | Lead person |
| 5 | Working with local partners  Maintain contact with the local police/ local authority Prevent coordinator to understand their role and the support available (Adam Large & Matt Morris – Channel support officers – Gloucestershire Police)  Make contact with local authority to ascertain other useful local agencies - GSCB  Develop local area Prevent links with other similar organisations - NHS  Share information with all local organisations as appropriate | Lead person |
| 6 | Understanding terminology  Radicalisation: 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 mind  Extremism\*: holding extreme political or religious views which may deny right to any group or individual. Can be expressed in vocal or active opposition to  Core British values: including democracy, the rule of law, individual liberty, respectful tolerance of different faiths or beliefs.  \*NB: extremism can refer to a range of views, e.g. racism, homophobia, right-wing ideology, as well as any religious extremism. | To be  transmitted to  staff, students,  homestays,  group-leaders  and any other  adults |
| 7 | Understanding risk of extremism  Staff, students and other adults (group leaders, homestays etc.) may arrive at the school already holding extremist views. Or, whilst attending the school, they may be influenced by a range of factors: global events, peer pressure, media, family views, extremist materials (hardcopy or online), inspirational speakers, friends or relatives being harmed, social networks, and more  People who are vulnerable are more likely to be influenced  Their vulnerability could stem from a range of causes, including: loss of identity or sense of belonging, isolation, exclusion, mental health problems, sense of injustice, personal crisis, victim of hate crime or discrimination, and bereavement. | To be transmitted to staff |

|  |  |  |
| --- | --- | --- |
| No | Policy item | Involving |
| 8 | Ways to counteract risks  Promote a safe and supportive international environment via clear expectations of accepted behaviours and those, including radicalisation and extremism, that will not be tolerated  Promote core British values through documents given to students, notices around the school and British culture and traditions on arrival as part of the induction. Approach is to educate that this is how things are in UK; although it may be different to your country.  Where possible, develop critical awareness and thought to counter accepting extremism without question, especially of online material  Challenge radical or extremist views in any context (formal or informal) via stated procedures. In most situations this would require an immediate response, referring to international environment of the school and tolerance expected - then reporting concerns (see section 10)  Be ready to react when world or local events (e.g. Paris attacks) cause upset and the likelihood of conflicting feelings being expressed. Prevent lead to take initiative in these situations.  Have strong filters on IT equipment and clear rules on accessing extremist/ terrorist websites/ uses of social networks to exchange extremist/ terrorist views  Ensure that extremist speakers do not use premises to distribute material or expound views; have system for vetting any visiting speakers/ presenters  Staff and homestays get to know students, their home circumstances and friendship groups, making it easier to spot changes in behaviour  Staff and homestays to be observant and vigilant in noticing any signs of radical or extremist behaviour  Welfare, all staff and homestays to work hard supporting any students identified as vulnerable. | Lead person to  ensure:  a)**Training**  for all Staff,  Students  Homestays  ,  Groups |
| 9 | Training  *Generic online training is provided by Police/local authority and face-to- face training called WRAP – Workshop Raising Awareness of Prevent is required.*  Documents and face-to-face training ensure staff understand this policy:  context and expectations of Prevent  their duty to implement the policy  terminology and risks associated with radicalisation and extremism  how to identify and support vulnerable students  ways the [centre/ department] will counteract the risks  *(sharing ideas and specific training may be required e.g. exactly how are core British values going to be promoted and critical awareness developed and encouraged?*  *Maybe use role-plays to practice how to challenge extreme views calmly and firmly without getting dragged into argument)*  signs to notice that may cause concern  know the lead Prevent person and procedures for communicating concerns SPOC (Jennifer Dodds)  know the importance of their own behaviour and professionalism in  being exemplars of British values, and  not discussing inflammatory subjects with students (Code of Conduct)  Training materials are adapted to ensure that homestay hosts understand the sections of the policy they need to be aware of.  Students and group leaders must be made aware of key parts of the policy:  understanding terminology  importance of maintaining a supportive and tolerant society in the [centre/ department]  what core British values are and why they are considered important  any changes to rules, particularly those regarding IT  that they must report concerns/ incidents and understand the procedure to do so | Materials to suit each group being trained;  all staff (including cleaners etc)  students  homestays  groups |

|  |  |  |
| --- | --- | --- |
| No | Policy item | Involving |

|  |  |  |
| --- | --- | --- |
| 10 | Signs that may cause concern  Students talking about exposure to extremist materials or views outside the school *(in this event, information must be shared with relevant local authorities)*  Changes in behaviour, e.g. becoming isolated  Fall in standard of work, poor attendance, disengagement  Changes in attitude, e.g. intolerant of differences/ having closed mind  Asking questions about certain topics (e.g. connected to extremism)  Offering opinions that appear to have come from extremist ideologies  Attempts to impose own views/ beliefs on others  Use of extremist vocabulary to exclude others 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/ symbols  Students voicing concerns about anyone  NB: Any concerns relating to a person under 18 are safeguarding issues and should be dealt with by safeguarding staff (if different from Prevent staff) and, where necessary, the GSCB contacted. | Lead person to ensure all other adults are aware of signs |
| 11 | How and when to react to concerns  Everyone given name of who to contact (Jennifer Dodds - [jenny@inlingua-cheltenham.co.uk](mailto:jenny@inlingua-cheltenham.co.uk) or in person at the Business Centre), and Wendy Makise – [wendy@inlingua-cheltenham.co.uk](mailto:wendy@inlingua-cheltenham.co.uk) in the main school first floor.  Confidentiality assured for the person reporting a concern  Everyone told to report any concern or incident, however small.  Reassurance that all will be dealt with sensitively and carefully. | Lead person to ensure everyone has necessary information |
| 12 | Policy preparation and review  Policy prepared by Jennifer Dodds (after consultation with Principal and associated outside agencies) on 09.02.2016  Policy will be reviewed after 12 months or earlier if there are changes in relevant legislation or in response to any significant incidents or changes in circumstances. | Lead person |