

# Prevent Policy

	<i>Policy item</i>	<i>Involving</i>
1	<p><b>Statement</b></p> <p>Rose of York Language School understands its responsibilities under the Counter Terrorism &amp; Security Act 2015 to reduce the likelihood of 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.</p>	Everyone
2	<p><b>Context</b></p> <ul style="list-style-type: none"> <li>• Rose of York accepts students aged from 16 years upwards, throughout the year and from many different countries around the world. Rose of York also runs courses for students aged from 12 years.</li> <li>• In its busiest weeks, the school may have 120 students, 15 staff and work with 30 homestay providers.</li> <li>• The school has always promoted a multi-cultural environment where respect for and tolerance of others' beliefs is required.</li> <li>• The school is in central London with a multi-cultural local population.</li> </ul>	
3	<p><b>Strong Leadership</b></p> <ul style="list-style-type: none"> <li>• Responsibility for ensuring Prevent Duty is met is with the Managing Director of Rose of York Language School.</li> <li>• Responsibility for the Prevent risk assessment / action plan and policy lies with the Designated Safeguarding Lead/s (DSL).</li> <li>• The DSL's duties are to ensure delivery of an effective risk assessment / action plan and policy as outlined here.</li> <li>• Due to the structure of Rose of York, the Lead person duties are shared between the Director of Studies and the Operations Manager.</li> </ul>	Lead person/s for Prevent (DSL)
4	<p><b>Risk Assessment of current situation and Action Plan for future</b></p> <p>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.</p>	DSL
5	<p><b>Working with local partners</b></p> <ul style="list-style-type: none"> <li>• Make and maintain contact with the local police/local authority Prevent Coordinator (Mark Chalmers, Westminster) to understand his role and the support available (e.g. via the Channel process).</li> <li>• Make contact with the local authority to ascertain other useful local agencies.</li> <li>• Develop local area Prevent links with other similar organisations.</li> <li>• Share information with all local organisations as appropriate.</li> </ul>	DSL
6	<p><b>Understanding terminology</b></p> <p><b>Radicalisation:</b> 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.</p> <p><b>Extremism*:</b> holding extreme political or religious views which may deny right to any group or individual. Can be expressed in vocal or active opposition to <b>Core British values</b>, including: (i) democracy (ii) the rule of law (iii) individual liberty (iv) respectful tolerance of different faiths or beliefs.</p>	To be transmitted to all staff, students, homestay, group leaders and any

	*NB: <b>Extremism</b> can refer to a range of views, such as racism, homophobia, right-wing ideology, as well as any religious extremism.	other adults.
7	<p><b>Understanding risk of extremism:</b></p> <ul style="list-style-type: none"> <li>• Staff, students and other adults (group leaders, homestays etc) may arrive at school holding extremist views or,</li> <li>• whilst part of the school, some adults may be influenced by a range of factors: global events, peer pressure, media, family views, extremist materials via hard copy or online, inspirational speakers, friends or relatives being harmed, social networks.</li> <li>• People who are vulnerable are more likely to be influenced.</li> <li>• 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, being a victim of hate crime or discrimination, bereavement.</li> </ul>	To be conveyed to staff
8	<p><b>Ways to counteract risks:</b></p> <ul style="list-style-type: none"> <li>• Promote a safe and supportive international environment via clear expectations of accepted behaviours and those, including extremism, that will not be tolerated.</li> <li>• Exemplify core British values through documents given to students, notices around school, via stand-alone classes on British culture and traditions on arrival and via curriculum. Approach is to educate that this is how things are in the UK, which may be different from your country.</li> <li>• Where possible, develop critical awareness and thought to counter accepting extremism without question, especially of online material.</li> <li>• 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 the international environment of the school and tolerance expected (see the staff and student handbooks for expected procedures), then reporting concerns – see Section 10.</li> <li>• Be ready to react when world or local events (e.g. 9/11) cause upset and the likelihood of conflicting feelings being expressed. Prevent lead to take initiative in these situations.</li> <li>• Have (strong) filters on IT equipment and clear rules on accessing extremist / terrorist websites / uses of social networks to exchange extremist / terrorist views.</li> <li>• Ensure that extremist speakers do not use premises to distribute material or expound views; have system in place for vetting any visiting speakers/presenters.</li> <li>• Staff and homestays get to know the students, their home circumstances and friendship groups. Through knowing students well, it is easier to spot changes in their behaviour.</li> <li>• Staff and homestays to be observant and vigilant in noticing any signs of radical or extremist behaviour.</li> <li>• Welfare and all staff and homestays to work hard supporting any students identified as vulnerable.</li> </ul>	<p>DSL to ensure:</p> <p>(a) training for all staff, students, homestays, group leaders and any other adults so that (b) delivery is effective.</p>

9	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>• Documents and face to face training ensure staff understand this policy:             <ol style="list-style-type: none"> <li>1. understand context and expectation of Prevent.</li> <li>2. their duty to implement the policy.</li> <li>3. understand terminology and risks associated with radicalisation and extremism.</li> <li>4. how to identify and support vulnerable students.</li> <li>5. ways the school will counteract risks.</li> <li>6. signs to notice that may cause concern.</li> <li>7. know the lead Prevent person and procedures for communicating concerns.</li> <li>8. know the importance of their own behaviour and professionalism in (a) being exemplars of British values and (b) not expounding their personal views to students on sensitive matters – see Code of Conduct policy.</li> </ol> </li> <li>• Training materials are adapted to ensure that homestay hosts understand the section of the policy they need to be aware of.</li> <li>• Students and group leaders must be made aware of the key parts of the policy:             <ol style="list-style-type: none"> <li>1. Understanding terminology.</li> <li>2. The importance of maintaining a supportive and tolerant society within the school.</li> <li>3. What core British values are and why they are considered important.</li> <li>4. Any changes to school rules, particularly those regarding IT</li> <li>5. That they must report any concerns/incidents and the procedure for that.</li> </ol> </li> </ul>	<p>DSL to prepare materials to suit each group being trained:</p> <p>All staff</p> <p>Students</p> <p>Homestays</p> <p>Group leaders</p>
10	<p><b>Signs that may cause concern</b></p> <ul style="list-style-type: none"> <li>• Students talking about exposure to extremist materials or views outside school.</li> <li>• Changes in behaviour, e.g. becoming isolated.</li> <li>• Fall in standard of work, poor attendance, disengagement.</li> <li>• Changes in attitude e.g. intolerant of differences / having a closed mind.</li> <li>• Asking questions about certain topics (e.g. connected to extremism).</li> <li>• Offering opinions that appear to have come from extreme ideologies.</li> <li>• Attempts to impose own views / beliefs on others.</li> <li>• Use of extremist vocabulary to exclude others or incite violence.</li> <li>• Accessing extremist material online or via social network sites.</li> <li>• Drawings or posters (E.g. in accommodation) showing extremist ideology / views/symbols.</li> <li>• Students voicing concerns about anyone</li> </ul> <p>N.B. any concerns related to a <b>person under 18</b> are <b>safeguarding</b> issues and should be dealt with by the Designated Safeguarding Lead (DSL) or reported to any Safeguarding Officer. The LSCB should be contacted where necessary.</p>	<p>DSL to ensure all adults are aware of the signs.</p>
11	<p><b>How and when to react to concerns:</b></p> <ul style="list-style-type: none"> <li>• Everyone is given the name and contact details of the DSL or Safeguarding Officer/s, if the DSL is not available.</li> <li>• Confidentiality assured for the person reporting the incident.</li> <li>• Everyone told to report any concern or incident, however small.</li> </ul>	<p>DSL to ensure everyone has this information</p>

	<ul style="list-style-type: none"> <li>• Reassurance that all will be dealt with sensitively and carefully.</li> </ul>	
12	<p><b>Policy Preparation and review</b></p> <p>Policy prepared by Director of Studies (after consultation with staff, associated outside agencies and English UK consultant) in April 2016.</p> <p>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.</p>	DSL

