



## Instill Education Training meeting its Prevent obligations

No	<i>Policy item</i>	<i>Involving</i>
1	<p><b>Statement</b></p> <p>Instill  Education 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>- Instill  Education accepts students aged from 16 throughout the year and from many different countries around the world.</li> <li>- In our busiest weeks we may have 700 students, 100 staff and work with 700 homestay providers.</li> <li>- The schools have always promoted a multi-cultural environment where respect for and tolerance of others beliefs is required.</li> <li>- The group of schools is located in six urban or suburb areas of Bournemouth, Brighton, Cambridge, Edinburgh, London, Oxford with predominantly Caucasian local populations.</li> </ul>	
3	<p><b>Strong Leadership</b></p> <ul style="list-style-type: none"> <li>- Responsibility for ensuring Prevent Duty is met by the Principal of each specific school</li> <li>- Responsibility for the Prevent risk assessment / action plan (<i>see point 4 below</i>) and policy lies with the Principal of each specific school.</li> <li>- Their duties are to ensure delivery of an effective risk assessment / action plan and policy as outlined here.</li> </ul>	Lead person for PREVENT
4	<p><b>Risk Assessment of current situation and Action Plan for future</b></p> <ul style="list-style-type: none"> <li>- 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</li> </ul>	Lead person
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 to understand their role and the support available, (e.g. via the Channel process)</li> <li>- Make contact with 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>	Lead person
6	<p><b>Understanding terminology</b></p> <ul style="list-style-type: none"> <li>- <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.</li> </ul>	To be transmitted to staff, students,

	<ul style="list-style-type: none"> <li>- <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</li> <li>- <b>Core British values</b>: including <ul style="list-style-type: none"> <li>(i) democracy, (ii) the rule of law, (iii) individual liberty</li> <li>(iv) respectful tolerance of different faiths or beliefs.</li> </ul> </li> <li>* NB: <b>extremism</b> can refer to a range of views, e.g. racism, homophobia, right-wing ideology, as well as any religious extremism.</li> </ul>	homestays, group-leaders & any other adults
7	<p><b>Understanding risk of extremism</b></p> <ul style="list-style-type: none"> <li>- Staff, students &amp; other adults (group leaders, homestays etc) may arrive at school already holding extremist views</li> <li>- Or, whilst part of the school, they may be influenced by a range of factors: global events, peer pressure, media, family views, extremist materials via hardcopy 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, sense of injustice, personal crisis, victim of hate crime or discrimination, bereavement</li> </ul>	To be transmitted 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 &amp; traditions on arrival and via curriculum. Approach is to educate that this is how things are in UK, which may be different to 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 international environment of school, and tolerance expected, then reporting concerns (see section 10)</li> <li>- 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.</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 for vetting any visiting speakers / presenters</li> <li>- Staff and homestays get to know students, their home circumstances and friendship groups. Through knowing students well, it is easier to spot changes in 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>	Lead person to ensure (a) training for all staff, students, homestays, group leaders, sub-contractors so that (b) delivery is effective
9	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>- Documents &amp; face to face training ensure staff understand this policy, i.e. <ul style="list-style-type: none"> <li>i) understand context and expectations of Prevent</li> <li>ii) their duty to implement the policy</li> <li>iii) understand terminology and risks associated with radicalisation and extremism</li> <li>iv) how to identify and support vulnerable students</li> <li>v) ways the school will counteract the risks,</li> <li>vi) signs to notice that may cause concern</li> <li>vii) know the lead Prevent person and procedures for communicating concerns</li> </ul> </li> </ul>	Lead person to prepare materials to suit each group being trained; (a) <b>all</b> staff (including cleaners etc)

	<p>viii) 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 (Code of Conduct)</p> <ul style="list-style-type: none"> <li>- Training materials are adapted to ensure that homestay hosts understand the sections of the policy they need to be aware of.</li> <li>- Students and group leaders must be made aware of key parts of the policy</li> </ul> <p>a) understanding terminology  b) importance of maintaining a supportive and tolerant society within school  c) what core British values are and why they are considered important  d) any changes to school rules, particularly those regarding IT  e) that they must report any concerns / incidents and procedure for that</p>	<p>(b) students  (c) homestays  (d) group leaders  (e) sub-contractors</p>
	<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 closed mind</li> <li>- Asking questions about certain topics (e.g. connected to extremism)</li> <li>- Offering opinions that appear to have come from extremist 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>NB: Any concerns relating to a <b>person under 18</b> are <b>safeguarding</b> issues and should be dealt with by safeguarding staff and, where necessary, the LSCB contacted</p>	<p>Lead person to ensure all other adults are aware of signs</p>
10	<p><b>How and when to react to concerns</b></p> <ul style="list-style-type: none"> <li>- Everyone given name of who to contact (Principal), how to contact them (email, phone etc) and contact details</li> <li>- Confidentiality assured for the person reporting a concern</li> <li>- Everyone told to report any concern or incident, however small.</li> <li>- Reassurance that all will be dealt with sensitively and carefully</li> </ul>	<p>Lead person to ensure everyone has info.</p>
11	<p><b>Policy preparation and review</b></p> <p>Policy prepared by Jozef Windsor</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>	<p>Lead person(s)</p>

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