

Prevent policy



	Policy item	Involving
1	<p>Statement</p> <p>The English Language Centre Bristol has a responsibility to provide a safe and healthy environment for all students and staff but especially for students under the age of 18 and vulnerable adults. As part of this broader context, ELC recognises its responsibilities under the Counter Terrorism & Security Act 2015 to help 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.</p>	Everyone
2	<p>Context</p> <ul style="list-style-type: none"> • The English language Centre accepts students aged 16 and above all year from around the world • In its busiest weeks it may have 280 students, 45 staff and work with 120 homestay providers • The English Language Centre has always promoted a multi-cultural environment where respect for and tolerance of others beliefs is required • The English Language Centre is located in a suburb of Bristol with a predominantly Caucasian local population. 	Everyone
3	<p>Strong Leadership</p> <ul style="list-style-type: none"> • Responsibility for ensuring Prevent Duty is met lies with John Duncan, the Principal • Responsibility for the Prevent risk assessment / action plan (see point 4 below) and policy lies with Mark Calland, the Vice Principal • Staff who can deal with day-to-day welfare and safeguarding issues (including Prevent duty) Margaret Duncan (Director) and Andrea D'Essen (Accommodation and Welfare Officer) • Their duties are to ensure delivery of an effective risk assessment/ action plan and policy as outlined here. 	Lead person for Prevent (Mark Calland)
4	<p>Risk Assessment of current situation and Action Plan for future</p> <ul style="list-style-type: none"> • 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	<p>Working with local partners</p> <ul style="list-style-type: none"> • 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) • Make contact with local authority to ascertain other useful local agencies • Develop local area Prevent links with other similar organisations • Share information with all local organisations as appropriate 	Lead person

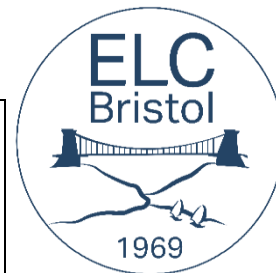
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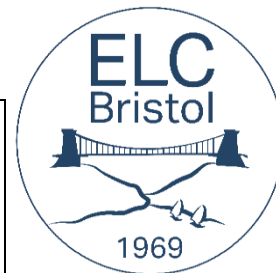
6	<p>Understanding the terminology</p> <ul style="list-style-type: none"> • Radicalisation: act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of mind • Extremism*: holding extreme political 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 <ul style="list-style-type: none"> (i) democracy (ii) the rule of law (iii) individual liberty (iv) respectful tolerance of different faiths or beliefs. <p>*NB: extremism can refer to a range of views, e.g. racism, homophobia, right-wing ideology, as well as any religious extremism.</p>	Everyone
7	<p>Understanding risk of extremism</p> <ul style="list-style-type: none"> • Staff, students and other adults (group leaders, homestays etc.) may arrive at the centre already holding extremist views. Or, whilst attending the centre, 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. 	Everyone
8	<p>Ways to counteract risks</p> <ul style="list-style-type: none"> • Promote a safe and supportive international environment via clear expectations of accepted behaviours and those, including radicalisation and extremism, that will not be tolerated • Exemplify core British values through management, teaching and general behaviour and through opportunities in the curriculum. The 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. <p>In most situations this would require an immediate response, referring to international environment of the centre, and tolerance expected, then reporting concerns (see section 10)</p> <ul style="list-style-type: none"> • Be ready to react when world or local events (e.g. Paris attacks) cause upset and the likelihood of conflicting feelings being 	Everyone

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	<p>expressed. Prevent lead to take initiative in these situations.</p> <ul style="list-style-type: none"> • Having 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 to support any students identified as vulnerable. 	
<p>9</p>	<p>Training</p> <ul style="list-style-type: none"> • Documents and face-to-face training ensure staff understand this policy: <ol style="list-style-type: none"> a) context and expectations of Prevent b) their duty to implement the policy c) terminology and risks associated with radicalisation and extremism d) how to identify and support vulnerable students e) ways the centre will counteract the risks f) signs to notice that may cause concern g) know the lead Prevent person and procedures for communicating concerns h) know the importance of their own behaviour and professionalism in: <ol style="list-style-type: none"> i) being exemplars of British values, and ii) not discussing inflammatory subjects with students • 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: <ol style="list-style-type: none"> a) understanding terminology b) importance of maintaining a supportive and tolerant society in the centre c) what core British values are and why they are considered important d) any changes to rules, particularly those regarding IT e) that they must report concerns/ incidents and understand the procedure to do so 	<p>Everyone</p>
<p>10</p>	<p>Signs that may cause concern</p> <ul style="list-style-type: none"> • Students talking about exposure to extremist materials or views outside the centre in the event of which information must be shared with relevant local authorities • Changes in behaviour, e.g. becoming isolated • Fall in standard of work, poor attendance, disengagement 	<p>Everyone</p>

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	<ul style="list-style-type: none"> • 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 <p>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 Local Safeguarding Children board (LSCB) contacted.</p>	
<p>11</p>	<p>How and when to react to concerns</p> <ul style="list-style-type: none"> • Everyone given name of who to contact – Mark Calland, and how to contact him – mark.calland@elcbristol.co.uk , 0117 9707060 <p>In the absence of the above the following can substitute: John Duncan John@elcbristol.co.uk 0117 9707050. For Under 18s Andrea D’Essen and Margaret Duncan can also be contacted (both trained to Safeguarding Level 3) Avon and Somerset Prevent counter intelligence unit 01278 647466 07717 151458 Staffed 8am - 4pm channelsw@avonandsomerset.pnn.police.uk</p> <ul style="list-style-type: none"> • 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 	<p>Everyone</p>
<p>12</p>	<p>Policy preparation and review</p> <p>Policy prepared by Mark Calland (Vice Principal) and John Duncan (Principal) on 16 December 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</p>	<p>Principal and Vice Principal</p>