



Prevent Policy

Introduction

Celtic English Academy understands its responsibilities under the Counter Terrorism and 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.

Celtic English Academy accepts students from aged 16 upwards on its adult courses, all year round, from around the world. We also accept younger students (14 years old and upwards) as part of closed groups and on an academic summer programme. At peak we may have approximately 300 students, 45 staff, and work with approximately 60 homestay providers (and other contractors, e.g. taxi drivers). Celtic English Academy is located in the city centre of Cardiff; a large capital city which has a multicultural population and a sizable student population.

We have always recognised our duties in promoting multicultural environment where respect for and tolerance of others' beliefs is required.

Responsibility for ensuring Prevent Duty is met lies with **Shoko Doherty** (Chief Operating Officer). Responsibility for the Prevent risk assessment/action plan and policy lies with **Sondrine Sharland** (Head of Operations) as Prevent Lead and Marta Abellan (Operations Manager). When the Head of Operations is away, responsibility is passed to **Helen Lunney** (Director of Studies). The duties of the named staff members are as follows:

- Ensure effective delivery of the Prevent risk assessment
- Ensure effective delivery of the Prevent action plan
- Ensure effective delivery of the Prevent policy as outlined in this document

This policy is subject to annual review by the staff members named above. However, all related adults are welcome to comment and make suggestions for the policy at any time.

Sources

Government Guidance

- Prevent Duty Guidance for Further Education Institutions in England and Wales – March 2015
- Revised Prevent Duty Guidance for England and Wales – July 2015

- Revised Prevent Duty Guidance for England and Wales Information about Prevent e-learning training package published.- March 2016

Industry specific/best practice guidance

- Accreditation UK Handbook 2016-17 (criteria M1 and W4)
- The Prevent Strategy – Guidance for English UK member centres – November 2015

What we do

Risk Assessment

- 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 annually or when needed.

Working with local partners

- We work with local Prevent authorities to understand their role and the support available (e.g. Channel).
- We have developed links with other English language providers in the area who are committed to sharing information on local contacts as appropriate.

Understanding terminology

We use the following definitions of terminology related to Prevent duty and are committed to transmitting these definitions to staff, students, homestays, group-leaders and any other adults involved in the school:

- **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 (see below). Extremism can refer to a range of views e.g. racism, homophobia, right-wing ideology, any religious extremism.
- **Core British values:** democracy, the rule of law, individual liberty, and respectful tolerance of different faiths or beliefs.

Understanding the risk of extremism

We understand that the following situations can cause extremism to arise and are committed to transmitting knowledge of these risks to all staff involved in the school:

- Staff, students and other adults (group leaders, homestay providers, etc.) may arrive at the school already holding extremist views.
- Whilst staff, students and other adults are 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, etc.
- People who are vulnerable are more likely to be influenced. 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.

Counteracting risks

In order to minimise the risk of extremism we are committed to the following:

- Promoting a safe and supporting international environment via clear expectations of accepted behaviours and those that will not be tolerated (including radicalisation and extremism).
- Promoting core British values through notices around the school, discussions on British culture and traditions on arrival (discussion on British culture and traditions on the first day induction?) and via curriculum. We do this to educate how things are in the UK, as we appreciate that views may be different in different countries.
- Countering acceptance of extremism without question, especially of online material.
- Challenging radical or extremist views in any context, formal or informal, via stated procedures. This challenge should take place immediately and reference should be made to the international environment of the school, stating that tolerance is expected. Any serious concerns should be reported.
- Being ready to react when particular world or local events cause upset and there is a greater likelihood of conflicting feelings being expressed.
- Having clear rules on accessing extremist/terrorist websites and on using social media to exchange extremist/terrorist views.
- Ensuring that staff and homestay providers are encouraged to get to know students, their home circumstances and friendship groups, therefore making it easier to spot changes in behaviour.
- Ensuring that staff and homestay providers are observant and vigilant in noticing any signs of radical or extremist behaviour.
- Working together with all staff and homestay providers to support any students identified as vulnerable.

Training and awareness

Celtic English Academy understands the importance of training and is committed to making all staff, students, homestay providers, group leaders and sub-contractors aware of their Prevent duty. This is done by:

- Ensuring that the Prevent Lead undertakes face-to-face Prevent training with the local authority
- Ensuring that the three named staff members involved in the school's Prevent policy undertake online¹ Prevent training
- Covering the following Prevent information in the staff newsletter and emails on a regular basis:
 - Context and expectations, their duty to implement the policy
 - Ideas on how to promote core British values and critical awareness
 - Terminology and risks associated with radicalisation and extremism
 - How to identify and support vulnerable students
 - Ways that the school counteract the risks
 - Signs to notice that may cause concern
 - Who to contact at the school in the event of a concern
 - The importance of being exemplars of British values, and not discussing inflammatory subjects with students
- Covering the following Prevent information in the information provided to students and group leaders:
 - Terminology associated with extremism and radicalisation
 - The importance of maintaining a supportive and tolerant society in the school
 - The core British values, and why they are important
 - School rules related to this policy, for example not accessing certain websites
 - How to report any concerns or incidents
- Covering the following Prevent information in the information provided to homestay providers:
 - Terminology associated with extremism and radicalisation
 - How to identify and support vulnerable students (involving the school at all stages)
 - Signs to notice that may be a cause for concern
 - Who to contact in the event of a concern
 - Code of conduct should inflammatory subjects arise in conversation

- Providing a clear notice for visitor of the school (e.g. sub-contractors) to cover the following:
 - Signs to notice that may be a cause for concern
 - Who to contact in the event of a concern

Signs that may cause concern

We recognise the following as signs that may cause concern:-

- Students talking about exposure to extremist materials or views
- Changes in behaviour, e.g. becoming isolated
- Fall in standard of work, poor attendance, disengagement
- Changes in attitude, e.g. intolerant of differences/having a 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 materials online or via social network sites
- Overt new religious practices
- Drawings or posters (e.g. in accommodation) showing extremist ideology/views/symbols

How and when to react to concerns

Celtic English Academy is committed to ensuring that all adults involved in the school know who to contact (and how to contact them) in the event of a concern. All adults should be encouraged to report any concern or incident, however small, and reassured that all concerns will be dealt with sensitively and carefully.

All concerns will be dealt with promptly and confidentially by one of the three named staff members in this policy. The contact at the local authority will be informed and records kept of all correspondence.