**Prevent Policy: International House Bristol meeting its Prevent obligations**

| No | Policy item | Involving |
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| 1 | **Statement**<br>IHB 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**<br>- IHB accepts students aged 11+ throughout the year and from many different countries around the world.<br>- In its busiest weeks it may have 500 students, 75 staff and work with 150 homestay providers.<br>- IHB has always promoted a multi-cultural environment where respect for and tolerance of others beliefs is required.<br>- IHB is located in Bristol with a multi-cultural local population. | Everyone |
| 3 | **Strong Leadership**<br>- Responsibility for ensuring Prevent Duty is met is with Val Hennessy/Pete Gibson<br>- Responsibility for the Prevent risk assessment / action plan *(see point 4 below)* and policy lies with Val Hennessy Director/Pete Gibson Principal<br>- Their duties are to ensure delivery of an effective risk assessment / action plan and policy as outlined here.<br>- Due to the size of IHB, the lead person duties are shared between Val Hennessy and Pete Gibson | Lead person for Prevent Pete Gibson |
| 4 | **Risk Assessment of current situation and Action Plan for future**<br>- 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, Pete Gibson |
| 5 | **Working with local partners**<br>- 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)<br>- Make contact with local authority to ascertain other useful local agencies<br>- Develop local area Prevent links with other similar organisations<br>- Share information with all local organisations as appropriate | Lead person, Pete Gibson |
| 6 | **Understanding terminology** | Everyone |

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|   | - **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 the mind.<br>- **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<br>- **Core British values**: including<br>(i) democracy, (ii) the rule of law, (iii) individual liberty<br>(iv) respectful tolerance of different faiths or beliefs.<br>\* NB: **extremism** can refer to a range of views, e.g. racism, homophobia, right-wing ideology, as well as any religious extremism. |   |
| 7 | **Understanding risk of extremism**<br>- Staff, students & other adults (group leaders, homestays etc) may arrive at school already holding extremist views<br>- 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.<br>- People who are vulnerable are more likely to be influenced.<br>- 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 | Everyone |
| 8 | **Ways to counteract risks**<br>- Promote a safe and supportive international environment via clear expectations of accepted behaviours and those, including radicalisation and extremism, that will not be tolerated<br>- Promote core British values through documents given to students, notices around school, via cultural questions focusing on British culture & traditions and via curriculum. Approach is to educate that this is how things are in UK through materials used to teach language; may be different to your country.<br>- Where possible, develop critical awareness and thought to counter accepting extremism without question, especially of online material<br>- 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) | Everyone |

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| | - 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.<br>- Have strong filters on IT equipment and clear rules on accessing extremist / terrorist websites / uses of social networks to exchange extremist / terrorist views<br>- Ensure that extremist speakers do not use premises to distribute material or expound views; have system for vetting any visiting speakers / presenters<br>- 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<br>- Staff and homestays to be observant and vigilant in noticing any signs of altered, radical or extremist behaviour<br>- Welfare and all staff and homestays to work hard supporting any students identified as vulnerable | |
| 9 | **Training** *(aim is to provide more knowledge and confidence to all.  Online training is provided by Education and Training Foundation, and has targeted training modules per staff type, eg teachers specific, hosts, managers.  Police/local authority also provide free face-to-face training called WRAP – Workshop Raising Awareness of Prevent.  Training is supplemented with IH Bristol specific information given direct to stakeholders, for example Homestay Handbook section, to ensure awareness of school-specific contexts)*<br>- Documents & face to face training ensure staff understand this policy:<br>i) understand context and expectations of Prevent<br>ii) their duty to implement the policy<br>iii) understand terminology and risks associated with radicalisation and extremism<br>iv) how to identify and support vulnerable students<br>v) ways the school will counteract the risks<br>vi) signs to notice that may cause concern – altered behaviour, refusal to engage with others, giving extreme views in response to questions, bringing inappropriate materials into school setting/host family<br>vii) know the lead Prevent person and procedures for communicating concerns<br>viii) know the importance of their own behaviour and professionalism in (a) being exemplars of British values and (b) not discussing inflammatory subjects with students<br>- Training materials are adapted to ensure that homestay hosts understand the sections of the policy they need to be aware of. | Everyone |

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| | - Students and group leaders must be made aware of key parts of the policy<br>a) understanding terminology<br>b) importance of maintaining a supportive and tolerant society within school<br>c) what core British values are and why they are considered important<br>d) any changes to school rules, particularly those regarding IT<br>e) that they must report any concerns / incidents and procedure for that | |
| | **Signs that may cause concern**<br>- Students talking about exposure to extremist materials or views outside school<br>- Changes in behaviour, e.g. becoming isolated<br>- Fall in standard of work, poor attendance, disengagement<br>- Changes in attitude, e.g. intolerant of differences / having closed mind<br>- Asking questions about certain topics (e.g. connected to extremism)<br>- Offering opinions that appear to have come from extremist ideologies<br>- Attempts to impose own views / beliefs on others<br>- Use of extremist vocabulary to exclude others or incite violence<br>- Accessing extremist material online or via social network sites<br>- Overt new religious practices<br>- Drawings or posters (e.g. in accommodation) showing extremist ideology / views / symbols<br>- Students voicing concerns about anyone<br>NB: Any concerns relating to a **person under 18** are **safeguarding** issues and should be dealt with by safeguarding staff and, where necessary the Local Safeguarding Children board (LSCB) contacted. | Lead person to ensure all other adults are aware of signs |
| 10 | **How and when to react to concerns**<br>- Everyone given name of who to contact (lead person/persons), how to contact them (face-to-face, email, phone etc) and contact details which are on the school contact list. In addition, Avon and Somerset Prevent Counter Intelligence Unit 01278647466 // 07717151458 Staffed 8am - 4pm,<br>channelsw@avonandsomerset.pnn.police.uk<br>- Confidentiality assured for the person reporting a concern<br>- Everyone told to report any concern or incident, however small | Pete Gibson to ensure everyone has info. |

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| | - Reassurance that all will be dealt with sensitively and carefully | |
| 11 | **Policy preparation and review**<br>Policy prepared by Val Hennessy (Director) and Pete Gibson (Principal) - after consultation with staff/associated outside agencies - on 18th December 2015.<br>Policy is reviewed after 12 months or earlier if there are changes in relevant legislation or in response to any significant incidents or changes in circumstances | Val Hennessy (Director) Pete Gibson (Principal) |

**Notes for Providers,** 29 November 2015:

This national Prevent strategy is designed to reduce the number of serious incidents and to catch anyone, especially vulnerable people before they enter the criminal justice system. The Channel Process, (mentioned in 4) is a multi-agency strategy to try and divert anyone on the fringes of radicalisation / extremist behaviour.  It would be implemented by the local police after reviewing evidence.  It is unlikely to be needed by ELT providers as it exists to deal with local residents rather than visitors to UK.