Sample Policy: X School meeting its Prevent obligations.

Regular text = wording. Adapt wording as required; this is important – some may have no relevance for your situation.
(Italics = instructions, things to consider or documents which might need updating)

No	Policy item	Involving
1	**Statement** X school 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** - X school accepts students aged a – b throughout the year and from many different countries around the world/in Europe. - In its busiest weeks it may have x students, y staff and work with z homestay providers. - The school has always promoted a multi-cultural environment where respect for and tolerance of others beliefs is required. - The school is located in a suburb of xxxxx/the small country town of yyyy with a multi-cultural/predominantly Caucasian local population.	
3	**Strong Leadership** - Responsibility for ensuring Prevent Duty is met is with XXXXX (owner/principal). - Responsibility for the Prevent risk assessment/action plan *(see point 4 below)* and policy lies with xxxxxx (position – *often the Designated Safeguarding Lead; person must be able to make and implement decisions*). - Their duties are to ensure delivery of an effective risk assessment/action plan and policy as outlined here. *(Do job descriptions need to be changed?)* - Due to the size of X school, the lead person duties are shared between xxxx of yyyy department and zzzzzzz of xxxxxx department.	Lead person for PREVENT
4	**Risk Assessment of current situation and Action Plan for future** - 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	**Working with local partners** - 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) *(search for local police Prevent and/ or call local authority).* - 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
6	**Understanding terminology** - **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. - **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 (i) democracy, (ii) the rule of law, (iii) individual liberty (iv) respectful tolerance of different faiths or beliefs. ***** NB: **extremism** can refer to a range of views, e.g. racism, homophobia, right-wing ideology, as well as any religious extremism.	To be transmitted to staff, students, homestays, group leaders & any other adults
7	**Understanding risk of extremism** - Staff, students & other adults (group leaders, homestays etc) may arrive at school already holding extremist views. - Or, whilst part of the school, they may be influenced by a range of factors: global	To be transmitted to staff

	events, peer pressure, media, family views, extremist materials via hardcopy or online, inspirational speakers, friends or relatives being harmed, social networks. - People who are vulnerable are more likely to be influenced. - 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	
8	**Ways to counteract risks** - Promote a safe and supportive international environment via clear expectations of accepted behaviours and those, including radicalisation and extremism, that will not be tolerated. *(Any changes required to student rules, staff code of conduct, homestay guidelines?)* - Promote core British values through documents given to students, notices around school, via stand-alone classes on British culture & traditions on arrival and via curriculum. Approach is to educate that this is how things are in UK; may be different to your country. *(Do any documents need updating?)* - 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. In most situations this would require an immediate response, referring to international environment of school, and tolerance expected *(state expected procedures in staff and homestay handbooks),* then reporting concerns (see section 10). - 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. - Have strong filters on IT equipment and clear rules on accessing extremist/ terrorist websites/use of social networks to exchange extremist/terrorist views. *(Changes needed to school's IT rules and/or filters?)* - 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. Through knowing students well, it is easier to spot changes in behaviour. - Staff and homestays to be observant and vigilant in noticing any signs of radical or extremist behaviour. - Welfare and all staff and homestays to work hard supporting any students identified as vulnerable.	Lead person to ensure (a) training for all staff, students, homestays, group leaders, sub-contractors so that (b) delivery is effective
9	**Training** *(aim is to provide more knowledge and confidence to all. Generic online training can be provided by Education and Training Foundation. Police/local authority also provide free face-to-face training called WRAP – Workshop Raising Awareness of Prevent. Generic training must be supplemented by each ELT organisation giving their own information to stakeholders, ensuring everything fits their context)* - Documents & face to face training ensure staff understand this policy, i.e. i) understand context and expectations of Prevent ii) their duty to implement the policy iii) understand terminology and risks associated with radicalisation and extremism iv) how to identify and support vulnerable students v) ways the school will counteract the risks, *(sharing ideas and specific training may be required e.g. exactly how are core British values going to be promoted and critical awareness developed and encouraged? Maybe use role-plays to practice how to challenge extreme views calmly and firmly without getting dragged into argument)* vi) signs to notice that may cause concern vii) know the lead Prevent person and procedures for communicating concerns viii) know the importance of their own behaviour and professionalism in (a) being exemplars of British values and (b) not discussing inflammatory subjects with	Lead person to prepare materials to suit each group being trained; (a) **all** staff (including cleaners etc) (b) students (c) homestays (d) group leaders (e) sub-contractors

	students (Code of Conduct). - 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: 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.	
	Signs that may cause concern - Students talking about exposure to extremist materials or views outside school *(in this event, information must be shared with relevant local authorities)* - Changes in behaviour, e.g. becoming isolated - Fall in standard of work, poor attendance, disengagement - 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 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 LSCB contacted.	Lead person to ensure all other adults are aware of signs
10	**How and when to react to concerns** - Everyone given name of who to contact (lead person/persons), how to contact them (email, phone etc) and contact details. - 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.	Lead person to ensure everyone has info.
11	**Policy preparation and review** Policy prepared by xxxxxx and yyyyyy (after consultation with staff/associated outside agencies) on xxxx (date). 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.	Lead person(s)

Notes for providers:
Some ELT organisations/departments have already had to deal with some Prevent-related incidents, some very serious.

This national 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.

29 November 2015