

Last updated by: Charlotte Fisher

On: 27<sup>th</sup> January 2025

Policy renewed at least annually, or as required according to changes in procedures or legislation.

Responsibility for this Document: Charlotte Fisher

Policy: Europa School of English meeting its Prevent obligations.

ESE understands its responsibilities under the Counter Terrorism & 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.

### **Context:**

ESE accepts students aged 9 to 17 throughout the year and from many different countries around the world/in Europe.

In its busiest weeks it may have 500 students, 60 staff and work with 200 homestay providers. The school has always promoted a multi-cultural environment where respect for and tolerance of others beliefs is required.

The year round school is located in Bournemouth with a predominantly Caucasian local population.

### **Strong Leadership:**

- Responsibility for ensuring Prevent Duty is met is with Charlotte Fisher (owner/principal)
- Responsibility for the Prevent risk assessment / action plan (see point 4 below) and policy lies with Charlotte Fisher
- Their duties are to ensure delivery of an effective risk assessment / action plan and policy as outlined here.
- Due to the size of school, the lead person duties are shared with the Operations Manager UK.

### **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)
  - 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
- Contact made with [mash@dorset.pnn.police.uk](mailto:mash@dorset.pnn.police.uk)  
Prevent lead (Dorset Police). 01202 222844

### **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:

- (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.

### **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 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

### **Ways to counteract risks**

- Promote a safe and supportive international environment via clear expectations to ensure accepted behaviours and those, including extremism, that will not be tolerated  
(a) training

- Exemplify core British values through documents given to students, notices for all staff, 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, which 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.

In most situations this would require an immediate response eg referring to international environment of school, and tolerance expected, then reporting concerns

-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 / 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. 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

### Training

- 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
  - 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 expounding their personal views to students on sensitive matters (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
  - 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

### 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