

Prevent – Anti-radicalisation policy

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Prepared by: Sarah Tomlinson Date: 11/04/2013

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1) Background

This “Preventing Radicalisation Policy” is part of our commitment to keeping children safe. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school’s work and protecting them from extremism is one aspect of that.

The Home office have identified ELT providers as potential “soft targets” for those promoting radical views

2) Ethos

At the Isca School of English we ensure that through our school values, rules and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Management Team also ensures that this ethos is reflected in school policy and practice and that there are effective risk assessments in place to safeguard and promote students’ welfare.

We have a duty to prepare our students for life in the modern world and to keep them safe.

Students who attend our school have the right to learn in safety. We do not tolerate bullying of any kind.

3) Statutory Duties

The Counter Terrorism and Security (Act 2015) places a statutory duty on us to “ have due regard to the need to prevent people from being drawn into terrorism”

Accredited ELT providers are categorised as “Independent Learning Providers” needing to meet the standards expected of further Education (FE) colleges

The duties to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Equality Act (2010)
- Keeping children safe in Education (2015)
- Prevent Duty Guidance (2015)

- Working Together to Safeguard Children (2015)

Statutory guidance states that the Prevent Duty is to be implemented in a “proportionate and risk-based way”. See Prevent risk assessment for the Isca School.

4) Freedom of Speech

Freedom of speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Students and teachers have the right to speak freely and voice their opinions. However freedom comes the responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued

The current threat from terrorism may include the exploitation of vulnerable people to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make young people vulnerable to future manipulation and exploitation. The Isca School of English is clear that this exploitation and radicalisation should be viewed as a safeguarding concern

Definitions of radicalisation and extremism and indicators of vulnerability to radicalisation are in Appendix 1

5) Risk

The Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk.

6) Response

The Single point of contact (SPOC) designated by Isca to be the lead within the school for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism is Sarah Tomlinson. The responsibilities of the SPOC are described in Appendix 2.

7) Internet Safety

The internet provides our students with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

Where staff, students or visitors find unblocked extremist content they must report it to the Management team.

We are aware that our pupils have access to unfiltered internet when using their mobile phones and staffs are alert to the need for vigilance when pupils are using their phones.

8) Staff training and student awareness

As part of Isca’s induction safeguarding information Staff will be helped to understand the issues of radicalisation and how to report their conversations. The Director of studies will update as necessary in the daily briefings.

The following three documents can be found at the end for this policy and are available in the school's intranet to staff:

- 1) Factsheet about PREVENT
- 2) "What to do" flowchart"
- 3) How Social media is used to encourage travel to Syria and Iraq

Students at Isca are exposed to the following themes through their induction, course book based lessons, excursion lessons and project work:

- How to stay safe in the UK
- Internet Safety
- Fundamental British values

9) Safer Recruitment

We ensure that the staff we appoint to the school are suitable and our recruitment procedures are rigorous.

Vetting and barring checks are undertaken on all staff in direct contact with our students.

10) Visitors

Staff must not invite visitors to the school without obtaining permission from the Management Team.

If Visitors come to the school to talk to the students they must wear identifying lanyards at all times. Speakers will be supervised at all times and will not be allowed to speak to children with a member of staff being present.

If Visitors ask to talk to students alone they must bring the original copy of their current DBS check.

11) No platform for extremists

Isca does not allow any external organisation to hire the school premises to prevent any individual or organisation wishing to run an extremist event.

12) Signs of vulnerability

There are no definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs together that increase the risk. Signs of vulnerability include:

- Underachievement
- Being in possession of extremist literature
- Poverty
- Social exclusion
- Traumatic events
- Global or national events
- Religious conversion
- Changes in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identity

- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups or faith

13) Recognising extremism

Early indicators of extremism may include:

- Sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviours and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender , race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti- British views
- Advocating violence towards others

14) Monitoring and review

This policy will be monitored by the management team and updated based on reports from the British Council and English UK.

Appendix 1

Indicators of Vulnerability to Radicalisation

Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism

It is defined by the Government in the Prevent Strategy as:

“Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas”

Extremism is defined by the Crown Prosecution Service as:

The Demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred which might lead to inter-community violence

There is no such thing as “the typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staffs are able to recognise those vulnerabilities.

Indicators of Vulnerability

- Identity Crisis – the student is distanced from their cultural/ religious heritage and experiences discomfort about their place in society
- Personal Crisis – the student may be experiencing family tensions; a sense of isolation and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration; local community tensions and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government Policy.
- Un-met Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experience of Criminality – involvement with criminal groups. Imprisonment and poor resettlement/reintegration
- Special Education Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/ or personal crisis.

However this list is not exhaustive nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism

Appendix 2

Roles and Responsibilities of the single point of contact (SPOC)

The SPOC at Isca is Sarah Tomlinson who is responsible for:

- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism.
- Raising awareness within the school about safeguarding processes relating to protecting students from radicalisation and involvement in terrorism.
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved terrorism.
- Collating relevant information from in relation to referrals of vulnerable students into the Channel *process
- Sharing any relevant additional information in a timely manner

**Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by Devon and Cornwall Police Counter Terrorism Unit. It aims to*

- *Establish a multi-agency referral and intervention process to identify vulnerable individuals*
- *Safeguard individuals who might be vulnerable to being radicalised so that they are not at risk of being drawn into a terrorist –related activity and*
- *Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.*

Appendix 3

Fact Sheet about PREVENT

“What to do” flowchart

How social media is used to encourage travel to Syria and Iraq