CIE OXFORD
College of International Education

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Prevent policy
December 2022
Updated: 01/10/2024

No PolicyItem		Involving
Meeting Prevent duties		
1	Statement CIE Oxford 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 ● CIEOxfordacceptsstudentsaged12andoverinthesummer,15+allyearfromaroundtheworld. ● Initsbusiestweeksitmayhaveupto150students,25staffandworkwith80 homestayproviders.CIE Oxford has always promoted a multi-cultural environment where respect for and tolerance of others beliefs is required. ● CIEOxfordislocatedinthecitycentreofOxfordwithamulticulturallocalpopulationaswellasalarge number of visitors from all over the world.	Everyone
3	Leadership ● ResponsibilityforensuringPreventDutyismetlieswithIrmaBanyte-Kelly,Co-principal ● ResponsibilityforthePreventriskassessment/actionplan(seepoint4below)andpolicylieswithIrma Banyte-Kelly, Co-principal ● ThePreventLead'sdutiesaretoensureeffectivedeliveryofthepolicyby: 1. Establishing or using mechanisms for understanding the risk of radicalisation;	Lead person for prevent
	2. Ensuring staff understand this risk and build the capabilities to deal with it; 3. Communicating and promoting the importance of the duty; 4. Ensuring staff implement the duty effectively.	
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 Prevent Duty is a multi-agency responsibility, and all organisations providing services to children must have Prevent arrangements in place and work effectively with Local Safeguarding Tri-partnerships, which are responsible for the legal duties previously carried out by Local Safeguarding Children's Boards. ● Contact Thames Valley Prevent team for general PREVENT enquiries by calling 01865555618 ● Toreport a concern call03450507666: - For adults ,ask for the Social and Health care Team - Forchildren, ask fo rOxfordshire Multi-Agency Safeguarding Hub (MASH) ● Alternatively, complete a Prevent referral using the Prevent referral form.	Lead person
6	Understanding terminology ● *Terrorism*(asdefinedbyKCSIE):"anactionthatendangersorcausesseriousviolencetoaperson/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause." ● *Radicalisation:*actorprocessofmakingapersonmoreradicalorfavouringofextremeorfundamental changes in political, economic or social conditions, institutions or habits of mind. ● *Extremism*:*'thepromotionoradvancementofanideologybasedonviolence,hatredorintolerance,that aims to:	To be transmitted to staff, students, homestays, group-leaders and any other adults

● 2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or ● 3. intentionally create a permissive environment for others to achieve the results in (1) or (2).' *NB: extremism can refer to a range of views, e.g. racism, homophobia, right-wing ideology, as well as any religious extremism. In addition to the new definition, HM Government has detailed behaviours that could constitute extremism: Aim 1 (negate or destroy fundamental rights and freedoms): Behaviour against a group, or members of it, that seeks to negate or destroy their rights to live equally under the law and free of fear, threat, violence, and discrimination. Including: • Using, threatening, inciting, justifying, glorifying or excusing violence towards a group in order to dissuade them from using their legally defined rights and freedoms. Aim 2 (undermine, overturn or replace liberal democracy): Attempts to undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights. Including: • Advocating that the UK's parliamentary democracy and democratic values and rights are not compatible with their ideology, and seeking to challenge, overthrow, or change our political system outside of lawful means; • Using, threatening, inciting, justifying, glorifying or excusing violence towards citizens, in order to dissuade them from participating freely in the democratic process; • Subverting the way public or state institutions exercise their powers, in order to further ideological goals, for example through entryism, or by misusing powers or encouraging others to do so; • Using, threatening, inciting, justifying, glorifying or excusing violence towards public officials including armed forces, police forces and members of local, devolved or national legislatures, in order to dissuade them from conducting their obligations freely and fearlessly, without external interference; • Establishing parallel governance structures which, whether or not they have formal legal underpinning, seek to supersede the lawful powers of existing institutions of state. Aim 3 (enabling the spread of extremism): Intentionally creating a permissive environment for behaviour in aim 1 or aim 2. Including: • Providing an uncritical platform for individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2; • Facilitating activity of individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2, including through provision of endorsement, funding, or other forms of support;	

	• The dissemination of extremist propaganda and narratives that call for behaviour in either aim 1 or aim 2; • Attempts to radicalise, indoctrinate and recruit others to an ideology based on violence, hatred or intolerance, including young people; • Consistent association with individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2 without providing critical challenge to their ideology or behaviour; • If any behaviour listed in aim 1 or aim 2 has occurred previously, a refusal by the individual, group or organisation that conducted the behaviour to rescind, repudiate or distance themselves from the behaviour.	
7	Understanding risk of extremism ● The government's counter-terrorism (CONTEST) strategy 2023 says "the terrorist threat in the UK today is dominated by individuals or small groups acting outside of organised terrorist networks". The primary domestic threat to the UK comes from Islamist terrorism. The remainder of the UK domestic terrorist threat is driven almost exclusively by Extreme Right-Wing Terrorism. ● Staff, students and other adults (group leaders, homestays etc.) may arrive at CIE Oxford already holding extremist views. Or, whilst attending CIE Oxford, 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, and more. ● People who are vulnerable are more likely to be susceptible to extremism. ● Their 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.	To be transmitted to staff
8	Ways to counteract risks At CIE we aim to: ● Promote a safe and supportive international environment via clear expectations of accepted behaviours and those, including radicalisation and extremism, that will not be tolerated (behavior guidelines in 'All you need to know'- a student handbook, Employee handbook, Prevent Policy, Care of under 18 Policy)	Lead person to ensure: a) training for all staff, students, homestays, group leaders so that b) delivery is

	effective
● Promote core British values through documents given to students, notices around CIE, via stand-alone classes on British culture and traditions on arrival and via curriculum. Approach is to educate that this is how things are in the UK; although it may be different to your country. (Curriculum Policy) ● Where possible, develop critical awareness and thought to counter accepting extremism without question, especially of online material (critical thinking part of study skills syllabus) ● 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 the international environment of CIE, and tolerance expected (following procedures stated in staff handbook and homestay guidelines), then reporting concerns (see section 10). ● Be ready to react when world or local events (e.g. October 7 Hamas attacks) cause upset and the likelihood of conflicting feelings being expressed. Prevent lead is 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. (discuss filters with new IT support) ● Ensure that extremist speakers do not use premises to distribute material or expound views; have a system for vetting any visiting speakers/ presenters. ● Staff and homestays get to know students, their home circumstances and friendship groups, making it easier to spot changes in behaviour. ● Staff and homestays to be observant and vigilant in noticing any signs of radical or extremist behaviour. ● Welfare, all staff and homestays to work hard supporting any students identified as vulnerable.	

Meeting Prevent duties: risk assessment and action plan

9	Training *(Our aim is to provide more knowledge and confidence to all. Training is done online either through SSS Learning or* the Home Office https://www.elearning.prevent.homeoffice.gov.uk/. *Generic training is supplemented by CIE Oxford giving our own information (Induction training, Employee handbook, Care of under 18s policy) to stakeholders, ensuring everything fits our context)* ● Documents and face-to-face training ensure staff understand this policy: a) context and expectations of Prevent b) their duty to implement the policy	Lead person to prepare materials to suit each group being trained; a) all staff (including cleaners etc) b) students

	c) terminology and risks associated with radicalisation and extremism
	d) how to identify and support vulnerable students
	e) ways CIE Oxford will counteract the risks (we will share 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? We might use role-plays to practice how to challenge extreme views calmly and firmly without getting dragged into argument)
	f) signs to notice that may cause concern
	g) know the lead Prevent person and procedures for communicating concerns
	h) know the importance of their own behaviour and professionalism in
	
	    i) being exemplars of British values, and
	    ii) not discussing inflammatory subjects with 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 (Care of Under 18s Policy summary for Host families)
	● 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 at CIE Oxford
	c) what core British values are and why they are considered important
	d) any changes to rules, particularly those regarding IT
	e) that they must report concerns/ incidents and understand the procedure to do so
		c) homestays
		d) group leaders

10	Signs that may cause concern
	Some learners may appear to be at risk or susceptible to radicalisation into terrorism without showing a clear ideology. Individuals increasingly adopt a mix of ideas from different ideologies into their grievance narratives. This could include individuals who:
	    ● show an interest in multiple extremist ideologies at the same time
	    ● switch from one ideology to another over time
	    ● target a 'perceived other' of some kind (perhaps based on gender or another protected characteristic), but do not otherwise identify with one particular terrorist ideology or cause - for example, involuntary celibates (incels) who direct their anger mainly at women
	    ● are obsessed with massacre, or extreme or mass violence, without specifically targeting a particular group - for example, high school shootings
	    ● show an interest in conspiracy theories which can act as gateway to radicalised thinking, common themes include:
		Lead person to ensure all other adults are aware of signs

	● religiousorethnicsuperiority ● antisemitism ● misogyny ● anti-establishmentandanti-LGBTgrievances ● may be susceptible to being drawn into terrorism out of a sense of duty, or a desire for belonging, rather than out of any strongly held beliefs. NB: Any concerns relating to a person under 18 are safeguarding issues and should be dealt with by DSL(Simon Llewellyn) and, where necessary, the Oxfordshire SCB contacted	
11	How and when to react to concerns ● Everyoneisgiventhenameoftheleadperson,howtocontactthem(email,phoneorinperson)andcontact details. ● Confidentialityassuredforthepersonreportingaconcern. ● Everyoneistoldtoreportanyconcernorincident,howeversmall.Reassurancethatallwillbedealtwith sensitively and carefully.	Lead person to ensure everyone has necessary information
12	Policy preparation and review Policy reviwed by Simon, Principal on 1/11/2024. 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

Risk assessment framework: Identifying radicalisation

4* Risk Rating	Actions Required
LOW RISK	Low risk means there's no evidence to suggest the learner is susceptible to radicalisation into terrorism. Low risk behaviours, when seen alone, would not necessarily need to be explored further. Where there is low risk, you should think about: ● talking informally to the learner about the changes in their behaviour ● providing an opportunity to debate controversial issuesi n a safe space ● offering information about how to keep safe online

AT RISK	A learner at risk may be showing behaviours that could increase their risk and vulnerability to radicalisation. If a learner is showing at risk behaviour, you should explore this further to see if you need to make a Prevent referral. You should look at their behaviour and gather all the information you need to make a full assessment of risk and harm. If you need to make a Prevent referral, you can ask Prevent partners for advice and support.When asking for advice, you do not need to identify the learner. Keep a written record of all concerns, discussions and decisions made, and the reasons for those decisions. If you're in any doubt, make a Prevent referral.
MEDIUM RISK	Medium risk means a learner is at heightened risk of radicalisation. There may be several indicators of risk.If you suspect a learner is at medium risk, you should assess their vulnerability and examine the risk and protective factors as set out in the statutory guidance on working together to safeguard children. Channel is a multi-agency partnership that supports people identified as at risk of being drawn into terrorism. Channel focuses on early intervention to provide support at an early stage. When you share information about a child or young person who is under 18, you should try to get parental consent but only if it is safe to do so. Do not put the child or young person in more danger.
HIGH RISK	High risk means a learner is at significant risk. There's evidence that they're currently exposed to terrorist or extremist activity and there's a significant risk to their safety. If they're showing high risk, criminal behaviour, tell the police immediately.

Prevent risk assessment at CIE

Risk	Who is at risk	H	M	L	Existing Controls	H	M	L
Students/ staff reporting a concern about staff or student behaviour	Students / staff			x	1.'All you need to know booklet' and Employee handbook informing who to talk to 2. Prevent and safeguarding policies providing name and contact details of the Prevent Lead and DSL/ DDSL 3. Mandatory Prevent and safeguarding training for all staff 4. Mandatory Prevent and DSL training for Prevent lead and DSL/ DDSL 5. Contact details of Thames Valley Prevent Team, Oxfordshire Multi-Agency Safeguarding Hub and SSSCPD training and advice platform 6. Access to National Prevent Referral Form 7. Notice Check Share for school practice			x

Students/ staff raising concern because of their behavior and/ or online activity	Students / staff			X	1.Information for students and group leaders (All you need to know) 2.Prevent policy (on website) 3. Staff and host family Prevent training (SSSCPD or government Prevent training) 4. CIE aims 5. Safeguarding policy and staff training 6. E-safetypolicyandstafftraining 7. Procedures for reporting 8. Disciplinary procedures 9. DSL & DDSL training			X
Students being drawn into extremism/ terrorism while at CIE	Students/ staff			X	1.Information for students and group leaders 2.Prevent policy (on website) 3. Safeguarding policy 4. Staff & host family Prevent and Safeguarding training 5. Curriculum policy/ lesson contents/ all school projects 6. Welfare systems (progress/ attendance monitoring, tutorials) 7. Procedures for reporting 8. Friendly, supporting environment 9. Private prayer room is made available 10. Extra-curricular activities keep students engaged			X
Policy updated: 01/11/2024 Reviewed by:Simon Llewellyn						Reviewed on:		