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# **CELT**

# **PREVENT**

# **&**

# **Radicalisation**

# **Policy**

## Document Revision

Date	Staff Involved
Policy written by:	Neil Harris
Policy reviewed by:	Grace Durighello, Greg Nelson, Mike Burden,
Policy approved by:	Grace Durighello
Policy publication date:	December 2018
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## Key Staff

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# Contents



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## 1. Statement

CELt 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. CELt recognises that all members of staff, students and homestay providers have a responsibility to uphold the principles and aims of this policy listed below:

1. To explain CELt's commitment to Prevent
2. To explain how CELt will help to uphold and promote core British values
3. To provide a clear procedure to be implemented in case of concerns
4. To ensure that everyone is protected from possible radicalisation.

This policy should be viewed in conjunction with our Safeguarding Policies and Procedures.

## 2. Context

- Founded in 1989, CELt has offered courses for adults at its adult centre in Salisbury Road, Cardiff since 2000 and courses for under 18s (aged 13-17) in its dedicated junior centre in North Road, Cardiff since 2009. Since January 2019, the school has also accepted 17-year-old learners on its adult courses in Salisbury Road, subject to receipt of the necessary parental consents. Adult courses run throughout the year; junior courses run year-round for closed groups and with continuous enrolment in open classes in July and August on the under 18 Holiday Language Course. CELt accepts students from around the world on to both adult and junior courses. In its busiest weeks, CELt may have as many as 150 students across its two centres, 21 members of staff and work with a maximum of 90 homestay providers.
- Accommodation is provided with local homestays or in one of CELt Student Residences (adults only, aged 21 and over). Some students choose to source their own accommodation privately. The vast majority of juniors stay with school homestays; approximately 50% of adult students stay in homestay; the remainder arrange private accommodation and a maximum of 9 adult students are accommodated in the residences at any one time.
- The school has always promoted a multi-cultural environment where respect for and tolerance of others' beliefs are required.
- The school has two centres, one for adults in Salisbury Road, Cardiff and the other for under 18s in North Road, Cardiff. Both centres are within an easy walk of the city centre and close to Cardiff University's main buildings. Cardiff is in the south west of Wales, and has a predominantly Caucasian local population although certain areas of the city (including the areas around Salisbury Road and City Road) have a more multicultural population.

## 3. Leadership

- Responsibility for ensuring Prevent Duty is met lies with Grace Durighello, the Academic Director and co-owner of the school.
- Responsibility for the Prevent risk assessment/action plan and policy lies with Mike Burden, the Director of Studies. Mike is also CELt's Designated Safeguarding Person. He is assisted in this by Neil Harris the Assistant Designated Safeguarding Person.
- Their duties are to ensure delivery of an effective risk assessment / action plan and policy as outlined here.
- Due to the size and nature of the school with separate adult and junior centres, the lead person duties are shared between Grace Durighello (Salisbury Road) of the Management and Academic Department and Mike Burden (North Road) of the Academic Department. Should cover be required, this is provided by Neil Harris of the Academic Department.

## 4. Risk Assessment of Current Situation and Action

### Plan for the Future

The following risk assessment/action plan (see end of document) has been produced showing what is already being done and what still needs to be done; it will be updated at least annually.

## 5. Working with Local Partners

CELT is committed to maintaining an open communication channel with the police and relevant local authorities. CELT also works with other local English language schools to share information and best practice as needed.

To this end, CELT will -

- Make and maintain contact with the local police/local authority Prevent Coordinator to understand his role and the support available (e.g. via the Channel process).
- Make contact with the local authority to ascertain other useful local agencies.
- Develop local and regional area PREVENT links with similar organisations
- Share information with all local organisations as appropriate

## 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 rights to any group or individual. Can be expressed in vocal or active opposition to:
  - Core British values: including
    - *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.

- Prevention: In the context of this policy, Prevention means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent involves the identification and referral of those susceptible to violent extremism into appropriate interventions. These interventions aim to divert the susceptible from embarking down the path to radicalisation.

Prevent duty also includes an expectation that staff, students and homestay providers will be encouraged to respect other people with particular regard to the protected characteristics set out in The Equality Act 2010.

These are:

- |                      |                           |
|----------------------|---------------------------|
| • Age                | • Gender reassignment     |
| • Disability         | • Marriage                |
| • Sex                | • Civil partnership       |
| • Race               | • Pregnancy and maternity |
| • Religion or belief |                           |

## 7. Understanding the Risk of Extremism

CELTY realises –

- Staff, students & other adults (group leaders, homestays etc) may arrive at school already holding extremist views.
- Whilst part of the school, staff, students & other adults 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 and more.
- 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 and bereavement.

## 8. Ways to Counteract Risks

CELTY will -

- Promote a safe and supportive international environment via clear expectations of accepted behaviours and those behaviours, including radicalisation and extremism, which will not be tolerated.
- Promote core British values through documents given to students, notices around school, induction on to British culture & traditions on arrival and via the curriculum. CELTY's approach is to educate our students that this is how things are in the UK and to accept those behaviours although it may be different to their country.
- Where possible, develop critical awareness and thought in our staff & students 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 the international environment of school, and the tolerance expected, then reporting concerns to the DSL.
- Be ready to react when world or local events (e.g. Paris attacks) cause upset and the likelihood of conflicting feelings being expressed. The 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 a system for vetting any visiting speakers / presenters.
- Ensure 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.
- Encourage staff and homestays to be observant and vigilant in noticing any signs of radical or extremist behaviour.
- Encourage welfare and all staff and homestays to work hard supporting any students identified as vulnerable.

## 9. Training

- CELTY will supply documents & face to face training to ensure staff understand this policy, i.e.
  - understand context and expectations of Prevent
  - know their duty to implement the policy
  - understand terminology and risks associated with radicalisation and extremism
  - how to identify and support vulnerable students
  - ways the school will counteract the risks
  - signs to notice that may cause concern
  - know the lead Prevent person and procedures for communicating concerns

- know the importance of their own behaviour and professionalism in (a) being exemplars of British values and (b) not discussing inflammatory subjects with students (Code of Conduct)
- CELT will adapt training materials to ensure that homestay hosts understand the sections of the policy they need to be aware of.
- CELT will make students and group leaders aware of key parts of the policy
  - understanding terminology
  - importance of maintaining a supportive and tolerant society within school
  - what core British values are and why they are considered important
  - any changes to school rules, particularly those regarding IT
  - that they must report any concerns / incidents and the procedure to do so.

## Signs That May Cause Concern

There are often no obvious signs of extremism. Signs sometimes listed as signs of extremism can be signs of normal behaviour, particularly among young people in their teens and early 20s.

Any concerns that people may have will usually be similar to other safeguarding concerns.

Signs of concerns may include:

- Students talking about exposure to extremist materials or views outside the school (in this event, information must be shared with relevant local authorities)
- Changes in behaviour, e.g. becoming isolated or withdrawn
- 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

## 10. How and when to react to concerns

CELT will -

- Give everyone the name of who to contact (lead person/persons), how to contact them (email, phone etc) and contact details.
- Assure confidentiality for the person reporting a concern
- Tell everyone to report any concern or incident, however small.
- Offer reassurance that all students or staff will be dealt with sensitively and carefully

How and when to react to concerns

The person to contact with a concern is Mike Burden, the Director of Studies, or, in his absence, Grace Durighello, the Academic Director. Confidentiality is assured for any person reporting a concern. If you are concerned, you should report your concern so it can be evaluated. It will be dealt with sensitively and carefully.

## 11. Policy Preparation and Review

Policy prepared by Neil Harris and Grace Durighello after consultation with Greg Nelson and Mike Burden with staff and the regional DfE HEFE Prevent Coordinator (Wales) on December 10<sup>th</sup> 2018. The policy will be reviewed after 12 months or earlier if there are any changes in relevant legislation or in response to any significant incidents of changes in circumstances.

### Local PREVENT Contacts

Our local contact person in the police is:

Martyn Thomas (Partnerships)

Email: [Prevent@south-wales.pnn.police.uk](mailto:Prevent@south-wales.pnn.police.uk)



#### 4. Risk Assessment of Current Situation and Action Plan for the Future (Prevent)

Activity/Destination: Inside and outside school

Date of activity: Ongoing

Assessment carried out by: Neil Harris Lead staff member is: Grace Durighello/Mike Burden

Signed: Grace Durighello

Hazards and Risk Level (H/M/L)		Who might be harmed?	Is the risk adequately controlled?	What further actions are needed to control the risk?	Y/N if in Place
Lack of awareness of UK values	L	Students	<ul style="list-style-type: none"> <li>All students are made aware of the four key values during induction</li> <li>UK values posters are on display in all classrooms</li> <li>These values are referred to as and when appropriate to classroom material and compared/contrasted sensitively with the situation in the students' home countries to raise awareness and develop critical thinking</li> </ul>	<p>Embedding of core values within teaching</p> <p>Development of specific classroom materials suitable for a range of levels and ages</p>	<p>Adequate control: Y</p> <p>Further actions: ongoing</p>
Marginalisation of students leading to isolation and radicalisation	L	Students	<ul style="list-style-type: none"> <li>All staff and homestays have received as a minimum Basic safeguarding (ex-Level One) training which includes a component on Prevent and signs of potential radicalisation. They are therefore aware of who to contact should they have concerns regarding students who may appear marginalised/isolated and how to raise a concern if there is a suggestion of a student undergoing potential radicalisation</li> <li>Teaching and admin staff are vigilant for changes in students' behaviour</li> </ul>	<p>Further staff and homestay training (ideally face to face) on Prevent and radicalisation (this is scheduled for management staff February 27<sup>th</sup> 2019)</p>	<p>Adequate control: Y</p> <p>Further actions: ongoing</p>



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Attacks on students based on their ethnicity	L-M	Students  Staff with students	<ul style="list-style-type: none"> <li>• Students are advised of appropriate actions to take (e.g. avoid the area; stay home; travel by taxi) should any public demonstrations which might compromise their safety</li> <li>• Students are advised of generic safety measures (travel where possible in pairs/groups; use taxis at night; remain in well-lit areas) and to avoid congregating in large ethnic/nationality groups during sporting events</li> </ul>	Implement personal safety awareness (ie Panic Guard app)	Adequate control: Y  Further actions: ongoing
Conflict within the school created by incoming students from different opposed groups	L	Students  Staff	<ul style="list-style-type: none"> <li>• Activity staff/teacher are made aware of importance of and ways of grouping / separating students to avoid potential confrontation between ethnic/nationality groups (e.g. football teams based on potentially problematic nationality/ethnic groups such as Spain v Catalunya)</li> </ul>	Further training in diffusing difficult situations	Adequate control: Y  Further actions: ongoing
CELT has 24/7 responsibility for its students: an issue may arise outside office hours	M	Students  Staff	<ul style="list-style-type: none"> <li>• CELT has an 24/7 Emergency phone and out of hours emergencies are reported using this method. The phone is rotated around the Senior Safeguarding team members who are instructed to dial 999 if there is an immediate danger linked to a counter-terrorism issue. They also have access to key phone numbers for WECTU, The Welsh Extremism and Counter Terrorism Unit</li> </ul>	Further training in referral best practises	Adequate control: Y  Further actions: ongoing