



# **The Prevent Duty**

*Policies and Procedures*



# Table of Contents

Summary .....	1
Introduction and Statement of Purpose .....	2
Terminology .....	2
Context of the School .....	3
Leadership and Responsibilities .....	4
Risk Assessment and Action Plans .....	4
Training .....	5
Safeguarding Measures.....	7
Reporting Concerns.....	8
Appendix 1: Statement of Aspiration: The Prevent Duty.....	i
Appendix 2: Understanding Extremism and the risks of Extremism .....	ii
Appendix 3: Signs that may cause concern.....	v
Appendix 4: How and when to react to concerns.....	vi
Appendix 5: Responsibilities and Roles of Staff .....	vii
Appendix 6: Staff 2017 .....	ix
Appendix 7: Staff July 2017 .....	x
Appendix 8: Risk Assessment and Action Plan .....	xi
Appendix 9: Nationalities at Burlington School 2017 .....	xiv
Appendix 10: Nationalities at Burlington School 10 July 2017 .....	xvi
Appendix 11: Ages of Students 2017 .....	xvii
Appendix 12: Ages of Students 10 July 2017 .....	xviii
Appendix 13: Students booking through ETOs or as Individuals 2017 .....	xix
Appendix 14: Demographic Data for England and Wales, London and LBHF.....	xx
Appendix 15: References .....	xxi

## Summary

<b>Rationale</b>	<p>Burlington school understands its responsibilities under the Counter Terrorism &amp; Security Act 2015<sup>i</sup> to prevent people of all ages being radicalised or drawn into terrorism.</p> <p>This policy covers the following departments:</p> <ul style="list-style-type: none"> <li>• <b>Academic</b> Individuals' performance, demeanour and absence can be indicators of cause for concern.</li> <li>• <b>Accommodation</b> Individuals' demeanour, lifestyle, social contacts and other factors can be indicators of cause for concern.</li> <li>• <b>Welfare</b> Individuals' personal history, including trauma and mental health can be indicators of cause for concern.</li> <li>• <b>Marketing</b> Individuals' background, including family and work connections, country of origin and other factors, can be indicators of cause for concern and should be considered when enrolling students.</li> </ul>
<b>Aim</b>	<p>The following guidelines aim:</p> <ul style="list-style-type: none"> <li>• to set out the school's duties and responsibilities to the Prevent Duty as outlined in the Counter Terrorism &amp; Security Act 2015;</li> <li>• to ensure all staff, representatives, sub-contractors and students are aware of their duties and responsibilities to the Prevent Duty as outlined in the Counter Terrorism &amp; Security Act 2015;</li> <li>• to ensure that procedures are in place to monitor staff, representatives, sub-contractors and students for signs of concern;</li> <li>• to ensure that procedures are in place to identify key staff, including the Prevent Lead Person;</li> <li>• to ensure that procedures are in place to ensure internal channels of communication are clear and accessible to all staff, representatives, sub-contractors and students.</li> <li>• to ensure that procedures are in place to ensure external channels of communication are clear and accessible to the Prevent Lead Person;</li> <li>• to ensure that procedures are in place for dealing with staff, representatives and sub-contractors who fail to adhere to their duties and responsibilities to the Prevent Duty;</li> <li>• to highlight our commitment to the safety, wellbeing and security of all staff, representatives, sub-contractors and students, as well as to the wider community;</li> <li>• to highlight our commitment to adhering to government legislation.</li> </ul>
<b>Applies to</b>	<ul style="list-style-type: none"> <li>• All staff, representatives, sub-contractors and students.</li> </ul>
<b>Related Documents</b>	<ul style="list-style-type: none"> <li>• Recruitment Policy</li> <li>• Disciplinary Policy</li> <li>• Teaching and Learning Policy</li> <li>• Safeguarding and Welfare Policy</li> <li>• Attendance Policy</li> <li>• Emergency Action Plan</li> <li>• Staff Handbooks</li> <li>• Accommodation Handbooks</li> <li>• Student Induction</li> <li>• Student Handbooks</li> </ul>
<b>Approved by</b>	Deputy Principal, after consultation with staff and associated outside agencies.
<b>Responsibility for update</b>	Deputy Principal
<b>Date of approval</b>	January 2018
<b>Proposed date of review</b>	January 2019 OR in response to any significant incidents or changes in circumstances.

[Return to Table of Contents](#)

## Introduction and Statement of Purpose

Section 26 of the Counter-Terrorism and Security Act 2015<sup>ii</sup> places a duty on certain bodies in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. The Prevent Duty (originally the Prevent Strategy)<sup>iii</sup> was published by the Government in 2011 as part of the overall counter-terrorism strategy, CONTEST<sup>iv</sup>.

The Prevent Duty has three specific strategic objectives:

- to respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- to prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
- to work with sectors and institutions where there are risks of radicalisation that need to be addressed.<sup>v</sup>

Burlington 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.

See [Appendix 1](#) for more information on the school’s Prevent Duty Statement of Aspiration

[Return to Table of Contents](#)

## Terminology

It is important to be clear about the terminology used in relation to the Prevent Duty

<b>The Act</b>	the Counter-Terrorism and Security Act 2015
<b>Core British values</b>	A set of values including, but not restricted to: <ul style="list-style-type: none"> <li>• democracy</li> <li>• the rule of law</li> <li>• individual liberty</li> <li>• respectful tolerance of different faiths or beliefs</li> </ul>
<b>Extremism</b>	Holding extreme political or religious views which may deny rights to any group or individual. It can be expressed in vocal or active opposition to Core British values. <i>See <a href="#">Appendix 2</a> for more information on Understanding Extremism and the risks of Extremism</i>
<b>Ideology</b>	A system of ideas and ideals, especially one which forms the basis of economic or political theory and policy.
<b>Radicalisation</b>	The 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. It is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
<b>Safeguarding</b>	The process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity.
<b>Terrorism</b>	An action that endangers or causes serious violence, damage or disruption, and is intended to influence the government or to intimidate the public. It is made with the intention of advancing a political, religious or ideological cause.
<b>Vulnerability</b>	A combination of factors and characteristics associated with being susceptible to radicalisation.

The above definitions are included in all training materials and documentation.

[Return to Table of Contents](#)

## Context of the School

Burlington School is an English Language School, accepting students from around the world. In 2017, there were 1055 students from 66 countries studying in the school (See [Appendix 9](#)). These figures are across the whole year; however, as Burlington School operates a policy of continuous enrolment and varying course lengths, the totals vary week-to-week.

At peak times, the school expects to have approximately 250 - 350 students. In 2017, the peak week was week commencing 10 July. During this week, there were 3345 students from 32 countries studying in the school (See [Appendix 10](#)).

The school accepts students from the age of 4 upwards. In 2017, the age range of students was 4 years to 73 years (See [Appendix 11](#)). During the peak week, commencing 10 July, the age range was 5 years to 72 years (See [Appendix 12](#)).

Students are separated by age as follows:

### Junior Courses

<b>Course</b>	<b>Age Range</b>
Young Learners	4 - 6
Young Learners+	7 - 9
Juniors	10 - 13
Juniors+	14 - 17

### Adult Courses

<b>Course</b>	<b>Age Range</b>
Adult Courses	16 +

Throughout the year 2016, there were 50 members of Staff, all of whom potentially had contact with or responsibility for students under the age of 18 (See [Appendix 6](#)). During the peak week, commencing 11 July, there were 43 members of staff, all of whom potentially had contact with or responsibility for students under the age of 18 (See [Appendix 7](#)).

The school has always promoted a multi-cultural environment where respect for and tolerance of others beliefs is required. This is made explicit during the students' induction, as well as being highlighted in pre-arrival information and student handbooks<sup>vi</sup>.

Burlington School is located in the Parsons Green area of South West London, part of the London Borough of Hammersmith and Fulham (LBHF).

- The majority of the population of LBHF are UK-born, though the proportion is lower than in London overall and in England and Wales as a whole.
- The majority of the population of LBHF is white, though the proportion is lower than in England and Wales as a whole, though higher than in London overall.
- The majority of households in LBHF have at least one member whose main language is English, though the proportion is lower than in England and Wales as a whole, though higher than in London overall.
- The majority of the population of LBHF identify themselves as Christian, though there is a good mix of religions, including those who identify themselves as having no religion. This is reflected in the range of places of worship in the area.

See [Appendix 14](#) for further information on the demographics of England and Wales, London and LBHF.

[Return to Table of Contents](#)

## Leadership and Responsibilities

Overall responsibility for ensuring the Prevent Duty is met is with the school Proprietor, who will work with the school's Deputy Principal to ensure this. The Deputy Principal is the designated Prevent Lead Person.

Burlington School works with a number of representatives and sub-contractors in addition to the staff listed in [Appendix 6](#). These include, but are not restricted to:

- Homestay, Private Home Accommodation and Private Fostering providers
- Tour Operators
- Taxi Companies

The duties of the Lead Person are to ensure the design and delivery of appropriate risk assessments and to ensure this policy is fully implemented. They are also responsible for decision-making and reporting related to the Prevent Duty in the absence of the Proprietor and Legal Adviser. They are also responsible for ensuring all staff and representatives are trained appropriately in their responsibilities under the Prevent Duty, and for ensuring that the principles behind the duty are disseminated to all students, staff and representatives.

The Lead Person is also responsible for establishing and maintaining relationships with external bodies, including:

- Local Authority Prevent Engagement Team and Designated Schools Prevent Officer  
*It is important for the Lead Person to know the Prevent Engagement Team members, and be known in return, by name, as it can lead to easier and more rapid channels of communication. It is also important to be aware of and understand the different roles of individuals within the Prevent Engagement Team, and the different types of support they can offer.*
- Local Religious Institutions  
*It is important for the Lead Person and others to be aware of churches, mosques, temples and other such institutions that can offer moderate religious guidance, or that can offer pastoral aid to students who may want or need such help.*
- Other schools and similar organisations in the area  
*It is important to be part of a network of organisations of a similar context and with similar responsibilities under the Prevent Duty, to enable sharing of information and mutual support in implementing the Prevent Duty.*

See [Appendix 5](#) for an overview of responsibilities and roles of staff.

See [Appendix 4](#) for more information on external bodies and local partners.

[Return to Table of Contents](#)

## Risk Assessment and Action Plans

Risk Assessments and, where appropriate, follow-up Action Plans are carried out by the Lead Person on an annual basis. They are also carried out when:

- there is a change to the threat levels for terrorism as published by the government.<sup>vii</sup>
- there is a change in senior personnel.
- there is a change to premises (including the opening of additional centres).
- there is a change to legislation.

In addition, any new staff and representatives must be checked against the relevant sections of the risk assessment.

The risk assessment is reviewed annually for any updates necessary; in addition they are updated as necessary under the circumstances outlined above.

See [Appendix 8](#) for a copy of the current risk assessment.

[Return to Table of Contents](#)

## Training

The aim of all training is to provide more knowledge and confidence to all staff and representatives in relation to their responsibilities under the Prevent Duty.

Training is delivered in several forms:

- **Online**  
Before commencement of employment, all staff are required to complete the Channel General Awareness course offered by the National Centre for Applied Learning Technologies.<sup>viii</sup> This is also a requirement for all representatives of the school, including homestay providers. Online training is generic to the Prevent Duty overall, and serves as an introduction to the subject.
- **External**  
Where practical, all employees must undergo external training within three months of commencement of employment. External Training providers include LBHF via their Prevent Engagement Team<sup>ix</sup>, and English UK via their Welfare and Safeguarding training.<sup>x</sup> External training is geared more towards the industry, and places the Prevent Duty in a more relevant context.
- **Internal**  
All staff and representatives must receive internal Prevent Duty training as a condition of employment. In the case of current staff and representatives, training is delivered, and continued employment is conditional on completion of training. In the case of new staff and representatives, training is delivered as part of the induction. Internal training is specific to the context and character of Burlington School.

The core of the internal training programme, and its associated documentation, has the following focus:

- That all staff, representatives and sub-contractors are aware of and understand the context and expectations of the Prevent Duty.  
*This covers both general awareness and the context-specific areas of Burlington School.*
- That all staff, representatives and sub-contractors are aware of and understand their duty to implement the policy.  
*This is a legal responsibility and as such forms part of all contracts for work.*
- That all staff, representatives and sub-contractors are aware of and understand the terminology and risks associated with radicalisation and extremism.  
*See [Appendix 2](#) for more information on Understanding Extremism and the risks of Extremism*
- That all staff, representatives and sub-contractors are aware of and understand signs that may cause concern.  
*See [Appendix 3](#) for more information on signs that may cause concern*
- That all staff, representatives and sub-contractors are aware of and understand how to identify and support vulnerable students.  
*All support offered to students must be through the proper channels after appropriate reporting of concerns.*
- That all staff, representatives and sub-contractors are aware of and understand the ways the school will counteract the risks.  
*In addition to the training, the school is in contact with the local Prevent Engagement Team. The school, through its membership of English UK<sup>xi</sup> and English UK London<sup>xii</sup> is able to share information with other schools via an online forum and through newsflashes. See [Appendix 1](#) for more information on the school's Prevent Duty Statement of Aspiration*
- That all staff, representatives and sub-contractors are aware of the Lead Prevent Persons, and of procedures for communicating concerns.  
*See [Appendix 4](#) for more information on how and when to react to concerns*
- That all staff, representatives and sub-contractors are aware of and understand the importance of their own behaviour and professionalism.  
*Staff, representatives and sub-contractors must at all times demonstrate Core British Values. At no time must staff, representatives or sub-contractors raise inflammatory topics with students, and all attempts by students to raise such topics must be rebutted with reference to Core British Values.*



In addition to the above, training is tailored to, and supplemented for, different groups as follows:

- **Academic Staff**
  - Additional focus on incorporating Core British Values into EFL lessons.  
See [Appendix 5](#) for more information on this.
  - Additional focus on awareness of signs of extremism in class discussions and written work.
  - Additional focus on combatting extremist views expressed in the classroom with Core British Values.
  - Additional focus on recognising warning signs, such as erratic attendance or lack of interest, or of students expressing worries about others.
- **Administrative Staff**
  - Additional focus on recognising high-risk students, such as those who book courses from particular countries, or who book courses as individuals or through a new Educational Tour Operator (ETO) instead of a known ETO.  
See [Appendix 9](#) for further information on the nationality mix in the school.  
See [Appendix 13](#) for further information on students booking through regular and irregular ETOs, or as individuals.
  - Additional focus on the need for pre-arrival information to be disseminated.
  - Additional focus on liaising with ETOs and/or families of students to raise or receive concerns.
- **Homestay/Private Home Providers (including residence staff)**
  - Additional focus on awareness of signs of extremism in student behaviour, conversation, interests etc.
  - Additional focus on combatting extremist views or behaviour with Core British Values.
  - Additional focus on recognising warning signs, such as erratic behaviour or changes in demeanour, or of students expressing worries about others.
  - Additional focus on use of IT and the internet in the accommodation.
  - Additional focus on reporting concerns to the school.
- **Group Leaders**
  - Additional focus on how the issues dealt with in the Prevent Duty can affect them and their students.
  - Additional focus on the importance of Core British Values.
  - Additional focus on recognising warning signs, such as erratic behaviour or changes in demeanour, or of students expressing worries about others.
  - Additional focus on reporting concerns to the school.
- **Sub-contractors**

It is expected that most subcontractors will have in place their own policies and procedures relating to the Prevent Duty. In these cases, the school requires copies of all relevant policy documents and certification as a condition of work. In the case of sub-contractors with no such policies and procedures, the following are required:

  - All relevant staff to complete the online Channel General Awareness course offered by the National Centre for Applied Learning Technologies.
  - All relevant staff to receive internal training tailored to their particular role.
  - For sub-contractors used by the school on a regular basis, it is expected that they will undergo external training as offered by their local Prevent Engagement Team.
- **Students**

Although no formal training is delivered to students, awareness is raised by a number of means:

  - Core British Values form part of the Pre-Arrival, Welcome and Induction materials for students.
  - British culture is included in teaching in the school.
  - There are elective lessons dealing with culture and Core British Values.
  - There are displays throughout the school relating to Core British Values.
  - Students are encouraged to enter competitions or participate in projects highlighting aspects of Core British Values.
  - A clear and accessible system is in place for students to report concerns, and all students are made aware of this.
  - As with all our policies, this Prevent Duty policy is available to download from our website.

[Return to Table of Contents](#)

## Safeguarding Measures

### Security

Burlington school has in place a number of measures to ensure the security of the school site:

- All staff and relevant students must wear their school ID at all times within the school. All ID must be returned at the end of the student's period of study or the staff member's term of employment.
- Guests must sign into (and subsequently out of) the school in the Front Office, and must wear guest ID for the duration of their stay. All ID must be returned before leaving the school.
- The Reception desk is manned at all times, and people entering or leaving are monitored.
- There is a signing in/out book at Reception for students under 18, and all such students must sign in and out.
- CCTV is in operation in key areas of the school, and footage is recorded.

### Extremist Materials

Burlington school has in place a number of measures to ensure extremist material cannot be accessed on site:

- Online  
Internet in the school is filtered to block inappropriate content, including extremist material.
- Notice Boards  
Any notices not placed by the school must be submitted to Reception for approval. In the case of notices in a language other than English, this may involve getting them translated. If approved, the notice is stamped with the school stamp.  
Any notices not placed by the school or bearing the school stamp are immediately removed.
- Other Materials  
Other materials, including leaflets, displayed around the school may not be left by individuals. Materials that have not been placed by the school or its representatives/partners will be removed immediately.

### External Speakers

Burlington school has in place a number of measures to ensure external speakers and trainers will not disseminate extremist ideas:

- Only speakers and trainers invited by the school are permitted.
- All speakers and trainers must provide testimonials and references prior to their engagement.
- External speakers and trainers must not exchange contact details with students, other than as part of an approved process.

### Recruitment

Burlington school has in place a number of measures to ensure staff are suitable for work in the context of Burlington School:<sup>xiii</sup>

- Two references are required for all candidates before commencement of employment.
- Enhanced DBS checks, or overseas police checks, are required before commencement of employment. In exceptional circumstances, where it is not possible to obtain these in time, applicants must be checked to ensure they are not on the barred list.<sup>xiv</sup>  
In these cases, candidates will not be allowed to engage in regulated activity<sup>xv</sup> until the full enhanced disclosure has been verified.
- In addition, all staff employed since are checked against the prohibited list<sup>xvi</sup> to ensure there are no prohibitions, sanctions or restrictions that might prevent the individual from taking part in certain activities or working in specific positions.  
All recruitment is in line with the Government's Safer Recruitment guidance.<sup>xvii</sup>

### Teaching and Learning

Teachers are contractually obliged to include materials based on British culture and Core British Values. A range of materials is available to teachers, including access to Content and Language Integrated Learning (CLIL) materials through onestopclil<sup>xviii</sup>. The term was coined by David Marsh, University of Jyväskylä, Finland (1994):

*CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language.*

As such, it is an ideal approach to teaching these values as part of an English curriculum.

In addition to this, classes take regular cultural trips as part of their studies. All such visits are pre-approved by the Director of Studies, and are fully risk assessed.<sup>xix</sup>

### **Student Support**

Burlington School endeavours at all times to create a strong and effective Student Support service.<sup>xx</sup>

- Regular welfare meetings are scheduled with students under 18
- The Welfare and Safeguarding team are identified on posters throughout the school, as well as in the students' induction and welcome materials.
- Through regular meetings of student focus groups, senior managers aim to keep informed of issues within the school.

### **Managing Risks and Responding to Events**

Burlington School endeavours at all times to monitor risks, and be ready to deal appropriately with issues which arise. This is achieved by:

- Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on the school.
- Understanding and managing potential risks within the school and from external influences.
- Monitoring current threat levels as published by the Government.<sup>xxi</sup>
- Responding appropriately to events in local, national or international news that may impact on students and communities.
- Ensuring measures are in place to minimise the potential for acts of violent extremist within the College.
- Ensuring plans are in place to respond appropriately to a threat or incident within the College.<sup>xxii</sup>

[Return to Table of Contents](#)

## **Reporting Concerns**

All staff, representatives, sub-contractors and students must be given the names and contact details of the Prevent Lead Person at the commencement of employment, work or study. These details are given during inductions and in relevant handbooks. In addition, there are posters throughout the school detailing this information.

It must be made clear to all staff, representatives, sub-contractors and students that all concerns or incidents, however small, must be reported at once to a Prevent Lead Person. Further action is then decided upon by the Prevent Lead Person.

It must be made clear to all staff, representatives, sub-contractors and students that their confidentiality is assured, and that the process will be dealt with in as sensitive and careful a way as possible.

See [Appendix 4](#) for more information on how and when to react to concerns

[Return to Table of Contents](#)

## Appendix 1: Statement of Aspiration: The Prevent Duty

### Burlington School Statement of Aspiration: The Prevent Duty

Under our responsibility to the Prevent Duty, Burlington School and its staff, representatives and subcontractors aspire to:

- **promote** a safe and supportive international environment with clear and explicit expectations of acceptable behaviour, such as respect, tolerance and non-discrimination.
- **promote** a safe and supportive international environment with clear and explicit expectations of unacceptable behaviour, such as discrimination, expression of extremist views or bullying.
- **promote** Core British Values at all times within the school, by
  - **conducting** ourselves professionally at all times and leading by example.
  - **promoting** the values with notices throughout the school.
  - **incorporating** British culture and values into our teaching.
  - **encouraging** an atmosphere of respect and understanding.
- **encouraging** students to engage with democracy through the student council.
- **challenge** radical or extremist views in any context in an appropriate way, countering arguments with Core British Values.
- **protect** our students, staff and representatives by filtering IT equipment and internet access, with clear rules on accessing extremist or terrorist websites and use of social media to exchange extremist views or material.
- **protect** our students, staff and representatives by monitoring noticeboards and leaflets in the school to ensure there is no material promoting extremist or terrorist thinking.
- **protect** our students, staff and representatives by checking representatives and sub-contractors to ensure that no extremist speakers or organisations use the school to distribute material or expound their views.
- **develop** critical awareness and thinking among students, staff and representatives to counter extremist beliefs, especially those expressed online.
- **take an interest** in students' background, home circumstances and friendship groups, as such interest will make it easier to spot changes in behaviour.
- **support** any students identified as vulnerable.
- **be vigilant** in noticing any signs of radical or extremist behaviour, and reporting such concerns to a Prevent Lead Person immediately.
- **be ready** to react when world or local events cause upset and the likelihood of conflicting feelings being expressed.

The Prevent Lead Person at Burlington School is:



Phil Bloomfield Deputy Principal  
[pbloomfield@burlingtonschool.co.uk](mailto:pbloomfield@burlingtonschool.co.uk)  
 Tel: 020 7736 9621

- Designated Safeguarding Lead
- Prevent Lead Person

Further information can be found in our Prevent Duty Policy or by visiting [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

## Appendix 2: Understanding Extremism and the risks of Extremism

The Prevent Duty is intended to deal with all kinds of terrorist threats to the UK.

### What is Terrorism?

The Security Service (MI5) is responsible for protecting the United Kingdom against threats to national security. They state:<sup>xxiii</sup>

*Terrorism presents a serious and sustained threat to the United Kingdom and UK interests abroad. Terrorist groups seek to cause widespread disruption, fear and intimidation. They use violence or the threat of violence as a means of publicising their causes, motivating those who might be sympathetic to them and intimidating those who do not sympathise. They often aim to influence government policies and they often reject existing democratic processes, or even democracy itself, as a means of achieving their objectives. Although there is no generally agreed definition of terrorism internationally, in the UK the Terrorism Act 2000 defines terrorism as:*

*"The use or threat of action designed to influence the government or an international governmental organisation or to intimidate the public, or a section of the public; made for the purposes of advancing a political, religious, racial or ideological cause; and it involves or causes:*

- *serious violence against a person;*
- *serious damage to a property;*
- *a threat to a person's life;*
- *a serious risk to the health and safety of the public; or*
- *serious interference with or disruption to an electronic system."*

Current terrorist threats to the UK include:

- terrorist organisations in Syria and Iraq, such as Daesh/IS, and groups claiming to follow them;
- Al Qa'ida associated groups;
- far-right extremists;
- northern Ireland-related terror groups;
- domestic extremist groups.

In "Revised Prevent Duty Guidance for England and Wales" (16th July 2015)<sup>xxiv</sup>, it is stated:

*Islamist extremists regard Western intervention in Muslim-majority countries as a 'war with Islam', creating a narrative of 'them' and 'us'. Their ideology includes the uncompromising belief that people cannot be both Muslim and British, and that Muslims living here should not participate in our democracy. Islamist extremists specifically attack the principles of civic participation and social cohesion. These extremists purport to identify grievances to which terrorist organisations then claim to have a solution.*

It is also stated:

*The white supremacist ideology of extreme right-wing groups has also provided both the inspiration and justification for people who have committed extreme right-wing terrorist acts*

In relation to Northern Ireland, MI5 states:<sup>xxv</sup>

*The nature of the terrorist threat in Northern Ireland has changed significantly in recent years. The Provisional IRA (PIRA) and the main loyalist groups have ceased their terrorist campaigns and engaged with the political process.*

*However, dissident republican terrorist groups reject the political process and continue to carry out attacks, albeit not on the same scale as PIRA. ... Several people have been killed in attacks by dissident republicans since 2009.*

They also state:<sup>xxvi</sup>

*At various times in the recent past, a range of groups have fallen into [the category of domestic extremism]. They have included violent Scottish and Welsh nationalists, right- and left-wing extremists, animal rights extremists and other militant single-issue protesters.*

*The vast majority of people involved in animal rights, nationalist and political campaigns are peaceful. However, such causes have sometimes attracted extremists who have resorted to violence and intimidation.*

*Domestic extremists may seek to carry out solo acts of violence. In 1999, David Copeland, a neo-Nazi, carried out a series of bomb attacks against gay and ethnic minority targets in London. His attacks killed three people and injured 129 more.*

Despite this, it should be noted that the incidence of terrorist attacks in mainland Great Britain has fallen in recent years:<sup>xxvii</sup>

<b>Decade</b>	<b>Reported Incidences</b>	<b>Decade</b>	<b>Reported Incidences</b>
1970s	19	2000s	11
1980s	12	2010s	9
1990s	25		

However, there have been a number of prevented, failed or aborted attacks in recent years, as well as several arrests, detentions, and other incidents related to terrorism.

### **What is Extremism?**

In their paper "Addressing Extremism"<sup>xxviii</sup>, Dr Peter T. Coleman and Dr Andrea Bartoli state:

*Extremism is a complex phenomenon, although its complexity is often hard to see. Most simply, it can be defined as activities (beliefs, attitudes, feelings, actions, strategies) of a character far removed from the ordinary.*

*Typically, the same extremist act will be viewed by some as just and moral (such as pro-social "freedom fighting"), and by others as unjust and immoral (antisocial "terrorism") depending on the observer's values, politics, moral scope, and the nature of their relationship with the actor.*

This suggests that a (perceived or real) feeling of injustice lies at the heart of much extremist thinking.

**As a result, it is important for students to feel accepted as equals in the school and in their dealings with other students, staff, representatives and sub-contractors.**

### **What is an Extremist?**

Extremists can come from any background, any community, or any religion or belief. They can be young or old, male or female, rich or poor. However, they believe that violence or terrorism is an acceptable way of changing how others think or behave.

Staff, students, group leaders, homestay providers and others may arrive at the school already holding extremist views, or whilst part of the school they may be influenced by a range of factors to adopt an extremist viewpoint.

These factors include, but are not restricted to:

- global events  
*For example, an attack by the UK or one of its allies on an individual's home country*
- peer pressure  
*For example, an individual who is far away from friends and family may become overly-dependent on, and overly-influenced by, a group of peers*
- media  
*For example, biased media reporting, often viewed online, can add fuel to an individual's sense of injustice*
- family views  
*For example, a young individual may be excessively influenced by the views of their older relatives*
- extremist materials via hardcopy or online  
*For example, an individual may actively seek out material that confirm pre-held beliefs, but which act as a catalyst to make the views more extreme*
- inspirational speakers  
*For example, charismatic speakers in churches, mosques or other religious institutions may instil or reinforce extremist views*
- friends or relatives being harmed  
*For example, a parent is harmed in a situation for which the individual blames the UK's action (or lack of action)*

- social networks  
*For example, an individual who is far away from friends and family may become overly-dependent on, and overly-influenced by, friends and acquaintances made online*

*Please note, the examples given are illustrative, and not intended to be viewed as in any way exhaustive or authoritative.*

In his book *Rational Extremism: The Political Economy of Radicalism* (2012)<sup>xxix</sup>, Wintrobe argues that many extremist movements, even though having completely different ideologies, share a common set of characteristics:

- They are against any compromise opposing ideologies.
- They dehumanise or demonise those holding opposing views or ideologies
- They are entirely sure of their position.
- They advocate and sometimes use violence to achieve their ends.

**It is thus important that we do not concentrate solely on one group or demographic, and we should be aware that extremist views can be held by people from any background and any walk of life.**

### **Who could become an Extremist?**

Those who encourage or get others to commit acts of violent extremism often target vulnerable people who are led into believing that violence or criminality can earn respect, riches or even glory. Individuals' vulnerability may stem from a range of factors including, but not restricted to:

- isolation, or a loss of identity or sense of belonging  
*This can stem from an individual being away from their roots and support network - for example, being in a foreign country.*  
***It is therefore important that we are as welcoming as possible to everyone, and that we work to maintain a friendly, supportive environment.***
- exclusion  
*If an individual is excluded in some way or treated differently, it can lead to feelings of isolation.*  
***It is therefore important that we have a zero-tolerance approach to all instances of bullying or discriminatory behaviour.***
- mental health problems  
*Many people are unwilling to seek help for mental health issues, and many cultures view such issues as a stigma.*  
***It is therefore important that we create a supportive environment where individuals feel they can talk about their issues. We must also remain vigilant for signs of mental health problems.***
- being the victim of hate crime or discrimination  
*Within any society there are individuals who are prejudiced.*  
***It is therefore important that if an individual has encountered this issue, we must offer them support and reassurance that we are there to help them.***
- a personal crisis or bereavement  
*Personal issues and grief can have a profound effect on people's feelings and beliefs.*  
***It is therefore important that we create a supportive environment where individuals feel they can talk about their problems. We must also be proactive regarding individuals' welfare, and offer support even when it has not been requested.***

In their paper "Identifying and changing the normative beliefs about aggression which lead young Muslim adults to join extremist anti-Semitic groups in Pakistan" (2009)<sup>xxx</sup>, Amjad and Wood state that:

*Joining extremist groups has been seen to arise from beliefs about the acceptability of aggression towards the group's target. For example, in Pakistan, beliefs about the acceptability of aggression against Jews were shown to predict who would join an extremist anti-Semitic group. Cultural differences in acceptability about aggression towards certain groups may explain extremism towards certain targets, and as these beliefs can be easily changed through intervention, this may offer a way in which extremism can be discouraged.*

**Bearing this in mind, it can be seen how important the promotion of Core British Values can be in combatting extremist views and behaviour.**

## Appendix 3: Signs that may cause concern

There are a number of signs that may give rise to concern regarding an individual. These include, but are not restricted to:

### Behaviours Recognisable in Class

- Fall in standard of work.
- Poor attendance.
- Changes in behaviour, such as becoming isolated or disengaged.
- Changes in attitude, such as intolerance of differences.
- Loss of interest in friends and activities not associated with an extremist ideology, group or cause.
- Use of extremist narratives and a global ideology to explain personal disadvantage.
- Attempts to impose personal views or beliefs on others
- Use of extremist vocabulary to exclude others or incite violence
- Demonstrations of support for extremist causes or leaders, either verbally or in written work.
- Demonstrations of support terrorist attacks, either verbally or in written work.
- Changes to style of dress or personal appearance to fit in with a group.
- Possession of material or symbols associated with an extremist cause, such as the swastika.

### Other Behaviours

- Day-to-day behaviour is increasingly centred on an extremist ideology, group or cause.
- Communications with others that suggest identification with a group, cause or ideology.
- Attempts to recruit others to a group, cause or ideology.
- Accessing extremist material online or via social network sites
- Possession (e.g. in accommodation) of images depicting extremist ideology, views or symbols.

### Factors relating to Background

- Encountering rejection in a peer, social, family or faith group context.
- Insecure, conflicted or absent family relationships.
- Evidence that a significant adult or other in the individual's life has extremist views or sympathies?
- Lack of affinity or understanding for others.
- Witnessing racial or religious hate crime or sectarianism
- Being the victim of racial or religious hate crime or sectarianism.
- Being the perpetrator of racial or religious hate crime or sectarianism.

### Factors relating to Travel

- Regular or extended travel within the UK, with no satisfactory explanation.
- Travel for extended periods to international locations known to be associated with extremism.
- Attempts made to disguise their true identity, possibly involving the use of documents in support.

### Critical Risk Factors

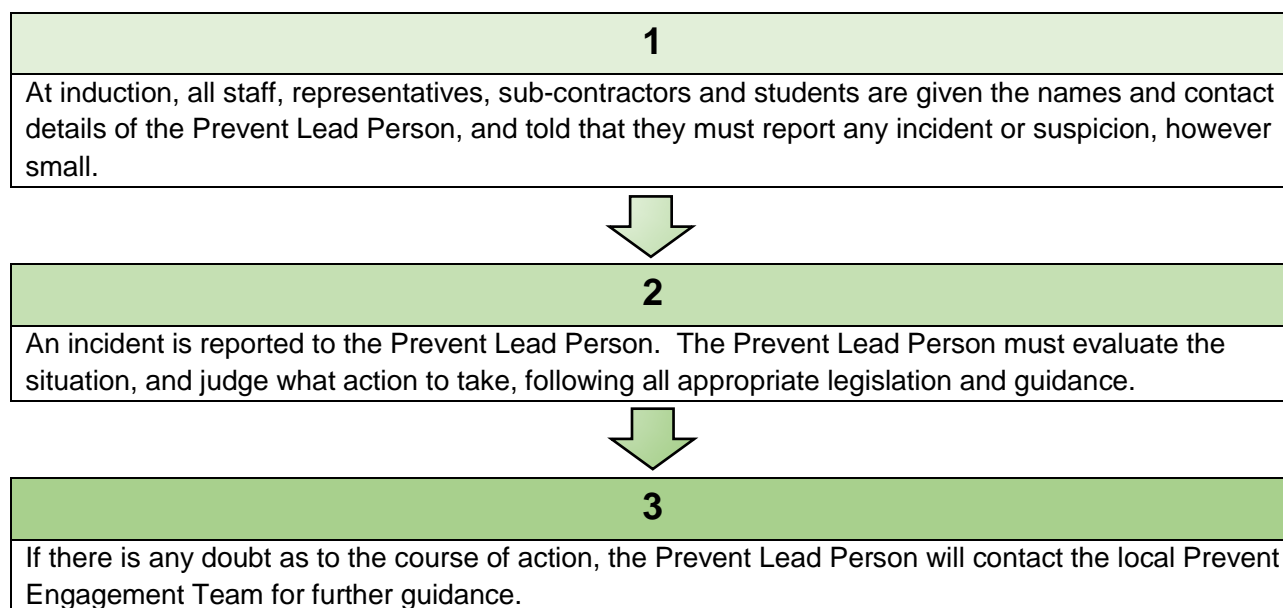
- Talking about exposure to extremist materials or views outside school.\*
- Accessing extremist websites, especially those with a social networking element. \*
- Possessing extremist literature. \*
- Justifying the use of violence to solve societal issues. \*
- Creating graffiti, writing or art work promoting extremist messages or images. \*

*\*In these cases, information must be shared with relevant local authorities*

[Return to Table of Contents](#)



## Appendix 4: How and when to react to concerns



**Please Note: Any incidents or suspicions relating to students Under 18 must be referred through the school's standard Safeguarding Channels.<sup>xxx</sup>**

Contact details for key Prevent Duty personnel:

### Burlington School

Name	Position	Contact
Phil Bloomfield	Deputy Principal Prevent Lead Person	Email: <a href="mailto:pbloomfield@burlingtonschool.co.uk">pbloomfield@burlingtonschool.co.uk</a> Tel: 020 7736 9621 Mobile: 07858 625673

### LBHF Prevent Engagement Team

Name	Position	Contact
Pinakin Patel	Head of Prevent	Email: <a href="mailto:pinakin.patel@lbhf.gov.uk">pinakin.patel@lbhf.gov.uk</a> Secure email: <a href="mailto:pinakin.patel@lbhf.gcsx.gov.uk">pinakin.patel@lbhf.gcsx.gov.uk</a> Tel: 0208 753 5727
Jake Butterworth	Designated Schools Prevent Officer	Email: <a href="mailto:jake.butterworth@lbhf.gov.uk">jake.butterworth@lbhf.gov.uk</a> Secure email: <a href="mailto:jake.butterworth@lbhf.gcsx.gov.uk">jake.butterworth@lbhf.gcsx.gov.uk</a> Tel: 0208 753 5843 Mobile: 07747 781 056

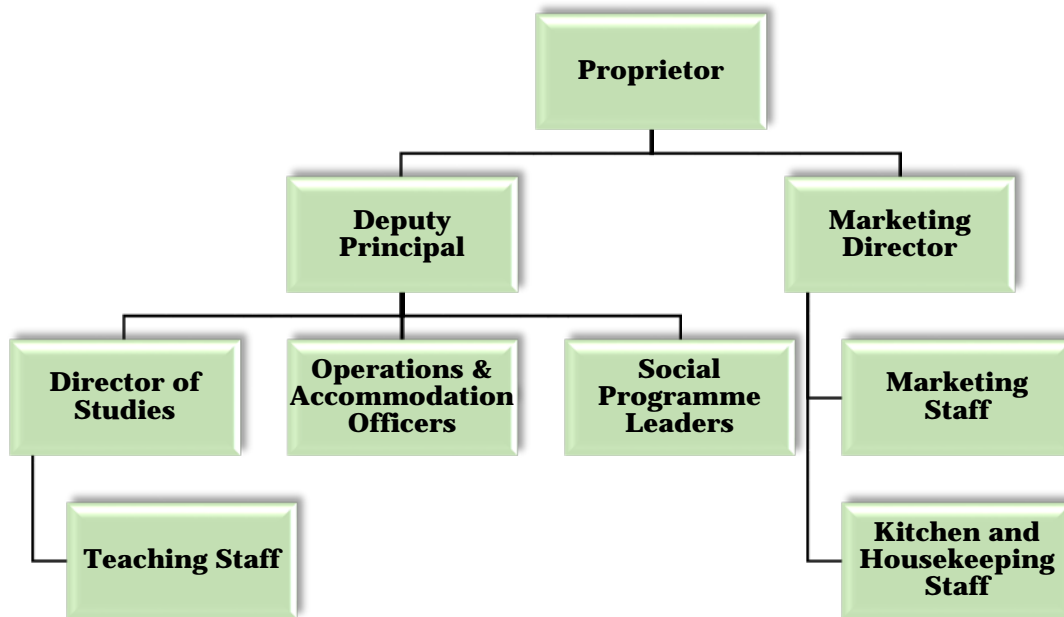
### Emergency Services

Name	Position	Contact
Non-Emergency Situations		Tel: 101
Emergency Situations		Tel: 999

### English UK

Name	Position	Contact
Huan Japes	Deputy Chief Executive (Professional Services)	Email: <a href="mailto:huan@englishuk.com">huan@englishuk.com</a> Tel: 020 7608 7967

## Appendix 5: Responsibilities and Roles of Staff



Name	Position	Prevent Responsibility
Isabella Anders	Proprietor	To oversee the implementation of the policies and procedures relating to the Prevent Duty.

Name	Position	Prevent Responsibility
Phil Bloomfield	Deputy Principal	<p><b>Lead Person for Prevent Designated Safeguarding Lead</b></p> <p>To ensure the policies and procedures relating to the Prevent Duty are adhered to across all departments on a day-to-day basis.</p> <p>To liaise with other staff over reports of incidents or suspicions.</p> <p>To liaise with the local Prevent Engagement Team as required.</p> <p>To report incidents and suspicions to the local Prevent Engagement Team and/or the Police as required.</p> <p>To ensure all staff, representatives and sub-contractors are fully trained in their rights and responsibilities relating to the Prevent Duty.</p> <p>To ensure all students are aware of their rights and responsibilities relating to the Prevent Duty.</p> <p>To deal with all cases relating to the Prevent Duty involving individuals under the age of 18.</p>

Name	Position	Prevent Responsibility
Mary-Ellen Wright	Director of Studies	<p><b>Safeguarding &amp; Welfare Officer Designated Safeguarding Lead</b></p> <p>To ensure that all academic staff, representatives and subcontractors are fully trained in their rights and responsibilities relating to the Prevent Duty.</p> <p>To ensure that all academic staff, representatives and subcontractors are fully compliant with their duties under the Prevent Duty.</p> <p>To offer support and advice to all academic staff, representatives and subcontractors as required.</p>

Sergio Borges Ed West	Operations and Accommodation Officers	<p><b>Safeguarding &amp; Welfare Team</b></p> <p>To ensure that all accommodation staff, representatives and subcontractors are fully trained in their rights and responsibilities relating to the Prevent Duty.</p>
--------------------------	--	--

		To ensure that all accommodation staff, representatives and subcontractors are fully compliant with their duties under the Prevent Duty. To offer support and advice to all accommodation staff, representatives and subcontractors as required.
George Barnbrooke	Marketing Director	To ensure that all marketing staff, representatives and subcontractors are fully trained in their rights and responsibilities relating to the Prevent Duty. To ensure that all marketing staff, representatives and subcontractors are fully compliant with their duties under the Prevent Duty. To offer support and advice to all marketing staff, representatives and subcontractors as required.

Name	Position	Prevent Responsibility
See <a href="#">Appendix 6</a>	Teachers	To be vigilant for and to report to a Lead Person any instances of the signs of concern outlined in <a href="#">Appendix 3</a> .
Valentina Ananyeva Santiago Tula	Business Development Managers	To be vigilant for and to report to a Lead Person any instances of the signs of concern outlined in <a href="#">Appendix 3</a> .
See Separate List	Accommodation Providers	To be vigilant for and to report to a Lead Person any instances of the signs of concern outlined in <a href="#">Appendix 3</a> .
Renata Horvath	Housekeepers	To be vigilant for and to report to a Lead Person any instances of the signs of concern outlined in <a href="#">Appendix 3</a> .
Carmen Milea	Cook	To be vigilant for and to report to a Lead Person any instances of the signs of concern outlined in <a href="#">Appendix 3</a> .

[Return to Table of Contents](#)

## Appendix 6: Staff 2017

Name	Position
Agata Dlugokecka	Activity Manager (Ardingly)
Amanda Meyer	EFL Teacher (London)
Amy Purcell	EFL Teacher (London)
Anna Gargiulo	Business Development Manager (London)
Anna Piercy	Centre Manager (Ardingly)
Annette Campbell	EFL Teacher (Ardingly)
Barbara Kudzia	Housekeeper (London)
Barbara McCanlis	Director of Studies (London)
Carmen Milea	Cook (London)
Chris Fitchett	EFL Teacher (London)
Daniel Bright	Activity Leader (Ardingly)
David Storer	EFL Teacher (Ardingly)
Dominika Swiderska	Activity Leader (Ardingly)
Edward Brandt	EFL Teacher (London)
Edward West	Registrar (London)
Edwina Jiang	Business Development Manager (London)
Eliane Tomasi	Accommodation Officer (London)
Filippo Testa	EFL Teacher (London)
Frankie Conway	EFL Teacher (London)
Gavin Messenger	EFL Teacher (London)
George Barnbrooke	Marketing Director (London)
George Lezcano	EFL Teacher (London)
Cadwallader	
Glenton Edwards	EFL Teacher (London)
James Capel	EFL Teacher (London)
Jason Carlisle	EFL Teacher (Ardingly)

Name	Position
Jessica Sharpe	Director of Studies (Ardingly)
Kamila Swiderska	Office Manager (London)
Lisa Corcoran	EFL Teacher (London)
Luana Tesoro	Activity Leader (Ardingly)
Lucy Green	EFL Teacher (Ardingly)
Mark Stokes	EFL Teacher (London)
Mary-Ellen Wright	Director of Studies (London)
Michelle Cranwell	EFL Teacher (Ardingly)
Natacha Fazzio Talone	Business Development Manager (London)
Nikki Jackson	Activity Manager (London)
Olivia Chester	Activity Leader (Ardingly)
Pauline Sithole	EFL Teacher (London)
Phil Bloomfield	Deputy Principal (London)
Phoebe Beetham	EFL Teacher (Ardingly)
Santiago Tula	Business Development Manager (London)
Sergio Borges	Registrar (London)
Steve Ridley	EFL Teacher (London)
Ted Miller	EFL Teacher (London)
Tim Beech	EFL Teacher (Ardingly)
Tom Blight	EFL Teacher (London)
Valentina Ananyeva	Business Development Manager (London)
Vali Faulkner	EFL Teacher (London)
Venus Varis	EFL Teacher (London)
Victoria Tempel-Merzougui	EFL Teacher (London)
Zelah Clarke	EFL Teacher (London)

[Return to Table of Contents](#)

## Appendix 7: Staff July 2017

Name	Position
Agata Dlugokecka	Activity Manager (Ardingly)
Amanda Meyer	EFL Teacher (London)
Amy Purcell	EFL Teacher (London)
Anna Gargiulo	Business Development Manager (London)
Anna Piercy	Centre Manager (Ardingly)
Annette Campbell	EFL Teacher (Ardingly)
Barbara Kudzia	Housekeeper (London)
Barbara McCanlis	Director of Studies (London)
Carmen Milea	Cook (London)
Chris Fitchett	EFL Teacher (London)
Daniel Bright	Activity Leader (Ardingly)
David Storer	EFL Teacher (Ardingly)
Dominika Swiderska	Activity Leader (Ardingly)
Edward Brandt	EFL Teacher (London)
Edward West	Registrar (London)
Eliane Tomasi	Accommodation Officer (London)
Filippo Testa	EFL Teacher (London)
Frankie Conway	EFL Teacher (London)
Gavin Messenger	EFL Teacher (London)
George Barnbrooke	Marketing Director (London)
George Lezcano Cadwallader	EFL Teacher (London)
Glenton Edwards	EFL Teacher (London)

Name	Position
Jason Carlisle	EFL Teacher (Ardingly)
Jessica Sharpe	Director of Studies (Ardingly)
Kamila Swiderska	Office Manager (London)
Lisa Corcoran	EFL Teacher (London)
Luana Tesoro	Activity Leader (Ardingly)
Lucy Green	EFL Teacher (Ardingly)
Michelle Cranwell	EFL Teacher (Ardingly)
Nikki Jackson	Activity Manager (London)
Olivia Chester	Activity Leader (Ardingly)
Pauline Sithole	EFL Teacher (London)
Phil Bloomfield	Deputy Principal (London)
Phoebe Beetham	EFL Teacher (Ardingly)
Sergio Borges	Registrar (London)
Ted Miller	EFL Teacher (London)
Tim Beech	EFL Teacher (Ardingly)
Tom Blight	EFL Teacher (London)
Valentina Ananyeva	Business Development Manager (London)
Vali Faulkner	EFL Teacher (London)
Venus Varis	EFL Teacher (London)
Victoria Tempel-Merzougui	EFL Teacher (London)
Zelah Clarke	EFL Teacher (London)

[Return to Table of Contents](#)

## Appendix 8: Risk Assessment and Action Plan

### Prevent Duty: Risk Assessment

Prevent Vulnerability/Risk Area	What is already done/being done?	What still needs to be done?	By
<b>1. Leadership</b>			
Are the Proprietor and Senior Managers aware of and had training in their Prevent Duty responsibilities?			
<b>2. Internal Contacts</b>			
Have internal Prevent Lead Persons been appointed?			
What are their names and job titles?			
Are all staff and representatives aware of the identity and contact details for the			
<b>3. External Contacts</b>			
Has the Lead Person(s) made contact with the local Council, Safeguarding Board and/or Police Prevent Coordinator and exchanged contact details?			
What is/are their names and contact details?			
<b>4. Training</b>			
Do all staff & homestays/sub-contractors have awareness of the following key			
Do they know what the Prevent Duty is and what its aim is?			
Do they know how to recognise vulnerable students who might be drawn			

Do they know what the Core British Values are?			
Do they know to exploit opportunities to promote Core British Values? Are they ready and willing to do this?			
Do they know to report when they have concerns about anyone, whether student, staff or representative? Do they know who to report to and how?			
<b>5. Welfare support</b>			
Does the school have sufficient welfare support, especially for vulnerable students?			
Is support available at all times and on all days?			
Are all students aware of the support available, and how to access it?			
<b>6. Prayer and faith facilities</b>			
Are these well managed and being used appropriately?			
Can the school direct students to moderate places of worship if requested?			
<b>7. Safeguarding</b>			
Does the school have policies and procedures in place to protect its students			
i. Online material?			
ii. Notices and displays?			

iii. Outside speakers?			
iv. External contractors?			
<b>8. Campus security</b>			
How are entrances and exits managed			
Are staff/students easily identified, and			
What additional security measures are in			
<b>9. Serious incident management</b>			
Is there an Emergency Action Plan (EAP) showing how to respond in the event of a serious incident on or off campus?			
<b>9. Policies</b>			
Are the above points covered in the Prevent Policy and/or Welfare Policy?			
Do policies include record keeping			
i. training?			
ii. raising and recording concerns?			
iii. internal reporting			
iv. referrals to outside agencies?			

**Risk Assessment carried out by:**

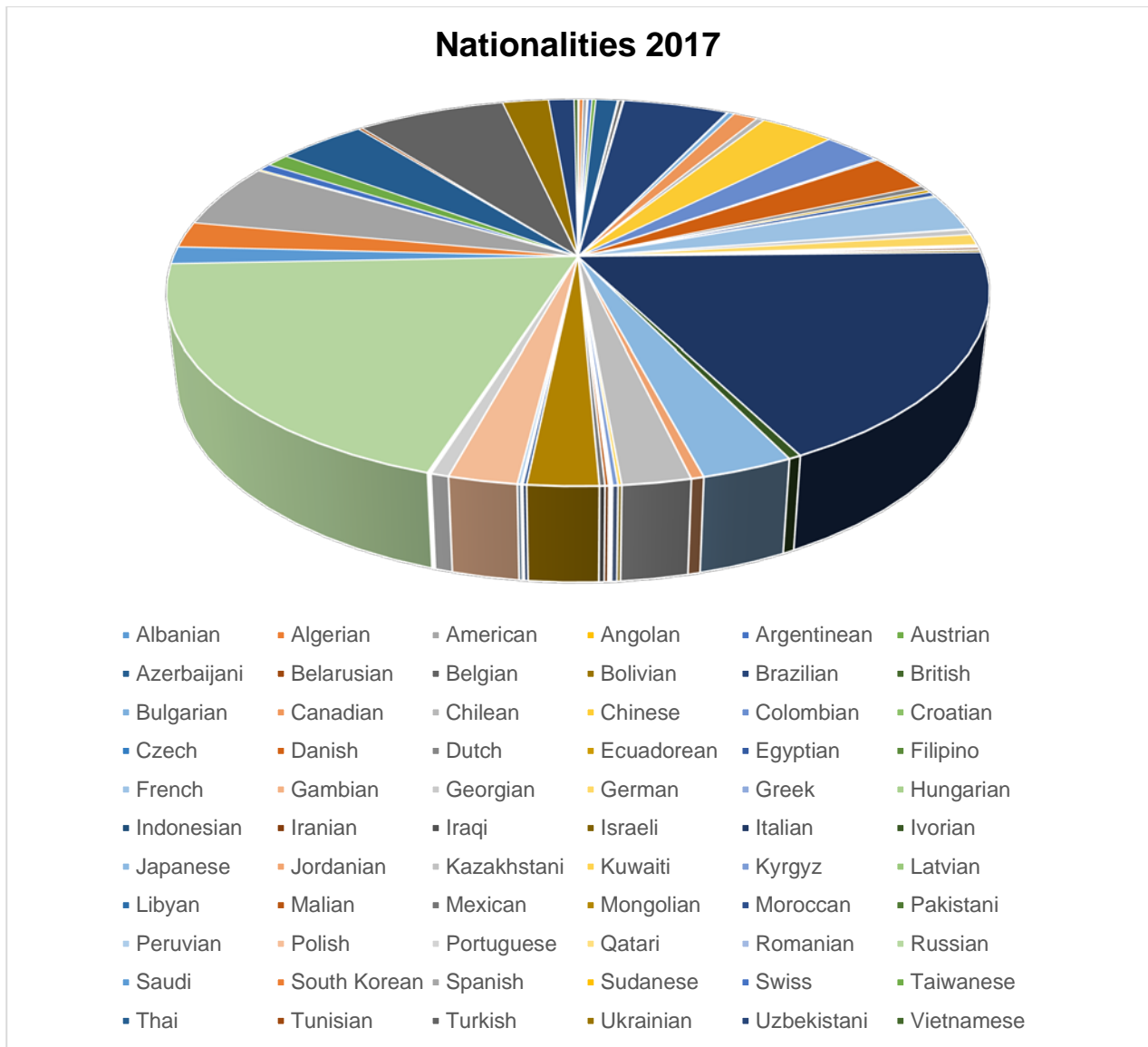
**Position:**

**Date of Risk Assessment:**

**Review Date**



## Appendix 9: Nationalities at Burlington School 2017



Nationality	Percentage
Albanian	0.06%
Algerian	0.18%
American	0.18%
Angolan	0.06%
Argentinean	0.18%
Austrian	0.18%
Azerbaijani	1.02%
Belarusian	0.06%
Belgian	0.18%
Bolivian	0.06%
Brazilian	4.92%
British	0.06%
Bulgarian	0.30%
Canadian	1.14%
Chilean	0.36%

Nationality	Percentage
Egyptian	0.36%
Filipino	0.12%
French	3.06%
Gambian	0.06%
Georgian	0.48%
German	0.90%
Greek	0.12%
Hungarian	0.06%
Indonesian	0.06%
Iranian	0.18%
Iraqi	0.06%
Israeli	0.18%
Italian	17.76%
Ivorian	0.42%
Japanese	3.06%

Nationality	Percentage
Mexican	0.18%
Mongolian	2.34%
Moroccan	0.12%
Pakistani	0.06%
Peruvian	0.12%
Polish	2.28%
Portuguese	0.60%
Qatari	0.06%
Romanian	0.06%
Russian	19.44%
Saudi	1.44%
South Korean	2.16%
Spanish	5.40%
Sudanese	0.12%
Swiss	0.60%

Chinese	3.48%
Colombian	2.70%
Croatian	0.06%
Czech	0.12%
Danish	3.06%
Dutch	0.42%
Ecuadorean	0.24%

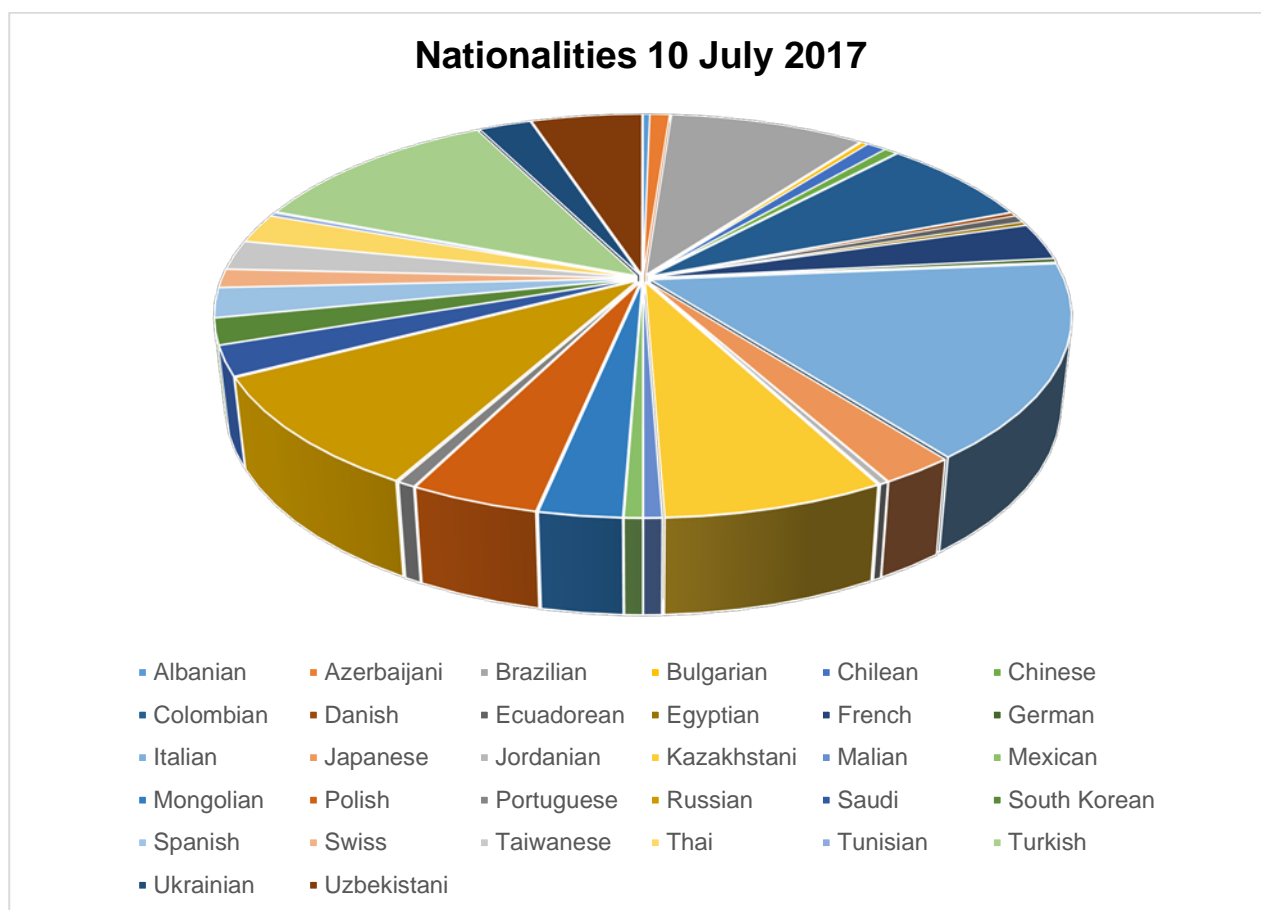
Jordanian	0.42%
Kazakhstani	2.28%
Kuwaiti	0.12%
Kyrgyz	0.18%
Latvian	0.06%
Libyan	0.06%
Malian	0.12%

Taiwanese	1.08%
Thai	4.14%
Tunisian	0.18%
Turkish	6.96%
Ukrainian	2.16%
Uzbekistani	1.20%
Vietnamese	0.18%

*Full data available on request.*

[Return to Table of Contents](#)

## Appendix 10: Nationalities at Burlington School 10 July 2017



Nationality	Percentage
Albanian	0.30%
Azerbaijani	0.90%
Brazilian	8.98%
Bulgarian	0.30%
Chilean	0.90%
Chinese	0.60%
Colombian	7.19%
Danish	0.30%
Ecuadorean	0.60%
Egyptian	0.30%
French	2.99%

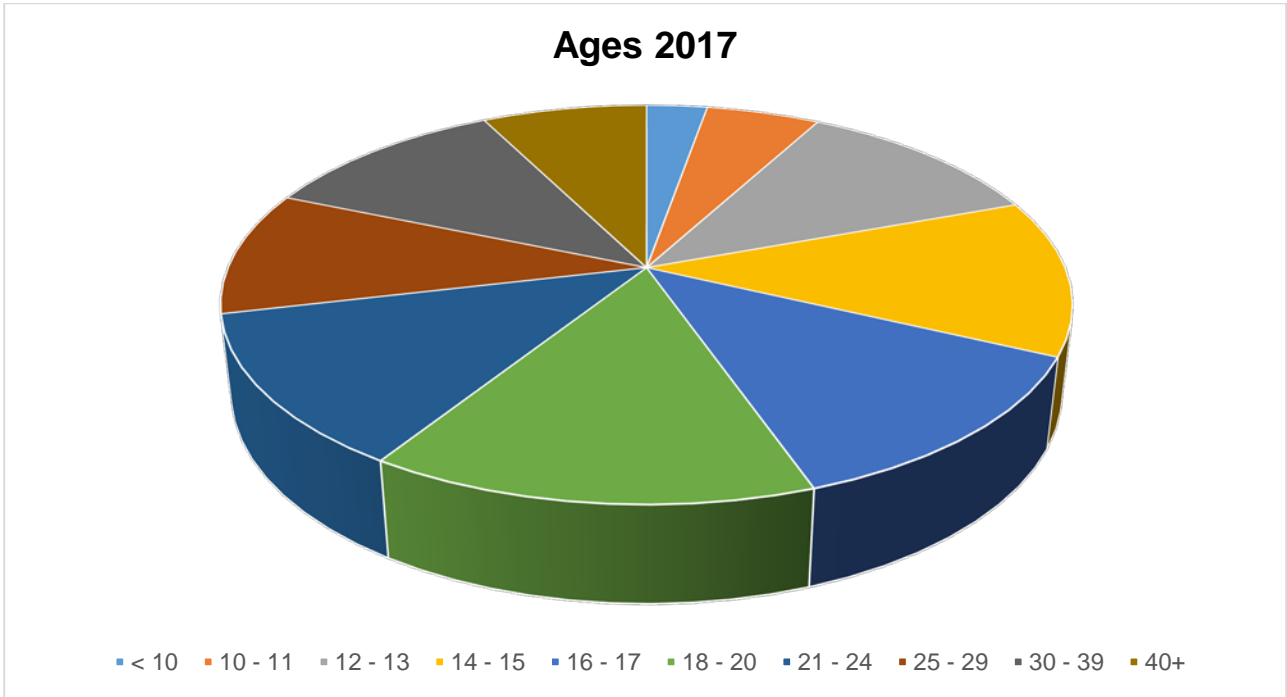
Nationality	Percentage
German	0.30%
Italian	15.87%
Japanese	2.40%
Jordanian	0.30%
Kazakhstani	7.19%
Malian	0.60%
Mexican	0.60%
Mongolian	2.69%
Polish	4.19%
Portuguese	0.60%
Russian	9.28%

Nationality	Percentage
Saudi	2.40%
South Korean	2.10%
Spanish	2.40%
Swiss	1.50%
Taiwanese	2.40%
Thai	2.40%
Tunisian	0.30%
Turkish	11.68%
Ukrainian	2.40%
Uzbekistani	5.09%

Full data available on request.

[Return to Table of Contents](#)

## Appendix 11: Ages of Students 2017



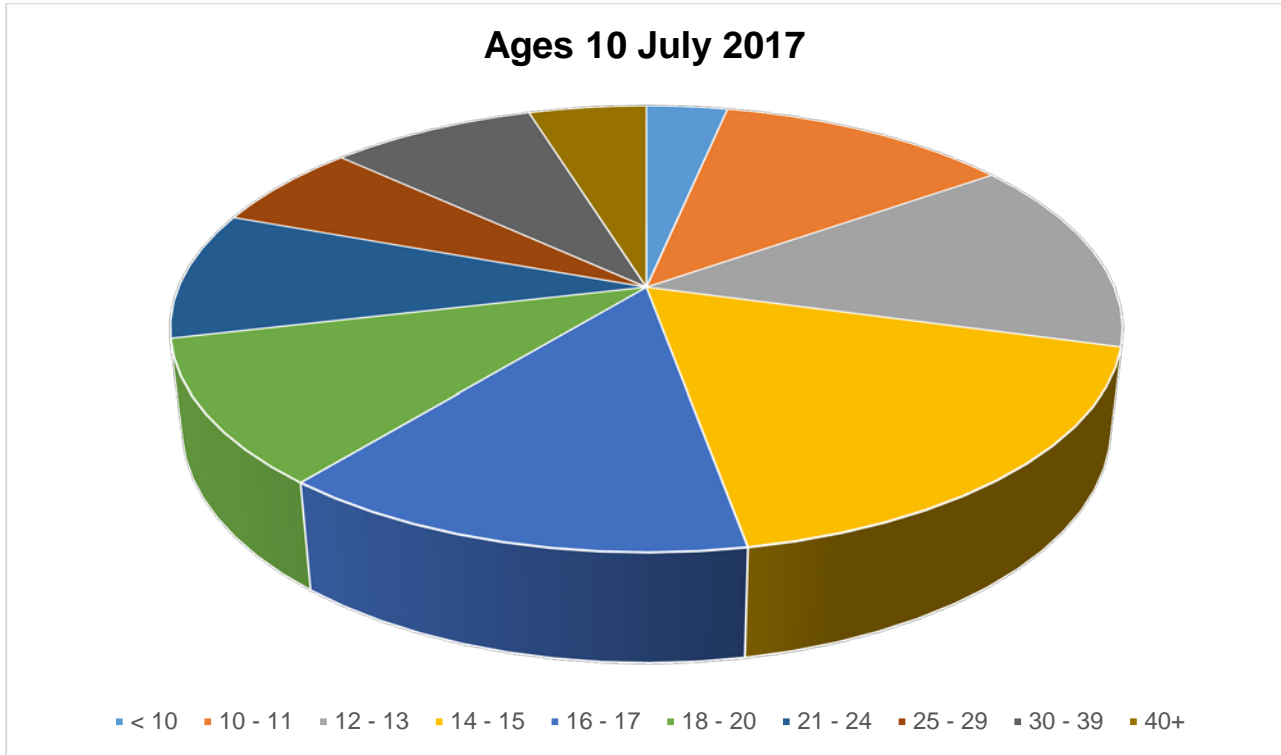
Age Range	Percentage
< 10	2.75%
10 - 11	5.14%
12 - 13	11.48%
14 - 15	12.67%
16 - 17	12.61%

Age Range	Percentage
18 - 20	14.35%
21 - 24	12.31%
25 - 29	10.04%
30 - 39	11.18%
40+	7.47%

*Full data available on request.*

[Return to Table of Contents](#)

## Appendix 12: Ages of Students 10 July 2017



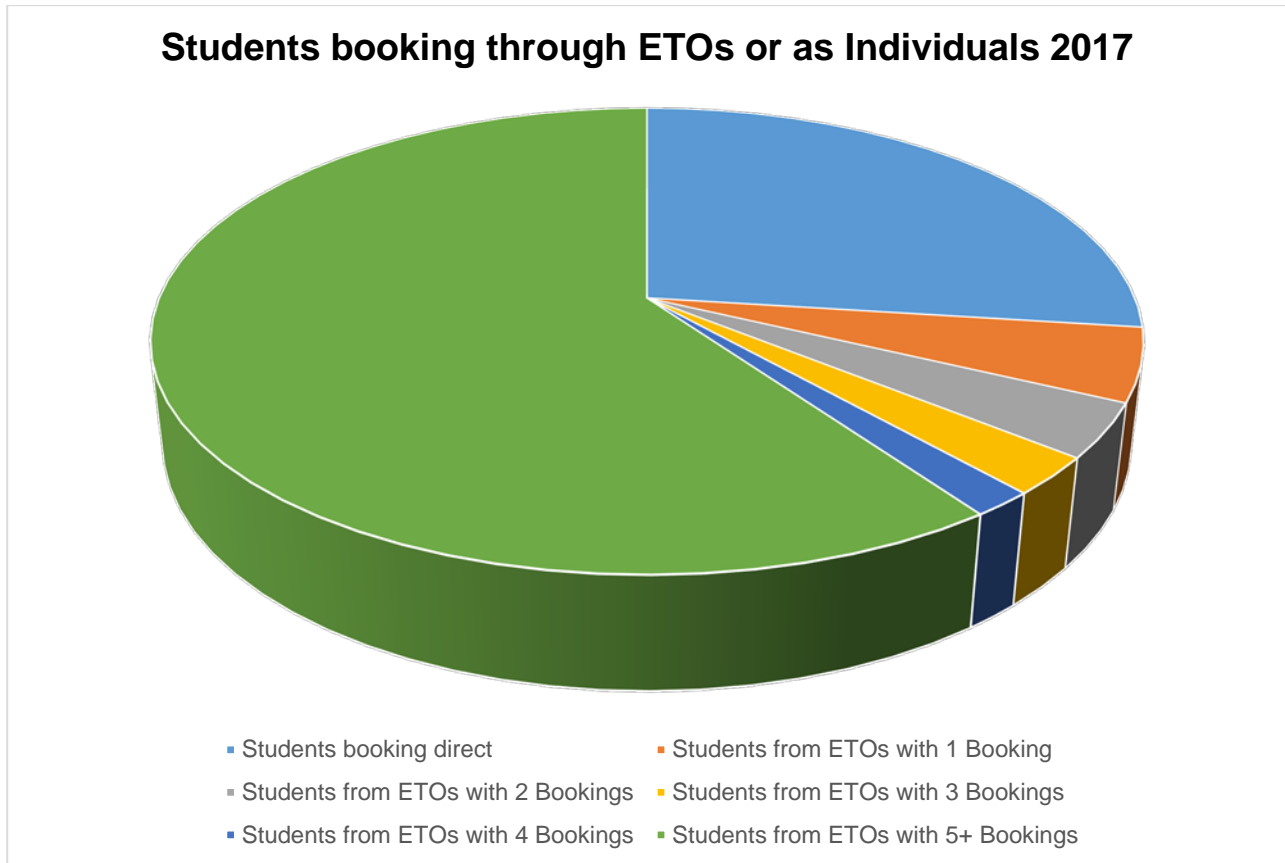
Age Range	Percentage
< 10	3.28%
10 - 11	11.94%
12 - 13	14.03%
14 - 15	17.91%
16 - 17	13.73%

Age Range	Percentage
18 - 20	10.45%
21 - 24	9.25%
25 - 29	6.27%
30 - 39	8.36%
40+	4.78%

*Full data available on request.*

[Return to Table of Contents](#)

## Appendix 13: Students booking through ETOs or as Individuals 2017



<b>Booking Type</b>	<b>Percentage</b>
Students booking direct	27.02%
Students from ETOs with 1 Booking	5.04%
Students from ETOs with 2 Bookings	3.74%
Students from ETOs with 3 Bookings	2.62%
Students from ETOs with 4 Bookings	1.74%
Students from ETOs with 5+ Bookings	59.84%

[Return to Table of Contents](#)

## Appendix 14: Demographic Data for England and Wales, London and LBHF

### 1. Region or Country of birth (by population):

	England & Wales	London	LBHF
UK	86.70%	63.40%	57.60%
EU	4.30%	10.30%	14.80%
Rest of Europe	0.50%	1.90%	2.30%
Africa	2.30%	7.60%	6.90%
Middle East and Asia	4.60%	11.80%	8.90%
North America	0.50%	1.00%	2.20%
South and Central America	0.30%	1.20%	1.80%
Caribbean	0.50%	1.80%	1.70%
Antarctica and Oceania	0.30%	1.00%	3.80%

#### Sources

: <http://data.london.gov.uk/dataset/population-country-birth/resource/d0f17333-0205-47b6-b90e-c3d0493e1f42#>  
[http://www.lbhf.gov.uk/Images/2011%20Census%20report\\_LBHF%20briefing\\_tcm21-177945.pdf](http://www.lbhf.gov.uk/Images/2011%20Census%20report_LBHF%20briefing_tcm21-177945.pdf)

### 2. Ethnicity (by population):

	England & Wales	London	LBHF
White	87.20%	61.60%	68.10%
Asian	6.90%	17.70%	9.10%
Black	3.00%	12.40%	11.80%
Mixed	2.00%	4.90%	5.50%
Other	1.00%	3.40%	5.50%

#### Sources

: [https://en.wikipedia.org/wiki/Demography\\_of\\_the\\_United\\_Kingdom](https://en.wikipedia.org/wiki/Demography_of_the_United_Kingdom)  
[https://en.wikipedia.org/wiki/Demography\\_of\\_London](https://en.wikipedia.org/wiki/Demography_of_London)  
[http://www.lbhf.gov.uk/Images/2011%20Census%20report\\_LBHF%20briefing\\_tcm21-177945.pdf](http://www.lbhf.gov.uk/Images/2011%20Census%20report_LBHF%20briefing_tcm21-177945.pdf)

### 3. Proportion of households where English is spoken as the main language (by population):

	England & Wales	London	LBHF
1 or more members of household	92.30%	77.90%	85.50%
0 members of household	7.70%	22.10%	14.50%

#### Sources

: [http://www.ons.gov.uk/ons/dcp171776\\_302179.pdf](http://www.ons.gov.uk/ons/dcp171776_302179.pdf)  
<http://www.ons.gov.uk/ons/rel/census/2011-census-analysis/language-in-england-and-wales-2011/chd-figure-3.xls>  
[http://www.lbhf.gov.uk/Images/2011%20Census%20report\\_LBHF%20briefing\\_tcm21-177945.pdf](http://www.lbhf.gov.uk/Images/2011%20Census%20report_LBHF%20briefing_tcm21-177945.pdf)

### 4. Religion (by population):

Religion	England & Wales	London	LBHF
Christianity	59.30%	48.40%	54.10%
Islam	4.80%	12.40%	10.00%
Hinduism	1.50%	5.00%	1.10%
Sikhism	0.80%	1.50%	0.20%
Judaism	0.50%	1.80%	0.60%

Religion	England & Wales	London	LBHF
Buddhism	0.40%	1.00%	1.10%
Other religion	0.40%	0.60%	0.50%
No religion	25.10%	20.70%	23.80%
Not stated	7.20%	8.50%	8.40%

#### Sources

: [https://en.wikipedia.org/wiki/Religion\\_in\\_the\\_United\\_Kingdom](https://en.wikipedia.org/wiki/Religion_in_the_United_Kingdom)  
[https://en.wikipedia.org/wiki/Religion\\_in\\_London](https://en.wikipedia.org/wiki/Religion_in_London)  
[http://www.lbhf.gov.uk/Images/2011%20Census%20report\\_LBHF%20briefing\\_tcm21-177945.pdf](http://www.lbhf.gov.uk/Images/2011%20Census%20report_LBHF%20briefing_tcm21-177945.pdf)

[Return to Table of Contents](#)

## Appendix 15: References

- 
- i <http://www.legislation.gov.uk/ukpga/2015/6/contents/enacted>
- ii <http://www.legislation.gov.uk/ukpga/2015/6/contents/enacted>
- iii [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)
- iv <https://www.gov.uk/government/publications/counter-terrorism-strategy-contest>
- v [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)
- vi See student induction and handbooks for further information
- vii <https://www.mi5.gov.uk/home/the-threats/terrorism/threat-levels.html>
- viii [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)
- ix [http://www.lbhf.gov.uk/Directory/Education\\_and\\_Learning/Schools\\_and\\_Colleges/School\\_Staff\\_Zone/183101\\_Prevent\\_and\\_schools\\_and\\_staff\\_training\\_for\\_schools.asp](http://www.lbhf.gov.uk/Directory/Education_and_Learning/Schools_and_Colleges/School_Staff_Zone/183101_Prevent_and_schools_and_staff_training_for_schools.asp)
- x <http://www.englishuk.com/en/training>
- xi <http://www.englishuk.com/>
- xii <http://www.englishuklondon.com/>
- xiii See Recruitment Policy for further information
- xiv <https://www.teacherspensions.co.uk/employers/training-and-resources/references/tp-online.aspx>
- xv [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/377519/DBS\\_referrals\\_guide\\_summary\\_of\\_regulated\\_activity\\_with\\_children\\_v2.2.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/377519/DBS_referrals_guide_summary_of_regulated_activity_with_children_v2.2.pdf)
- xvi <https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>
- xvii [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/289214/safeguarding\\_children\\_and\\_safer\\_recruitment\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/289214/safeguarding_children_and_safer_recruitment_in_education.pdf)
- xviii <http://www.onestopenglish.com/clil/>
- xix See Teaching and Learning Policy for further information
- xx See Safeguarding and Welfare Policy for further information
- xxi <https://www.mi5.gov.uk/home/the-threats/terrorism/threat-levels.html>
- xxii See Emergency Action Plan Policy for further information
- xxiii <https://www.mi5.gov.uk/home/about-us/what-we-do/the-threats/terrorism.html>
- xxiv [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)
- xxv <https://www.mi5.gov.uk/home/about-us/what-we-do/the-threats/terrorism/northern-ireland.html>
- xxvi <https://www.mi5.gov.uk/home/about-us/what-we-do/the-threats/terrorism/domestic-extremism.html>
- xxvii [https://en.wikipedia.org/wiki/List\\_of\\_terrorist\\_incidents\\_in\\_Great\\_Britain](https://en.wikipedia.org/wiki/List_of_terrorist_incidents_in_Great_Britain)
- xxviii [http://www.tc.columbia.edu/i/a/document/9386\\_WhitePaper\\_2\\_Extremism\\_030809.pdf](http://www.tc.columbia.edu/i/a/document/9386_WhitePaper_2_Extremism_030809.pdf)
- xxix <http://www.cambridge.org/us/academic/subjects/economics/public-economics-and-public-policy/rational-extremism-political-economy-radicalism>
- xxx <http://personalpages.manchester.ac.uk/staff/alex.wood/amjadwood.pdf>
- xxxi See Safeguarding and Welfare Policy for further information

[Return to Table of Contents](#)