



**OXFORD
International
College**

A NORD ANGLIA EDUCATION SCHOOL

PREVENT POLICY

POLICY INTENDED FOR:	Students & Staff
CATEGORY:	Safeguarding
POLICY IMPLEMENTED BY:	Prevent Lead
POLICY MONITORED BY:	SLT
REVIEWED BY:	Vice Principal Pastoral
CONSULTATION WITH:	Senior Leadership Team (SLT)
REVIEW DATE:	Aug 2026
FUTURE REVIEW:	Aug 2027

The Three Pillars

The three pillars of Oxford International College are:

- Academic Excellence
- Personal Development
- Career and University Pathways

CONTENTS

INTRODUCTION	3
AIMS, STRATEGY AND METHODOLOGY	4
SPOTTING THE SIGNS	5
TEACHING APPROACHES	6
USE OF EXTERNAL AGENCIES AND SPEAKERS	6
IDENTIFYING VULNERABILITY	6
WORKING IN PARTNERSHIP	7
IT POLICIES SUPORTIVE INTERVENTIONS	7
EQUALITY AND DIVERSIRTY	8
MARTYN'S LAW	8
RISK ASSESSMENT	8
RELATED POLICIES	10
FURTHER INFORMATION	10

INTRODUCTION

The Government's counter-terrorism strategy, CONTEST, aims to minimise the risk of terrorism to the UK, its citizens, and interests worldwide. One of the key pillars of CONTEST is Prevent, which works alongside three other critical areas:

- Pursue: To prevent terrorist attacks.
- Protect: To enhance our defences against terrorist threats.
- Prepare: To mitigate the impact of a terrorist attack.

At Oxford International College, we actively participate in the National Prevent Strategy. Our collaboration with local partners, families and Oxfordshire communities ensures that our students are safe from the threat of terrorism. Prevent aligns with our broader responsibility for safeguarding, as outlined in our Policy for Safeguarding Children and Child Protection. While we assess the risk to be low, continuous monitoring is a formal part of our half-termly Prevent meetings. Risk assessments and associated records are diligently maintained by our Designated Safeguarding Lead and the designated Prevent Lead.

The Prevent strategy recognises that young people are particularly susceptible to violent extremist, radicalisation, or terrorist narratives. This includes non-violent extremism, which can foster an environment conducive to terrorism and popularise views that terrorists exploit. Protecting children from the risk of radicalisation is an integral part of our broader safeguarding responsibilities. It is akin to shielding them from other harms, such as drugs, gangs, neglect, or sexual exploitation—whether these threats originate within their families or from external influences.

According to the Government's Prevent Duty Guidance for England and Wales Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism: an action that endangers or causes serious violence to a person/people, damage to property or seriously interferes with 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.

At OIC, we actively foster pupils' resilience to radicalisation by promoting fundamental British values in our career and life skills sessions and empowering them to challenge extremist viewpoints. We encourage open discussions and debates on controversial issues. Our goal is to create a safe environment where children, young people, and staff can comprehend the risks associated with terrorism and acquire the knowledge and skills needed to counter extremist arguments.

Prevent addresses radicalisation to all forms of extremism and terrorism, including the extreme right-wing, for example, and seemingly non-violent extremism, which can popularise divisive and harmful views that terrorists exploit. Action to address forms of extremism such as these should be prioritised locally according to the risks faced.

To assist in this the objectives of the Prevent strategy, as from 2024, are to:

- Tackle the causes of radicalisation and respond to the ideological challenge of terrorism;
- Safeguard and support those most at risk of radicalisation through early intervention, identifying them and offering support; and

- Enable those who have already engaged in terrorism to disengage and rehabilitate.

<https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible>

Counter-terrorism strategy (CONTEST) 2018 - GOV.UK (www.gov.uk)

AIMS, STRATEGY AND METHODOLOGY

At Oxford International College, we prioritise creating a safe environment where pupils can openly engage with sensitive topics, including terrorism and the extremist ideas associated with terrorist ideologies. Our aim is to equip students with the knowledge and skills necessary to critically challenge such notions through our Lifeskills curriculum.

In order to fulfil the College's Prevent Duty, we undertake the following:

1. Promote Fundamental British Values:

Actively promote fundamental British values, including mutual respect, tolerance, and democratic participation. We integrate these values into our wider life skills curriculum and careers programs, subject areas, and assemblies. We offer all students the chance to engage in **enrichment classes** for government and politics and GCSE and AS level as part of our enrichment classes offering.

2. Encourage freedom and openness while respecting learner and staff diversity.

Risk Assessment:

Assess the risk of children in our College, settings, and activities being drawn into terrorism.

Maintain robust safeguarding policies that consider the guidelines set out in:

- Keeping Children safe in education, 2024
- National Minimum Standards (NMS) 11,
- Counterterrorism and Security Act 2015,
- Prevent Duty Guidance: England and Wales (2023),
- UK Safer Internet Centre: Appropriate Filtering and Monitoring

We will promptly report extremism or radicalisation issues to the Prevent Lead and DSL on the CPOMS reporting system.

Local Authority Engagement:

Engage with Oxford County Council and Oxford City Council, our local authority, to assess the potential risk of individuals being drawn into terrorism in our local area.

Staff Training and Responsibilities:

Identify a nominated Staff Lead who will also fulfil the role of Staff Prevent Lead. In their absence, the DSL assumes this responsibility.

The DSL provides regular safeguarding updates and training to all adults working at Oxford International College. Students and Pupils also receive training through the PSHE curriculum (known as Life Skills), and at assemblies and tutor-time activities.

Staff are regularly encouraged to visit the Government's "Educate Against Hate" website:

<https://www.educateagainsthate.com/teachers/>

This is an invaluable resource which provides information and resources to enable staff to remain updated around their Prevent Duty and how to notice signs of young people being radicalised or experiencing the grooming activities so common with this action.

Further (free) Government training can be found at:

<https://www.support-people-susceptible-to-radicalisation.service.gov.uk/>

All new staff at OIC have to complete online safeguarding training which is provided by an **external company**. Part of this training covers the Prevent Duty also.

There is an annual Prevent update to all staff as part of the annual safeguarding INSET before the new academic year commences.

Due Diligence Checks:

- Conduct due diligence checks on groups or individuals seeking to hire or use the college premises.
- Perform due diligence checks on visitors to the College, especially visiting speakers invited by careers and life skills department (for further information see the visiting speaker's policy).
- Pupils or staff. Ensure a staff member with **DBS** is present for all guest speakers.
- Verify contractors working on college sites.

Internet Safety:

- Ensure pupils are safe from terrorist and extremist material when accessing the internet within the College and Boarding.
- Implement appropriate filters and monitoring systems as required by the Prevent Duty and recommended by the UK Safer Internet Centre. OIC uses Fortinet - Firewall and Web Filtering and has FortiAnalyser - Reporting application which offers consolidated, real-time view of any security threats on the college network.

Policy Review:

- Regularly review our policies to stay up to date.

SPOTTING THE SIGNS

The journey to becoming radicalised is different for everyone and there are many reasons why someone becomes vulnerable. Radicalisation can take place very quickly, or over a long period of time. More important than any one specific sign is the sense that something is not quite right with the person you're worried about. You could spot one sign or a combination of signs that seem to be increasing in intensity. However, there are certain behaviours you can watch out for that we often see when someone is being led down the path of extremism. Visit ACT Early <https://actearly.uk/spot-the-signs-of-radicalisation/what-to-look-for/> to find out more about the signs that someone may be vulnerable to radicalisation.

Possible Indicators of Risk

- Racist graffiti/ symbols/ comments made in College.
- Speaking out or writing in favour of extremist ideas in students' work.
- Extreme comments shared on social media.
- Distribution of extreme or terrorist propaganda among other pupils.
- Vulnerable students being influenced by others (although we are aware of a need to avoid over-simplified assessments of who might be 'vulnerable'), because of the existence of one or more factors, which may include:
 - An identity crisis, involving an individual's distance from their cultural/ religious heritage, including peer/ family/ faith group rejection
 - A personal crisis, including family tension/ social isolation/ friendship issues
 - Personal circumstances, such as migration, experience of racism
 - Unmet aspirations
 - Criminality
 - Experience of poverty, disadvantage, discrimination or social exclusion
 - Association with those known to be involved in extremism (including via the internet)
 - A significant shift in the pupil's behaviour or outward appearance, particularly involving conflict with their family and/or faith group
- Travel for extended periods of time to international locations known to be associated with

extremism

- Disguising of a pupil's identity, e.g. in documentation
- A simplistic or flawed understanding of religious/ political/ global issues
- A significant adult or other in the pupil's life who has extremist views or sympathies

Critical risk factors being:

- Contact with extremist recruiters.
- Articulation of support for extremist causes/ leaders.
- The possession of extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Membership of extremist organisations.

TEACHING APPROACHES

At OIC, we are committed to dispelling myths and assumptions that can lead young people to feel alienated and disempowered. We achieve this through effective teaching, primarily in the Life skills lessons.

Our teaching approaches focus on building students' resilience to extremism and fostering a positive sense of identity. We ensure that all staff members are equipped to recognise extremism and confidently address it. Additionally, we remain flexible in adapting our teaching methods to address specific issues related to extremism and radicalisation.

This approach is deeply embedded in our College ethos and our curriculum pillars. Students learn what constitutes safe and acceptable behaviour in the context of extremism and radicalisation. We work in conjunction with our College's spiritual, moral, social, and cultural development programmes and our life skills curriculum.

Students are encouraged to report any concerns about online radicalisation to their teachers, prevent lead, or pastoral team. Posters around the College serve as reminders, and we also educate parents about the risks of radicalisation through newsletters and briefings during Parents' evenings.

Our core values include democracy, the rule of law, individual liberty, mutual respect, and tolerance for diverse faiths and beliefs. By instilling these values, we prepare our pupils for life in modern multicultural Britain and beyond.

USE OF EXTERNAL AGENCIES AND SPEAKERS

At Oxford international College, we value the enrichment that external agencies and speakers bring to our students' experiences for both careers and our life skills curriculum. However, we carefully vet these external entities to ensure alignment with our College values and ethos. We recognise that some agency work may not directly correlate with our curriculum, but we prioritise its benefit to our students. For further information see the visiting speakers policy.

Our ethos encourages students to engage with opposing views and ideologies, fostering informed debate. We may use external agencies or speakers to facilitate this process. By delivering a balanced curriculum that aligns with our ethos and incorporating external resources where appropriate, we aim to help students recognise risks, build resilience, and develop critical thinking skills.

IDENTIFYING VULNERABILITY

There is no single method for identifying an individual susceptible to a terrorist ideology. Similar to managing other safeguarding risks, we must pay attention to changes in children's behaviour that might signal a need for help or protection.

Children at risk of radicalisation may exhibit various signs or attempt to conceal their views.

Professional Judgment and Proportionate Action:

Staff should rely on their professional judgment to identify children who might be at risk of radicalisation. It's essential to act proportionately based on the specific situation.

Even very young children can be vulnerable to radicalisation by external influences, whether within the family or outside. Any concerning behaviour should prompt action.

Balancing Family Privacy and Safeguarding:

The Prevent duty doesn't mandate unnecessary intrusion into family life. However, like any other safeguarding risk, teachers and childcare providers must act when they observe concerning behaviour.

Existing Safeguarding Policies:

Procedures are already in place to protect children at risk of radicalisation. These protocols are outlined in our existing safeguarding policies.

WORKING IN PARTNERSHIP

The Prevent duty builds upon existing local partnership arrangements. Local Safeguarding Children and Adult Partnerships coordinate efforts among local agencies to safeguard and promote the welfare of children in their area. Collaborating with partners, including the police and civil society organisations, can offer valuable advice and support.

Engaging effectively with parents and families is crucial, as they are well-positioned to recognise signs of radicalisation. Oxford International College can assist and advise families who express concerns and guide them toward appropriate support resources.

The statutory guidance emphasises the significance of Prevent awareness training for equipping staff to recognise children at risk of being drawn into terrorism and to counter extremist ideas. All teaching and support staff receive Prevent training as part of their staff development and complete the online Prevent training modules.

IT POLICIES SUPPORTIVE INTERVENTIONS

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The College ensures that suitable filtering is in place and smoothwall alerts are monitored and discussed within the Designated Safeguarding Lead team and Prevent Lead.

OIC uses Fortinet - Firewall and Web Filtering and has FortiAnalyser - Reporting application which offers consolidated, real-time view of any security threats on the college network.

Channel is the multi-agency approach to protect people at risk from radicalisation and aims to identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; develop the most appropriate support plan for the individuals concerned.

Should concerns require support from other agencies, the following are ways in which terrorism and extremism can be reported:

- Anti terrorist hotline: 0800 789 321.
- Crime stoppers: 0800 555 111.
- Relevant police force: 101.
- www.gov.uk/report-suspicious-activity-to-mi5
- To report any online terrorist-related material: www.gov.uk/report-terrorism

EQUALITY AND DIVERSITY

All developments are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage & civil partnership, pregnancy & maternity, age, religion/ belief or political/ other personal beliefs.

MARTYN'S LAW

The legislation uses a tiered approach based on the number of people expected on the premises. OIC falls into the standard tier: Premises where 200–799 people may be present. Requirements focus on simple, low-cost measures to reduce harm and save lives. The established lockdown policy has been drilled and is deemed effective with the Full Lockdown featuring evacuation when necessary, with the AUDIBANT system used and, in this case, using the phrase 'THE OXFORD TUBE IS LEAVING NOW'. In the case of OIC summer works 2026 are focused on securing the back gate of London Place to ensure the campus has a secure perimeter using a clicker system and/or keypad password together with SALTO at the front. The front entrance of London is one layered and so there does exist a risk of tail gating, but students/staff are taught about this and the importance of remaining vigilant when the lanyards with school cards (SALTO) are issued. Wavy Gate, the school's main accommodation block, has a perimeter fence and SALTO at the front whilst St Clement's which has a double layered entrance both with SALTO. Finally, the administration block entrance is comparable to London Place whilst the perimeter is already secured with a newly installed back gate with clicker/and or keypad password.

RISK ASSESSMENT

Risk to Young People	Potential Impact	Control Measures
Exposure to extremist or radicalising content online	Radicalisation, intolerance, extremist beliefs	Internet filtering and monitoring systems; acceptable use agreements; online safety curriculum; regular safeguarding lessons; monitoring of search activity; staff training on online radicalisation indicators.
International students isolated from family support networks	Increased vulnerability to grooming, manipulation or extremist narratives	Strong pastoral system; boarding supervision; regular wellbeing checks; tutor meetings; access to counselling; clear reporting pathways.

Students experiencing loneliness, discrimination or identity issues	Increased susceptibility to extremist groups offering belonging or purpose	Comprehensive PSHE/RSE programme; equality and diversity education; peer support; anti-bullying measures; staff trained to recognise vulnerability factors.
External speakers promoting extremist or divisive views	Exposure to harmful ideologies	Speaker vetting process; educational rationale required; senior leader approval; staff supervision; balanced viewpoints promoted; records maintained.
Unauthorised visitors accessing the school site	Direct contact with students and potential extremist influence	Controlled entry systems; visitor sign-in procedures; visitor badges; supervision requirements; secure perimeter and access controls.
Radicalisation through peer influence	Spread of extremist narratives within student groups	Staff vigilance; safeguarding reporting procedures; behaviour monitoring; restorative conversations; early intervention through DSL/Prevent Lead.
International political or religious conflicts affecting student relationships	Polarisation, hostility or extremist viewpoints	Promotion of respectful debate; SMSC and PSHE education; monitoring of tensions; staff mediation; safeguarding referrals where appropriate.
Students accessing extremist material off-site in Oxford city centre	Increased exposure to radicalising influences	Student induction; supervision arrangements; education on reporting concerns; boarding curfews; safeguarding awareness training.
Staff failing to recognise signs of radicalisation	Missed opportunities for intervention	Annual Prevent training; safeguarding updates; induction training; DSL and Prevent Lead oversight; clear referral pathways including Channel.
Social media recruitment and extremist messaging	Grooming and exploitation of students	Digital literacy education; online safety policy; monitoring and reporting concerns; parental engagement; safeguarding interventions.
Students expressing extremist views without challenge	Normalisation of harmful ideologies	Staff trained to challenge appropriately; promotion of British values; classroom discussion within safe boundaries; safeguarding referrals where necessary.
Contractors and visitors working on site	Opportunity for inappropriate influence or contact	Identity checks; DBS requirements where applicable; supervised access; visitor procedures.
Major incident or terrorist-related threat in city centre	Risk to physical safety and wellbeing	Lockdown procedures; emergency communication systems; regular drills; liaison with emergency services; secure site arrangements.

RELATED POLICIES

- Preventing Bullying Policy
- IT Acceptable Use Policy
- Safeguarding Children and Child Protection Policy
- Lockdown Policy
- The Education(Independent School Standards) Regulations (ISSR) Part 3
- National Minimum Standards (NMS) 11
- Counterterrorism and Security Act 2015
- Prevent Duty Guidance: England and Wales (2024)
- UK Safer Internet Centre: Appropriate Filtering and Monitoring
- Keeping Children Safe in Education (KCSIE) 2025
- Working together to safeguard children 2023

FURTHER INFORMATION

For further information about PREVENT, please speak to Vice Principal Pastoral

contact@oxcoll.com

Oxford International College
1-5 London Place, Oxford,
OX4 1BD, United Kingdom