

# STUDENT POLICIES & PROCEDURES MANUAL

*2024-25*



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# INTRODUCTION

**Welcome to the Education House Leeds International Student's Policies and Procedures Manual.**

Dear Students,

A heartfelt welcome to Education House Leeds! We are excited to have you as part of our global community, where English language learners and Business Management training participants come together. This Policies and Procedures Manual has been thoughtfully crafted to guide you through your academic and professional journeys at Education House Leeds.

About Education House Leeds at Education House Leeds, our commitment is to deliver exceptional English language education and professional Business Management training while fostering a supportive and inclusive environment for our international community. This manual is your go-to resource for understanding the policies that shape your experience with us.

Your Roadmap to Success Contained within these pages are details about admission procedures, academic expectations, support services, and more. Whether you're embarking on an English language course or participating in Business Management training, familiarizing yourself with these policies will empower you to thrive both academically and professionally.

How to Use This Manual For your convenience, this manual is organized into sections, each addressing different aspects of your student or participant life. Whether you're seeking information on attendance requirements, academic support services, or understanding our code of conduct, you'll find it all here.

Staying Connected We encourage you to stay connected with Education House Leeds through our communication channels. Regularly check your official email for essential updates, announcements, and additional resources that will enhance your learning and training experiences.

Your Feedback Matters Your feedback is invaluable to us as we strive for continuous improvement. If you have any questions, concerns, or suggestions, please don't hesitate to reach out to our dedicated support team. Your input helps shape the international Education House Leeds experience.

Thank you for choosing Education House Leeds as your destination for English language education and Business Management training. We extend our best wishes for a successful and enriching journey ahead!

Best regards,  
Education House Leeds

# 1. Attendance Policy

## 1.1 Introduction

Our institution is dedicated to providing an enriching educational experience for international students undertaking various courses. This comprehensive attendance policy is designed to guide students through their studies, ensuring a structured and supportive learning environment while also adhering to immigration requirements.

## 1.2 Required Attendance Percentage

International students are expected to maintain a minimum attendance of 90% throughout the course. This percentage is crucial to facilitate effective learning and ensure steady progress in their respective courses.

## 1.3 Class Schedule

For English language courses, classes are scheduled every Wednesday and Thursday, from 10:00 am to 4:00 pm, with an additional provision for 3 hours of online study portals. Detailed information about the eHouse online portals, including access instructions, is outlined in the "Learning Resources Guide," available in the online learner account of registered students.

For short courses or Experiential Business Management training for international participants, the duration is typically 3 to 4 weeks. Specific class schedules and additional details will be provided at the beginning of each course.

## 1.4 Absence Notification

Prompt communication is essential if a student is unable to attend a class. Students must inform their assigned student advisor or the administrative staff, providing a valid reason for the absence along with supporting evidence.

## 1.5 Accepted Absences

Absences supported by valid evidence, such as a medical certificate or official appointment documentation, will be considered and approved.

## 1.6 Attendance Records

To ensure transparency and compliance, detailed attendance records will be maintained for all international students. These records may be shared with relevant authorities, including the Home Office, upon request.

### **1.7 *Unauthorized Attendance***

Students are expected to attend classes according to the established schedule. Disciplinary actions will be taken against students who attend classes without proper authorization.

### **1.8 *Minimum Attendance Level***

Should a student's attendance fall below the required 90%, the administration will notify the Home Office. This notification may potentially lead to the curtailment of the student's visa, underscoring the critical importance of consistent attendance.

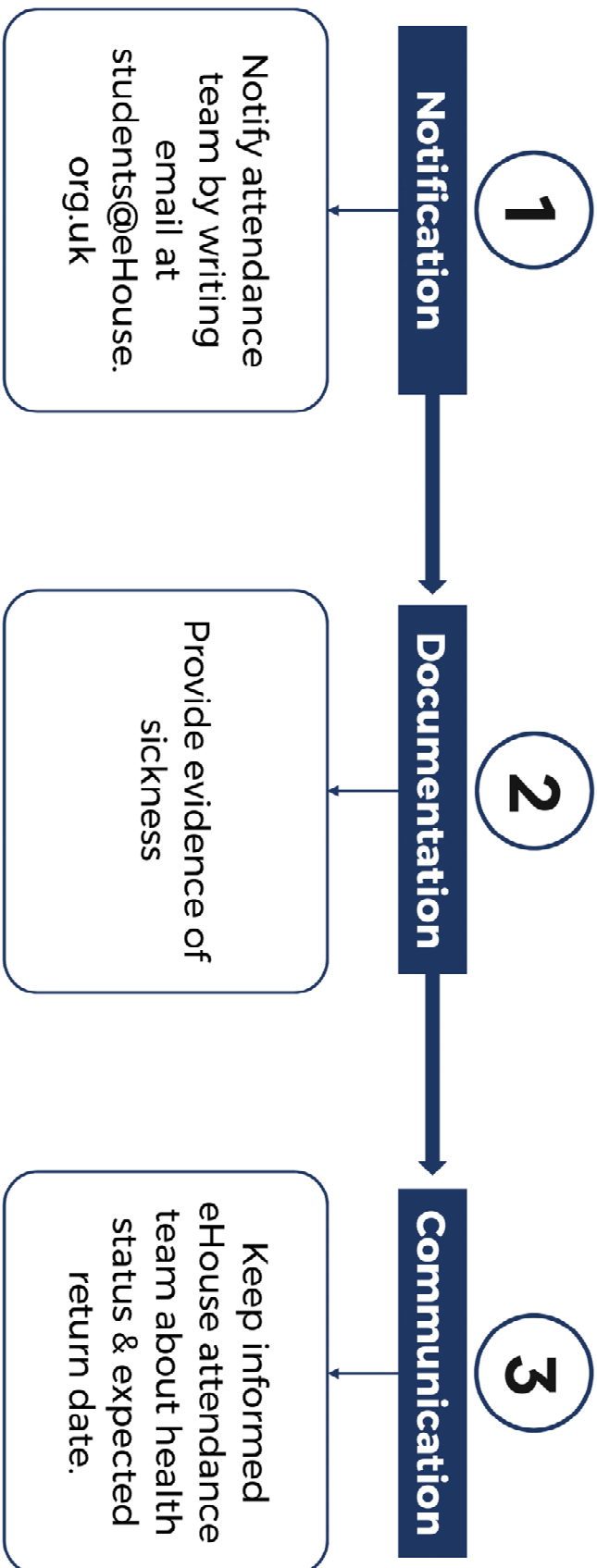
### **1.9 *Planned Leave Procedure***

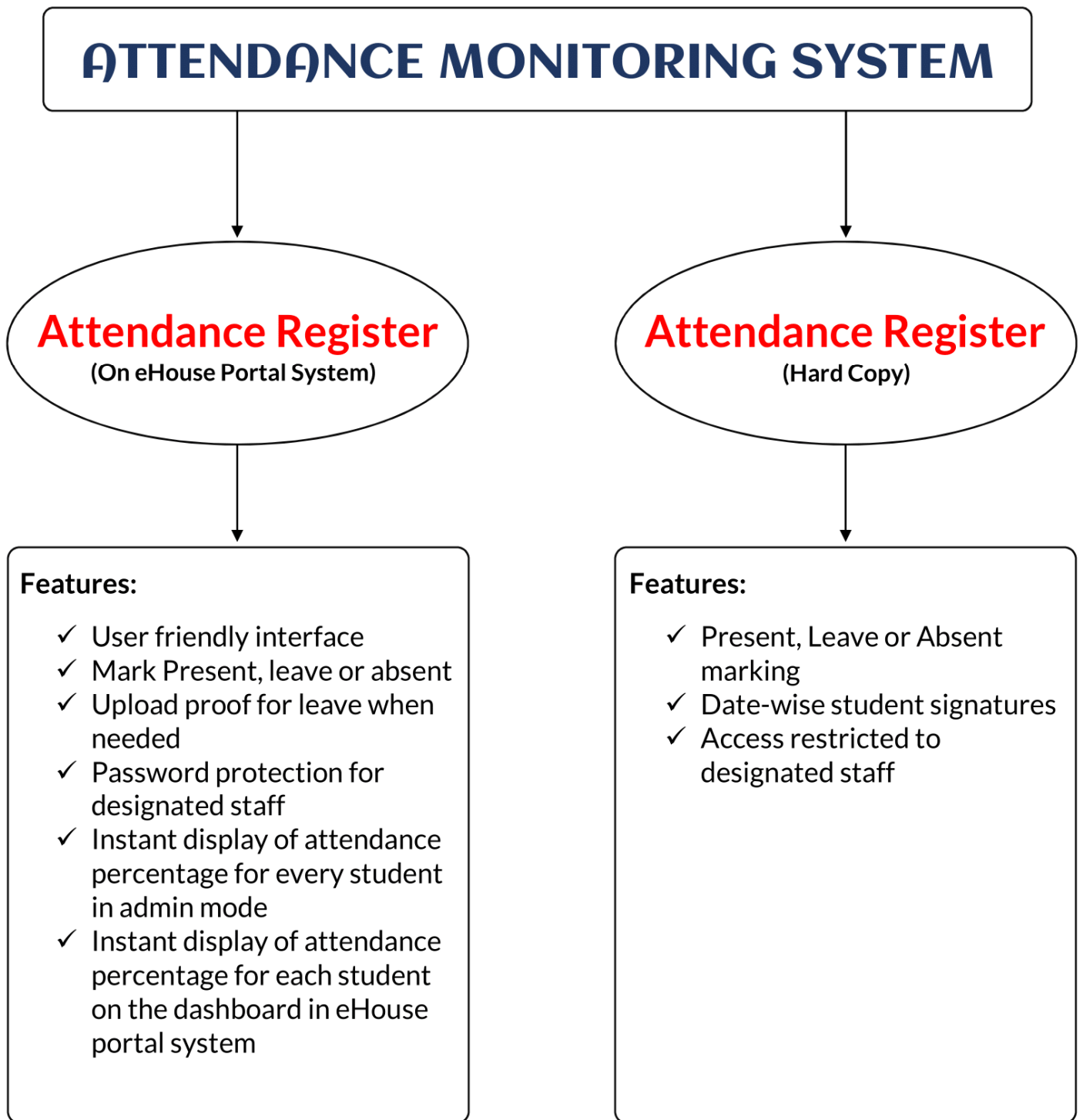
For planned leaves, students are advised to follow a structured procedure. This involves notifying their student advisor well in advance, providing a valid reason for the leave, and submitting any necessary supporting documentation.

In conclusion, these attendance rules are crafted to provide international students with a robust learning experience across various courses. By fulfilling these requirements, students not only enhance their skills and knowledge but also comply with immigration regulations. The detailed class schedules for English language courses and other short courses, along with online study portals, reflect our commitment to flexibility and accessibility. All relevant information about the eHouse online portals can be found in the "Learning Resources Guide," ensuring that students have comprehensive access to their educational tools and materials. Your dedication to maintaining the required attendance percentage is fundamental to your academic success and overall experience at our institution.

# SICKNESS LEAVE PROCEDURE

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## 2. Code of Conduct

**We expect you to:**

- 2.1 *Commitment and Attitude:*** Show commitment and maintain a positive attitude toward your studies.
- 2.2 *Politeness and Respect:*** Be polite and respectful to staff and fellow students both in and out of the classroom.
- 2.3 *Attendance:*** Attend all scheduled sessions and exams, aiming for 100% attendance. If you can't make it, inform us promptly.
- 2.4 *Assignments and Progress:*** Complete coursework and assignments on time. Regularly meet with your tutor to discuss and assess your progress.
- 2.5 *Adherence to Policies:*** Follow the rules and procedures outlined during your induction at Education House Leeds.
- 2.6 *Mobile Devices:*** Turn off and put away mobile devices unless your tutor allows their use for learning purposes.
- 2.7 *Smoking Guidelines:*** If you smoke, limit it to designated areas, whether it's cigarettes or e-cigarettes.
- 2.8 *Legal Compliance:*** Abide by our rules and the law. Do not bring, consume, or sell alcohol or illegal drugs.
- 2.9 *Maintaining a Safe Environment:*** Help us maintain a safe learning environment at Education House Leeds by behaving responsibly.

## 3. Complaints Policy

### 3.1 Purpose

Education House Leeds is committed to listen and respond dissatisfaction of all users. So, all complaints will be taken seriously; fully investigated; handled quickly, sympathetically and confidentially; and lead to improvements. Expressions of dissatisfaction can be about policies, procedures, practices, a misunderstanding, an unreasonable expectation, staff behavior or quality of services.

A complaint is a statement of dissatisfaction relating to the individual, the care they are receiving or any other aspect of service delivery. Complaints are dealt with two ways:

Stage 1. Informal – by talking to us	Stage 2.by putting the complaint in writing
<p>Informal complaints arise when a verbal concern is made. They can often be addressed and resolved immediately, and if so, do not require investigation or a formal written response.</p> <p><b>Informal Complaint Procedure</b></p> <p>When an informal complaint is raised it will be dealt with appropriately and effectively. All complaints will be recorded, passed on to the Complaint Officer and filed in the learner’s individual file.</p> <p>The tutor/assessor may be able to resolve the problem straight away. If the person raising the informal complaint is happy with the answer given, the concern will be considered satisfactorily concluded. It will be recorded and passed to the Complaint Officer. If the complainant is unhappy with the outcome of their informal complaint they should make a formal complaint to the Complaint Officer. If the complainant prefers not to put it in writing themselves, it can be done on their behalf. Once read and agreed, it should be signed.</p>	<p>Formal complaints cannot be resolved ‘on the spot’. They are written, and require a written response and investigation. Some verbal concerns will be classed as ‘formal Complaints due to the seriousness of their nature or possibly because the complainant may be unable to produce a written complaint or the complaint is made by telephone.</p> <p><b>Formal Complaint Procedure</b></p> <p>Formal complaints will be dealt with appropriately and effectively, considering severity, timeframe and any immediate action required.</p> <p>All employees of Education House Leeds are potentially recipients of complaints and upon receipt an employee will inform the Complaint Officer and ask him to investigate. Formal complaints will be acknowledged within three working days of receipt. They will be investigated, and a written response given within ten working days. The written response will address the issues raised in the complaint, and provide information about what action, if any, will be taken. All records relating to the complaint, including copies of all correspondence, statements etc. will be stored in a confidential file maintained by the Complaint Officer and where the complaint is directly associated with a learner, in their confidential file. No person who is the subject of a formal complaint may take any responsibility for consideration of a response to that complaint. No person will suffer any form of harassment or reprisal for making a complaint. Any complaint which concerns safeguarding issues will be referred immediately to Designated</p>

	Safeguarding Coordinator. Where it is considered that the 'ten-day response' target is unlikely to be met, then a more realistic assessment will be made, and the complainant will be informed.
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### **3.2 Complaint's records / Data**

Written records must be kept of all formal or informal complaints received. Records must be documented whether they are resolved at the preliminary stage or proceed to a panel hearing.

#### **Confidentiality of Records**

All correspondence, statements, and records of complaints are to be kept confidential.

### **3.3 Outcome of the investigation**

On completion of the investigation, the complaint will be classified in one of three ways: -

- Upheld – the complaint was fully justified and will result in corrective action being taken, e.g. an amendment of management/service procedures, staff training, improved communications
- Partially upheld – certain aspects of the complaint were considered justified and will result in follow-up action
- Not upheld – the complaint was not justified.

## **Stage 3. Appeals**

If complainant is not happy with the outcome of the complaint, complainant can request an appeal / review of the matter which will be undertaken by a different manager and overseen by the Principal.

A further investigation will be undertaken to reach a solution acceptable to both the complainant and Education House Leeds.

### **3.4 Disciplinary Action**

Education House Leeds has a number of employment policies in place, which are designed to deal with allegations of abuse, discrimination etc. If during any investigation into a complaint made by a learner it becomes apparent that some form of disciplinary action is to be taken against an employee, then it will do so in accordance with the most appropriate and relevant policy.

## **Stage 4. Appealing to BAC**

Should the outcome of the internal appeal be unsuccessful you are entitled to appeal to the British Accreditation Council (BAC) who are an accrediting body of Education House Leeds. The procedures for this appeal process are detailed below:

If a participant has completed the eHouse's own complaints procedure but has still not achieved a satisfactory resolution, the following should be submitted to the British Accreditation Council (BAC):

- A detailed letter of complaint, including a full description of the cause for complaint and the circumstances in which it arose.
- A signed statement authorizing BAC to investigate the complaint and to raise the matter with eHouse on his/her behalf.
- Copies of all supporting documentation relating to the complaint. A complaints pack with more detail is available to download from the BAC website. BAC staff will seek to resolve all complaints received against accredited institutions to the mutual satisfaction of the complainant and eHouse, with the exception of complaints which appear to relate to offences more appropriately referred to a statutory authority.

What BAC can do:

When BAC receives a complaint from a student or his/her representative against an accredited institution, the following procedure applies:

- BAC requests evidence to support the complaint; and
- BAC requests evidence to show that the complainant has exhausted the eHouse's complaints procedure.

Only if the above evidence is received, will the procedure below be followed:

- The details of the complaint will be recorded by BAC staff.
- BAC will collate the relevant documentation.

The eHouse concerned will be informed of the nature of the complaint and asked to investigate its cause.

The eHouse will be required to submit a written response within ten working days, detailing the outcome of its investigation and, where appropriate, proposing a course of action to resolve the matter.

BAC will inform the complainant of the outcome of the eHouse's investigation and any proposed course of action.

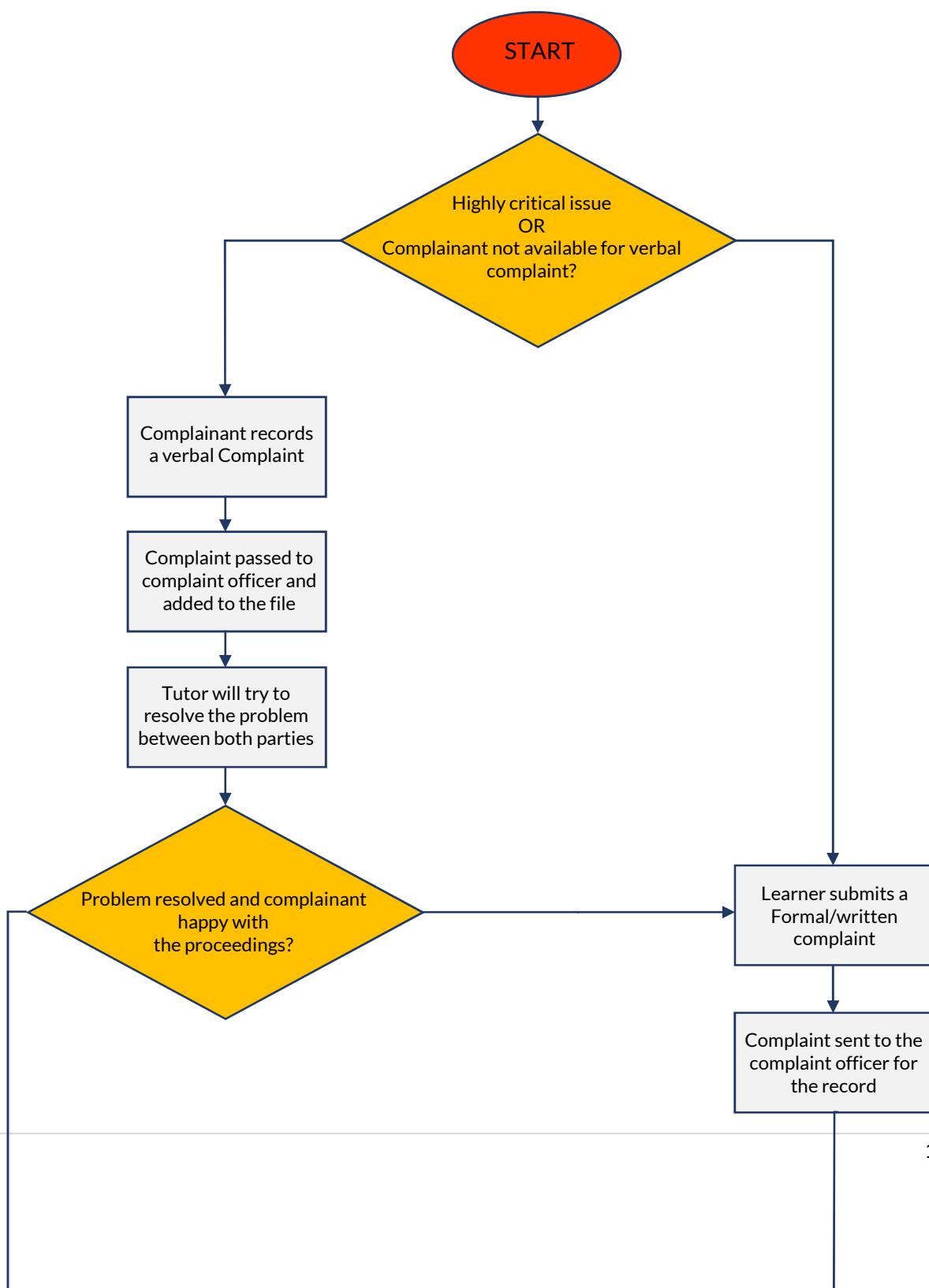
BAC will, with the agreement of both the complainant and the eHouse, make reasonable attempts to mediate between the two parties in order to resolve the matter. BAC may make recommendations for resolving the matter but these will not be binding on either party.

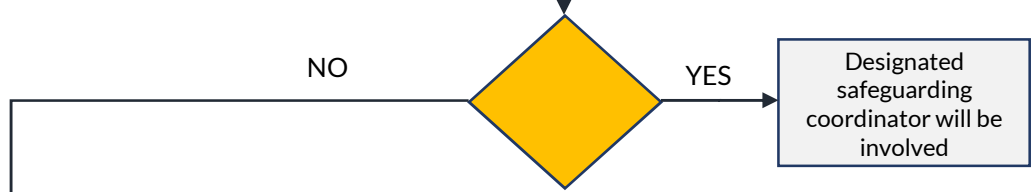
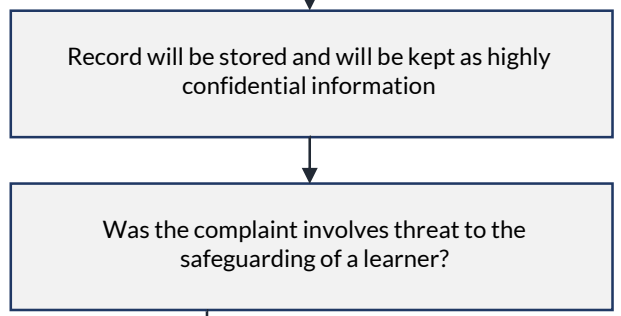
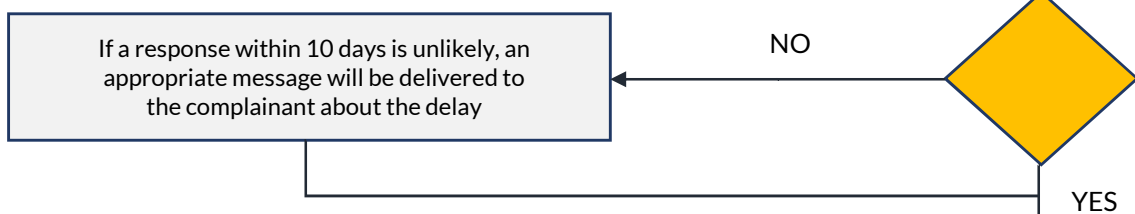
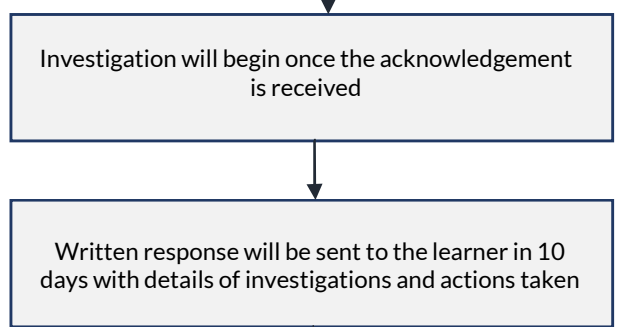
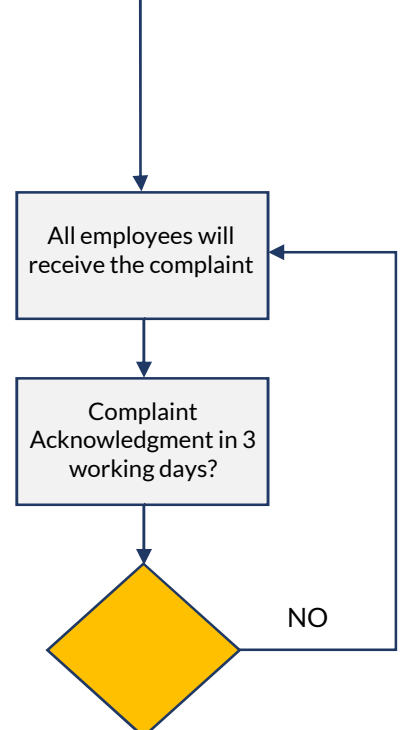
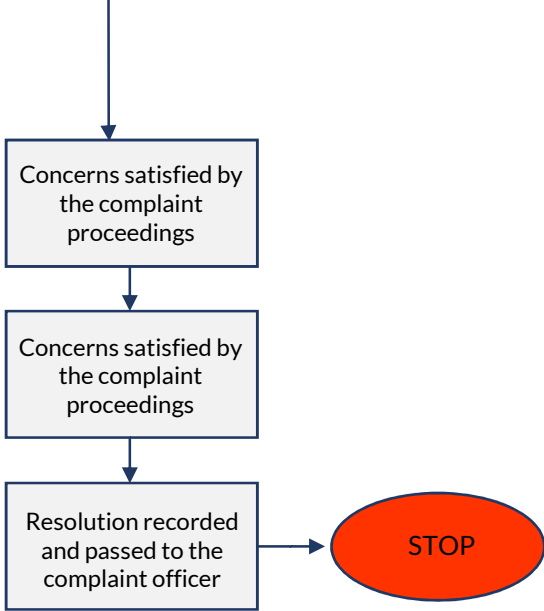
If, after BAC's attempts, the matter remains unresolved, a report on the complaint will be made to the Accreditation Committee. A report will also be made to the Accreditation Committee if more than three complaints against any one institution are received in any one year.

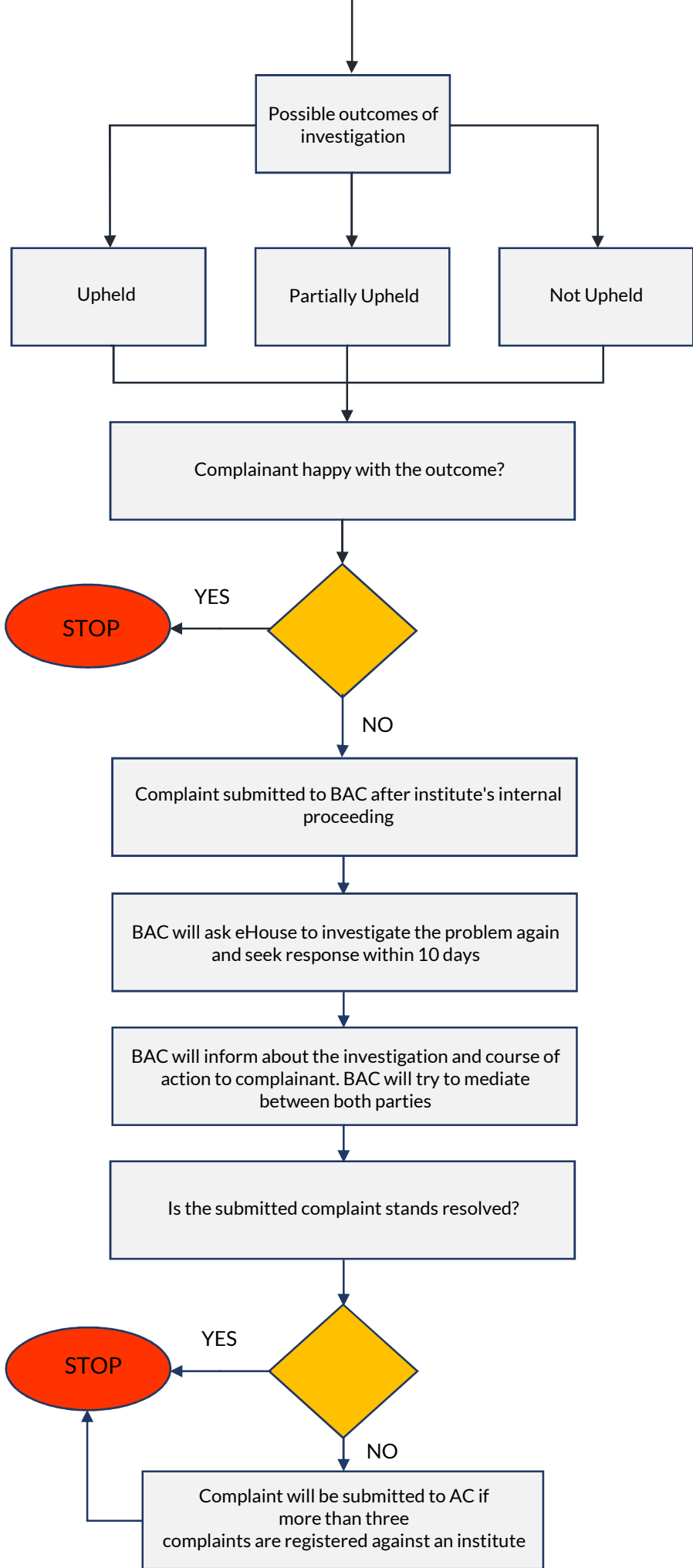
If a complaint is received against an institution which BAC does not accredit, BAC will ascertain whether or not the institution is accredited by another recognized accrediting body. If it is, BAC will redirect the complainant to that other body. Any new or outstanding complaint against an institution whose accreditation has been withdrawn by BAC, or which withdrew voluntarily from accreditation, will be similarly redirected should the institution later be awarded accreditation by another recognized accrediting body.

Please follow the link <https://www.the-bac.org/bac-complaints-procedure/> for further information on BAC complaint procedure

**3.5 DIAGRAM:**







## 4. Assessment Appeals Policy for Learners

### 4.1 Purpose

Education House Leeds is committed to provide high quality teaching and assessing for its learners with assessments carried out in a fair, consistent and reliable manner. This policy explains how to enquire, question and/or appeal against an assessment decision.

### 4.2 Policy Statement

Education House Leeds has a rigorous system of internal verification to validate fair assessment that complies with awarding body requirements. It recognizes there may be circumstances when learners are unhappy with an assessment decision. The Appeals Policy for Learners should be used by any learner who believes that a piece of work has been assessed unfairly, inconsistently or not in accordance with the standards and level required by the awarding body.

The policy aims to:

- Reach agreement between the learner and assessor at the earliest opportunity.
- Standardize and record any appeal to ensure openness and fairness.
- Facilitate a learner's ultimate right of appeal to the awarding body.
- Protect the interests of all learners, and the integrity of Education House Leeds and the qualification.

### 4.3 Tutor, learner and Appeals Liaison Officer Responsibilities

- Tutors and assessors should make learners aware of the Appeals Policy.
- Learners should familiarize themselves with the Appeals Policy and inform their assessor if they are not satisfied with an assessment.
- Appeals Liaison Officer of Education House Leeds will offer support to learners throughout the appeals procedure, and suggest sources of independent and impartial advice.
- Learner assessment appeals will be recorded, tracked and validated.
- Appeals will be forwarded to the awarding body.
- Appeal records will be kept for inspection by the awarding body for a minimum of 18 months.
- Appropriate action will be taken to protect the interests of learners, and the integrity of Education House Leeds and the qualification.
- Appeals will be monitored for quality improvements.

### 4.4 Potential impact on Equality, Diversity and Inclusivity

Education House Leeds will ensure that all procedures are in line with its Equality and Diversity Policy. If necessary, reasonable adjustments will be made to ensure all barriers are removed to allow a fair process.



## 4.5 Procedure

Education House Leeds, in line with its values of fairness and openness, encourages learners to discuss any concerns with the assessor in the first instance. If they remain dissatisfied, they should follow the appeals procedure outlined below.

- Details of any learner's appeal should be discussed only with others involved in the appeals process. The learner's confidentiality must be respected at all times.
- Any enquiry, question or appeal should be made as soon as possible after the assessment decision.
- An appeal must be made within ten working days after receiving the assessment results.

## 4.6 Assessment Appeal Through Assessor / Tutor\_Stage 1

The learner must write highlighting their concerns to the assessor within ten working days of receiving the assessment result. The letter should include

- Details of why they feel that the work has been assessed unfairly, inconsistently or not in accordance with the standards and level required by the awarding body.
- Any evidence or correspondence relevant to the appeal should be attached.

The assessor will carry out relevant investigations based on the nature of the appeal. There are two possible outcomes:

- The original assessment decision remains unchanged.
- The assessment decision is amended – this could be both up or down.

*The assessor should document the decision with their reasons.* The assessor will advise the learner of the decision no later than five working days after the appeal is made. The decision should be documented and an outcome letter given to the learner. The learner should consider the assessor's comments and decision, and decide whether to accept the outcome of stage\_1. The outcome letter should be passed to the Appeals Liaison Officer of Education House Leeds for tracking and monitoring purposes.

If the learner has not accepted the reassessment decision, the Appeals Liaison Officer of Education House Leeds will coordinate the move to Stage 2 of the appeals procedure.

## 4.7 Assessment Appeal through Panel\_ Stage 2

If an assessment appeal remains unresolved at Stage 1 of the procedure, an Assessment Panel will review the appeal.

The Appeals Liaison Officer of Education House Leeds will nominate suitable members of staff for the Assessment Panel including an experienced member of teaching staff to lead the investigation into the assessment appeal. This may be the Internal Verifier but the person must be independent to the previous stage of the investigation. The panel will consider the findings of the investigation and decide whether:

- The original assessment decision remains unchanged.
- The assessment decision is amended – this could be both up or down.

The Panel should document their decision and reasons in writing. If appropriate, they should also record any further actions required as a result of the findings from the investigation.

The outcome of the appeal will be reported back to the learner and assessor within ten working days of the appeal being received at Stage 2.

#### 4.8 *Assessment Appeal through Awarding Body*

If the learner remains dissatisfied with the decision of the Assessment Panel, the Appeals Liaison Officer of Education House Leeds will contact and inform the awarding body, and ask them to consider the appeal.

#### 4.9 *Quick Look*

Duration for launching of assessment appeal	10 days after receiving the assessment result
Expected duration of decision on assessment appeal in stage 1	5 Working days after the appeal is made
Expected duration of decision on assessment appeal in stage 2	10 Working days after the appeal received at stage 2
Retention period of Appeal record	18 Months
Appeals Liaison Officer	Director
Related Policies	Equality and Diversity Policy

## 5. Disciplinary Policy & Procedure

### 5.1 *Introduction*

Education House Leeds is committed to providing a conducive and respectful learning environment for all students, including international students. This disciplinary policy outlines the expectations, procedures, and consequences related to student conduct to maintain a positive educational atmosphere. International students are expected to adhere to these guidelines to ensure a harmonious and enriching experience during their studies.

### 5.2 *Code of Conduct*

International students are expected to adhere to a code of conduct that promotes respect, integrity, and responsible behavior. This includes, but is not limited to, respectful communication, academic honesty, and compliance with local laws and regulations.

### 5.3 *Violations and Reporting*

Any violation of the code of conduct should be reported promptly to the appropriate authorities, including faculty, staff, or student advisors. Violations may include academic misconduct, disruptive behavior, harassment, or any actions that compromise the safety and well-being of others.

### 5.4 *Reporting Procedure*

- Reports can be submitted in writing or through an online reporting system.
- The identity of the reporter will be kept confidential to the extent permitted by law.

### 5.5 *Investigation Process*

Upon receiving a report of a violation, Education House Leeds will conduct a thorough and fair investigation. This may involve interviews with relevant parties, examination of evidence, and a review of applicable policies. The institution will strive to protect the privacy and confidentiality of all parties involved.

### 5.6 *Investigation Timeline*

- Investigations will be initiated promptly upon receiving a report.
- A preliminary report on the progress of the investigation will be provided to all parties involved within a specified timeframe.

## **5.7 *Disciplinary Actions***

Depending on the severity and nature of the violation, disciplinary actions may be taken. These actions may include, but are not limited to, verbal or written warnings, probation, suspension, or expulsion from the institution. The disciplinary committee will consider the circumstances surrounding each case before determining the appropriate action.

## **5.8 *Disciplinary Hearing***

- A disciplinary hearing will be scheduled, providing an opportunity for the accused student to present their side.
- The decision of the disciplinary committee will be communicated in writing to the student.

## **5.9 *Appeals Process***

International students have the right to appeal disciplinary decisions. The appeal process will be clearly outlined, providing students with an opportunity to present additional information or challenge the decision. The appeals process will be fair, impartial, and conducted by an independent body.

## **5.10 *Appeals Submission***

- Appeals must be submitted in writing within a specified timeframe.
- The appeals committee will review the case and communicate its decision to the student.

## **5.11 *Notification to Home Office***

In cases of serious misconduct that may affect a student's visa status, Education House Leeds reserves the right to notify the Home Office. This notification will be done in compliance with relevant immigration regulations and will be communicated to the student.

## **5.12 *Support and Counseling***

Education House Leeds recognizes the importance of providing support to students facing disciplinary issues. Counseling services may be offered to help students address underlying issues contributing to their behavior and promote personal development.

## **5.13 *Review and Revision***

This disciplinary policy will be periodically reviewed and revised as necessary to ensure its effectiveness and relevance. Any changes to the policy will be communicated to all students in a timely manner.

By enrolling at Education House Leeds, international students acknowledge their understanding of and commitment to this disciplinary policy. Education House Leeds aims to create a positive and inclusive learning environment where students can thrive academically and personally.

## 6. Anti-Radicalisation & Extremism Policy

### 6.1 *Radicalisation and Extremism*

Radicalisation is defined as “a process by which an individual or group comes to adopt increasingly extreme political, social or religious ideals and aspirations that:

- ***Reject or undermine the status quo or***
- ***Reject and /or undermine contemporary ideas and expressions of freedom of choice.”***

Extremism is defined as “Vocal, or active opposition to fundamental British Values including democracy, the role of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.”

### 6.2 *Educational establishments*

Educational establishments and settings are the front-line agency in any locality. They have the most regular contact with participants. Settings, through their ethos, and through the curriculum are best placed to promote respect, tolerance, and an understanding of our multi-cultural, multi faith society.

The challenge for all educational establishments is to be aware of when the natural tendencies of adults, to challenge and to question, develop into extreme views which promote or encourage hate and/or violent actions towards others on the basis of an ideological belief.

Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularize views which terrorists exploit.

All educational establishments should be safe spaces in which participant can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues.

Educational establishments should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

All staff should be aware of the issue of radicalisation and extremism and the sensitivities that go with it.

### 6.3 *Safeguarding participants against radicalisation and violent extremism*

The Counter-Terrorism and Security Act 2015 “places a duty on specified authorities, including local authorities and childcare, education and other participant’ service providers

to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty).”

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups. “Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas” (HM Government Prevent Strategy 2011).

Since the publication of the Prevent Strategy, there has been an awareness of the specific need to safeguard participant, participant and families from violent extremism. There have been attempts to radicalise vulnerable participant and participant to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Keeping participant safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding participant from other risks. Participant should be protected from messages of all violent extremism including, but not restricted to, those linked to extreme Islamist ideology, or to far Right/Neo- Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Prevent, in the context of counter-terrorism, is intervention before any criminal offence has been committed with the aim of preventing individuals or groups from committing crimes. The current threat to the UK is severe and very likely. The biggest threat is from ISIL but there is a significant growth in far-right activity in the UK. The groups have a wide appeal and recruit via relationships and social contact. There is not a single profile but vulnerable participant is at a higher risk. At Education House, Leeds all staff and teachers and support staff will be briefed on the prevent strategy with supporting documents.

## 6.4 Risks

Participants can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organizations or, increasingly, through the Internet. This can put a participant at risk of being drawn into criminal activity and has the potential to lead to them suffering significant harm. This may take the form of a “grooming” process where the vulnerabilities of a participant are exploited to form an exclusive friendship which draws the young person away from other influences that might challenge the radical ideology.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that practitioners exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified. On-line content, in particular social media, may pose a specific risk in normalizing radical views and promoting content that is shocking and extreme; participants can be trusting and not necessarily appreciate bias that can lead to them being drawn into these groups and adopt their extremist views.

There is some evidence that specific groups such as young Muslim women have been targeted for radicalisation and grooming, leading to attempts to travel to the Middle East and place themselves at risk.

## **6.5 Indicators**

There is no standard template for radicalisation, but issues that may make an individual vulnerable to radicalisation can include:

- Identity Crisis - Distance from cultural / religious heritage and uncomfortable with their place in the society around them;
- Personal Crisis - Family tensions; sense of isolation; adolescence; low self- esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;
- Personal Circumstances - Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations - Perceptions of injustice; feeling of failure; rejection of community values;
- Criminality - Experiences of imprisonment; previous involvement with criminal groups.

However, those closest to the individual may first notice the following changes of behavior:

- Use of inappropriate language;
- Possession of violent extremist literature;
- Behavioral changes;
- The expression of extremist views;
- Advocating violent actions and means;
- Association with known extremists;
- Seeking to recruit others to an extremist ideology.

It should be borne in mind that someone radicalised over the internet may exhibit little change in behavior. Practitioners should ensure that assessments examine behavior in the family and the social context of the participant, and include information about the participant's peer group and conduct and behavior at Education House, Leeds. Holding radical or extreme views is not illegal, but inciting a person to commit an act in the name of any belief is in itself an offence. The safeguarding aim should be to engage with the participant and, if there is a cause for concern, to ensure that such views are constructively challenged before an offence is committed.

## **6.6 Protection and Action to be taken**

Any member of staff identifying concerns about a student should report them to Sabir Hussain, the PREVENT officer) who will discuss these concerns with the relevant authority.

Education House, Leeds will not be responsible for any action taken from this point, and involved parties will only be informed at the say of the authorities.

Participants who report concerns about other participants will, as far as possible, not be identified outside of the management for their own safety. It will be the same for staff or associates that raise any concerns, though any making an accusation may need to be available for police/agency questioning. False accusations of any kind by anyone will be treated very seriously and may result in termination of registration.

Consideration will be given to the possibility that sharing information with others may increase the risk to the participant and therefore may not be appropriate. Wherever possible, the response will be appropriately and proportionately usually in conjunction with other local agencies and partners.

**6.7 Who is who?**

PREVENT Office	Sabir Hussain
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**6.8 Quick look**


Updating frequency	As and when required / Annually
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