

Prevent Policy

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Introduction

Bird College is committed to providing a secure environment for all, where people feel safe and are kept safe. All adults at Bird College recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for learners or not.

Bird College acknowledges that "safeguarding vulnerable people from radicalisation is not different from safeguarding them from other forms of harm" (Prevent Strategy, 2015) and understands its role in helping prevent people "being drawn into terrorism, which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit" (Prevent Duty Guidance for Further Education, 2015).

Bird College endorses freedom of speech and the expression of one's beliefs and ideologies as a primary right. Thus, students and staff at Bird College have the right to speak freely and voice their opinions. However, freedom of speech is a qualified right and as such the right for freedom of expression may be limited as it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Links to other policies

The Preventing Extremism and Radicalisation Policy links the following Bird College Policies:

- Safeguarding Policy
- Equality and Diversity Policy
- Anti-Bullying and Harassment Policy
- Online Safety Policy
- Whistle-Blowing Policy
- Safer Recruitment Policy
- Academic Freedom and Freedom of Speech (and Expression) Policy

The following guidelines and resources should also be read when working with this policy:

- Prevent Strategy
- Prevent Duty Guidance for Further Education Institutions in England and Wales
- Prevent Duty Guidance for Higher Education Institutions in England and Wales
- Promoting Fundamental British Values (appendix 1) as part of SMSC in Schools
- Working Together to Safeguarding Children (2018)
- Keeping Children Safe in Education (2018)
- The Children Act 1989 (2004)

Aim and objectives

The main aim of this policy is to ensure that staff are fully engaged in being vigilant for any signs of radicalisation and to provide a framework to deal with issues relating to vulnerability, radicalisation and extremist views. We are committed to safeguard our students/staff and to keep them safe from harm. We endeavour to promptly identify issues linked to the dangers of radicalisation and extremism and this policy clearly explains how Bird College will deal with such incidents and identifies how our ethos and curriculum underpin our choice of action.

The objectives are that:

- All governors, Executive Group, Heads of Department, Teaching Staff, and Support Staff at Bird College are required to undertake Prevent Awareness training, to ensure that they have a working understanding of the definitions of Radicalisation and Extremism, and accept why it is important to be vigilant
- All governors, Executive Group, Heads of Department, Teaching Staff, and Support Staff are familiar with the policy and will follow its procedures when issues arise
- The College understands that the safeguarding of students/staff encompasses the protection of these against extremism views
- The British Values are embedded in both the delivery of the curriculum and the College's ethos
- Students/staff are helped to understand the importance of democracy and freedom of speech through personal tutor meetings, academic lectures, and creative work
- Students/staff are taught how to keep safe in college and when using the internet
- Students and staff's wellbeing, confidence and resilience is promoted through our curriculum and support systems
- All students/staff will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them
- All parents/carers and students will know that the college has policies in place to keep students safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

Definitions and Indicators

When operating this policy, the College uses the accepted Governmental definitions:

- **Extremism:** "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." (Revised *Prevent* Strategy for England and Wales, 2015).
- **Radicalisation:** "Refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorists groups" (Revised *Prevent* Strategy for England and Wales, 2015)

There are a number of behaviours which may indicate a young person is at risk of being radicalised or exposed to extreme views. These include:

Online behaviour

- more than one online identity
- spending more time online and accessing extremist online content
- downloading propaganda material

Increasingly agitated or violent behaviour

- more argumentative in their viewpoints
- being abusive to others

- justifying the use of violence to solve societal issues

Changing associations

- changed friends
- altered their style of dress or appearance to accord with an extremist group
- using a new vocabulary
- isolated from friends and family

Increasingly anti-social behaviours

- unwilling to engage with people who are different
- secretive and reluctant to discuss their whereabouts
- adopted the use of certain symbols associated with terrorist organisations

Increase in prejudice-related incidents committed by that person, these may include:

- physical or verbal assault
- provocative behaviour
- damage to property
- derogatory name calling
- possession of prejudice-related materials
- prejudice related ridicule or name calling
- inappropriate forms of address
- refusal to co-operate
- attempts to recruit to prejudice-related organisations
- condoning or supporting violence towards others

Ethos and Practice

It is vital that everyone see our college as a safe place where they can learn, discuss ideologies, and explore controversial issues safely and in an unprejudiced way and where our teachers facilitate and encourage this. For that reason, there is no place in our college for extremist views of any kind, whether from internal or external sources.

As an Educational Institution, we are aware that extremism and extremist materials and influences can lead to poor outcomes for students. We also recognise that by failing to challenge extremist views we are therefore failing to protect our students/staff and we are undermining our educational ethos.

Extremists aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life of young people. Education is a powerful tool against this; equipping students with the knowledge, skills and critical thinking to challenge extremist views in an informed way.

Therefore, at Bird College we aim to provide a broad and balanced curriculum, delivered by skilled professionals, so that our students' views are enriched, and they become appreciative and tolerant of diversity. The methodologies through which the curriculum will be delivered will insure that our students feel valued, and never marginalized.

At Bird College, we are aware that anyone can be exposed to extremist influences through a myriad of sources, and at times students/staff themselves may reflect or display views that may be discriminatory and prejudiced.

Any prejudiced, discrimination or extremist views, including derogative language, displayed by students or staff will always be challenged and dealt with in line with our Code of Conduct for Staff and Discipline and Complaints procedures for students.

As part of wider safeguarding responsibilities college staff will be alert to:

- Disclosures by students/staff of their exposure to the extremist actions, views or materials of others outside of college, such as in their homes or community groups, especially where students/staff have not actively sought these out
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students/staff accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Students/staff voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our Equality and Diversity policy and Anti-Racism Policy Statement, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views
- Unexplained Absenteeism
- Change in appearance, becoming socially isolated
- Drug and alcohol use

Ethos and Approach

We will strive to eradicate the myths and assumptions that can lead to some people becoming alienated and disempowered. This will be achieved primarily through meetings with students/staff and secondly through a range of teaching methodologies which will encourage students to question radical influences thus ensuring that members of staff induct in each student a positive sense of self through the development of reflective and critical thinking skills.

We will also ensure that all our staff are equipped to recognise extremist views and are confident and skilled enough to challenge them. We will be flexible enough to adapt our teaching approaches, as appropriate, and address specific issues so as to become more relevant to the current issues of extremism and radicalisation. We will facilitate the following principles:

- Foster students' positive engagement and a student-centred approach to learning
- Facilitate a space for dialogue that feels safe and students/staff feel comfortable in voicing their feelings and views on a wide range of social, political, religious and cultural issues
- Equip students/staff with the appropriate skills, knowledge, understanding and awareness for resilience

This approach will be embedded within the Vision and Guiding Principles of the college so that everyone knows and understand what safe and acceptable behaviour is in the context of extremism

and radicalisation. Our aim is to build mutual respect and to promote the use of dialogue not violence as a form of conflict resolution.

We will also work with local partners, families and communities in our efforts to ensure our college understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our students' experiences and horizons. We will help support people who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student/staff are being directly affected by extremist materials or influences, we will ensure that they are offered mentoring. Additionally, in such instances, the college may seek external support from the Local Authority.

Curriculum

At Bird College, we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. We will teach and encourage students/staff to respect one another and to tolerate difference. Our aim is to keep everyone safe and preparing them for life in modern multi-cultural Britain and to become aware and knowledgeable of current global issues.

The use of ICT

We recognise the risk posed to our students/staff of online radicalisation, and we know that extremist groups can use a variety of social media to share their propaganda. We know that extremist groups often exploit persuadable and susceptible individuals and attempt to isolate them from their families/communities. To combat this, our ICT company will conduct random regular checks to ensure that content and searches used are appropriate and filters have been put in place. The Principal and Artistic Director and the Safeguarding Lead will be immediately notified of any inappropriate behaviour and suitable actions will be taken as required. All incidents will be recorded, monitored and where applicable reported to the Prevent co-ordinator and or appropriated authorities.

Use of External Agencies and Speakers

Bird college doesn't have an External Speakers and Events Policy because it does not invite external speakers to talk on issues which are not related to the curriculum and the performing arts. The college invites external professional such as directors/choreographers, musical directors and external lecturers to work with students as part of our programmes of study, not outside of it. Therefore, the references to the aforementioned external professionals should not be mistaken as being External Speakers.

We vet all external professionals who are invited to work with our students/staff in order to ascertain that their messages do not contradict each other and are consistent with the college's Vision and Guiding Principles.

The college will assess the suitability of input from external individuals to ensure that:

- Any messages communicated to our students/staff do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students/staff through extreme or narrow views of faith, religion, culture, or other ideologies
- Activities are matched to needs of our students/staff

- Activities are carefully evaluated and deemed effective

Prevent Referrals

Under the Prevent duty, we all have a responsibility to support people who are at risk of radicalisation. It is not our responsibility to risk assess the level of radicalisation, but when a concern arises, we can help by presenting as much context as possible before it is shared with the police.

Once the concern raised with the police, whether directly or through the Designated Safeguarding Lead, they will make an assessment to determine whether the referral is suitable for Prevent. Partners can then take appropriate action to support a person who might be at risk.

All Prevent referrals are triaged by specialist police officers to see if there is a reasonable cause to suspect that a person might be susceptible to radicalisation and at risk of becoming a terrorist or supporting terrorism.

After a **gateway assessment**, what happens next will depend on the type and level of terrorism the police find. If the police think a person poses serious or imminent risk, they can investigate it straightaway or manage it in the Police-led partnership.

The main way to support people who may be susceptible to radicalisation is with a local authority-led, multi-agency programme. This is called Channel in England and Wales. It takes about 20 working days to determine whether the referral should go to a Channel panel or PMAP.

When someone has a concern, or someone is receiving a concern, it is important to look at all available information to increase understanding before deciding what to do next, and to separate facts from assumptions, assertions and alternatives.

When reviewing a concern, one must assess the proportionality of the concern before a Prevent referral is made to the police.

The decision of whether or not to make a Prevent referral must be applied proportionately across all ideologies and concerns related to radicalisation. This ensures fairness and consistency in the assessment of referrals and helps to avoid any potential bias or discrepancies from applying different thresholds based on ideology.

By having a consistent standard across ideologies, the process becomes more objective and reliable, promoting equal treatment and avoiding potential discrimination. Reflection on the information intended to be passed on and its legal basis, to whom, and the desired outcome, will assist a consistent standard of approach.

When making a referral, one must consider the following principles:

- Information sharing needs to be necessary, proportionate and lawful
- Pass on only what is required with those who need it
- Follow the safeguarding/Prevent procedure before making a referral to the police
- All referrals should be shared with police for assessment

Initials steps for making a Prevent referral

- **Speak to the Designated safeguarding Lead. In most cases, it will be DSL completing the safeguarding from after concern has been raised and information gathered.**
- You may both agree that more context is required which may be best established through talking to the person who is potentially at risk. In these instances, think about who is best placed to talk to them.

What to include in a Prevent referral:

- Details of the person making the referral
- Details of the person at risk
- The relationship to the person
- Ideology of concern
- Explain the concern
 - Summarise the concern: Give an overview of concerns to introduce the person reading the information to the wider context of the situation.
 - Provide details of the instance or circumstance which led you to feel concerned.
 - State whether the person has been informed, or their parents or guardians, that you are going to pass on this concern.
 - Indicate the time frame between the concern being raised to completing the national Prevent referral form. It helps to know if it's been a matter of days, weeks or months.
 - Suggest what you would like to achieve by passing on this concern.
- Describe concerning behaviours observed from the person of concern (refer to page 3)
- Describe the circumstances that may help to understand the wider context around this person's behaviour. For example:
 - adolescence or period of transition
 - disability
 - domestic abuse
 - extremist material
 - family breakdown
 - financial support
 - gang/group membership
 - homelessness
 - illness
 - learning disabilities
 - links to criminality
 - loss/bereavement
 - mental health
 - sexual abuse
 - socially excluded
 - trauma from conflict
 - unemployment
 - unexplained travel
 - victim of crime
 - victim of hate
- Provide details of the person spoken to about the concern.
- Describe how you would like to be supported and what you would like you to see happen after the referral.

Prevent referral Procedure

We have adopted the approach of **'Notice, Check, Share'** where there are concerns that an individual may be vulnerable:

Notice

What have you **noticed**?

- Who was involved?
- Can the concern be dealt with in house or does it need wider checking?
- Does the incident relate to recent local, national or international events?
- Does the incident relate to local or national news stories?
- Has the individual been involved in similar incidents?
- Why do you feel the individual is vulnerable to radicalisation?
- Was it a one-off comment or statement and out of context for the individual? Are there any other apparent vulnerabilities or concerns that make the individual at risk of radicalisation?

Check

- Have you **checked** your concern with your Safeguarding Lead?
- From your checks has any other information come to light?
- Has the individual of concern been spoken to for clarity? If not, what are the reasons for this (inappropriate, safeguarding risk?)
- Do they offer a reasonable explanation and/or account?
- If under 18, have their parents been spoken to for clarity? Have they noticed a change in behaviour?
- Are any other agencies currently or historically working with the individual or family? Have they been consulted? Is the concern Prevent related? Or is it more suitable under general safeguarding?
- Have there been any historical concerns? I.e., concerns at previous school?
- Could the concern be addressed in house? Is there a genuine radicalisation risk?
- Do you and or the individual need additional support?

Share

- Having noticed the initial concern and carrying out the appropriate checks do you feel **sharing** the information as a referral is necessary?
- Have you discussed with the Prevent team and been advised to make this referral?
- We encourage all referrers to discuss their concerns with the individual and parents if applicable and make them aware of the referral to Prevent (with reasons) unless sharing this information places the individual or another person at serious risk of harm.
- Who have you consulted? What intervention, if any, have you put in place? Have you made any other referrals or discussed the case with other agencies?

Notice: behaviours which may indicate a young person is at risk of being radicalised or exposed to extreme views are recognised.

Check: Checking before sharing is a way of making sure you have gathered as much relevant information as possible before passing on before Prevent concern is identified



Share:

If you are a student concerned about another student: Concern is reported to the DSL (shared internally utilising the Safeguarding form) collecting as much information as possible). Ideally,

referrals should demonstrate both a sufficient concern of radicalisation to terrorism and a presence of ideology.

If you are a member of staff concerned about a student: Concern is reported to the DSL.

If you are a member of staff concerned about another member of staff: Concern is reported to the HR department (Executive Assistant & HR Manager) shared internally utilising the Safeguarding form.

Share (students): The DSL shares information with the Principal and Artistic Director
Share (staff): The HR department shares information with the Executive Team

Share: The DSL/HR Department makes any necessary enquiries including seeking advice from the [ACT Early Website](#), [Educate Against Hate Website](#), and/or contacting the FE/HE Regional Prevent Co-Ordinator for London for advice.

If appropriate, the DSL/HR Department shares concerns with external partners

- Police (Using the [National Prevent referral form](#))
- MASH
- Bexley Council Community Safety Team

A police gateway assessment will determine if the referral needs to be discussed at a multi-agency meeting. The assessment determines the level of susceptibility and risk around the referred person.

A multi-agency meeting (Channel panel) decides whether the person will be adopted as a case and how they will be supported. This is detailed in the action plan created at the meeting.

Training

All members of staff at Bird College are required to undertake the Prevent Duty Training Course provided by EduCare at regular intervals. Adding to this, training courses of a more comprehensive nature are also undertaken by members of staff with safeguarding responsibilities (Prevent Referral course and Channel or Prevent Multi-Agency Panel course). Training is undertaken at regular intervals, when new appointments are made, when there is a change in legislation, or as a yearly refresher.

The online courses can include the following topics:

- Prevent Duty
- The SEND code of Practice
- Safer Recruitment
- Child Protection in Education

- Safeguarding Young People

The table below provides information regarding the required frequency of training in relation to the responsibility of a member of staff:

| Role | Frequency |
|---|----------------------------------|
| Board of Directors | Every 2 years / Yearly refresher |
| Nominated Director | Every 2 years/ Yearly refresher |
| Chief Executive and the Principal and Artistic Director | Every 2 years / Yearly refresher |
| Designated Safeguarding Lead | Every 2 years/ Yearly refresher |
| Deputy Designated Safeguarding Lead | Every 2 years/ Yearly refresher |
| Staff | Every 2 years/Yearly refresher |

Recruitment

The arrangements for recruiting all staff will follow national guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our college and staff team we will minimise the opportunities for extremist views to prevail.

Role of the Board of Directors

The Board of Directors of our College will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. The Board of Directors of our college will support the Vision and Guiding Principles of our college and will support the college in tackling extremism and radicalisation. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2014' the Board of Directors will challenge the college's senior management team on the delivery of this policy and monitor its effectiveness. Directors will review this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

Policy, Adoption, Monitoring and Review

The Designated Safeguarding Lead will actively evaluate the effectiveness of this policy by monitoring staff's understanding and application of the procedures within this policy as their overall duty to safeguard students/staff. The policy will be reviewed on an annual basis.

Contact Information:

Safeguarding Lead (Luisa Figuerola): 020 3846 0322, Mobile: 07805259044

Deputy Safeguarding Lead (Hannah Nicholls): 020 3846 0337

Department of Education Helpline: 020 7340 7264

Prevent Lead at University of Greenwich: Peter Garrod

Email: P.D.Garrod@greenwich.ac.uk

Department of Education email (non-emergencies): counter.extremism@education.gsi.go.uk

Jennie Fisher (*She / Her pronouns*)

FE/HE Regional Prevent Co-Ordinator for London

Counter-Extremism Division

20 Great Smith Street

London

SW1P 3BT

Mobile: 078 80469 588

Email: jennie.fisher@education.gov.uk

Referral Form to MASH (Multi-Agency Safeguarding Hub) are available here:

<https://www.bexley.gov.uk/services/health-and-social-care/social-care-for-children/reporting-concerns-about-child/worried-about-child>

Bexley Council Community Safety Team

Clair McGarry: clair.mcgarry@bexley.gov.uk

Telephone: 020 8303 7777

Email: community.safety@bexley.gov.uk

Police Prevent advice

Telephone: 0800 011 3764

Actearly: <https://actearly.uk/contact/>

[Metropolitan Police](#)

Further Information

- **Prevent duty guidance: Guidance for specified authorities in England and Wales:**
https://assets.publishing.service.gov.uk/media/64f8498efdc5d10014fce6d1/14.258_HO_Prevent_Duty_Guidance_v5c.pdf
- **Information sharing advice for safeguarding practitioners:**
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- **Adult social care and information sharing in England:**
<https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance>
- **National Prevent referral form:** <https://pel-prod.s3.eu-west-2.amazonaws.com/2022-10/Template%20referral%20form.pdf>
- [Making a Referral to Prevent](#)

- [The Prevent duty: safeguarding learners vulnerable to radicalisation](#)
- [Prevent Strategy](#)
- [Keeping Children Safe in Education](#)
- [Working Together to Safeguard Children](#)
- [Meeting digital and technology standards in schools and colleges](#)
- [Prevent referrals in HE: approaches and practices](#)
- [The Education Hub](#)
- [educate.against.hate](#)

Training Information:

<https://www.gov.uk/guidance/prevent-duty-training>

Document Control

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Appendix 1

British Values

Democracy

The principle of democracy is consistently being reinforced at Bird College, with democracy processes being used for important decisions within the college community, for instance, elections being held for the students/staff representatives.

The Rule of Law

The importance of laws, whether they be those that govern the class, the college, or the country, are consistently reinforced at Bird College. Students/staff are inducted on the rules and expectations of the college which are highlighted by the students/staff code of conducts and students/staff expectations. Students and staff are made aware of the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty

At Bird College, students/staff are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Our staff educate and provide boundaries for students to make informed choices, through a safe environment and an empowering education. Students/staff are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through e-safety work. Bird College has a robust anti-bullying culture and has in place a comprehensive Behaviour for Learning Policy.

Mutual Respect

Respect is a strong part of Bird College and is part of its ethos. Students/staff learn that their behaviour's has an effect on their own rights and those of others. All members of the college community treat each other with respect and this is reiterated through its teaching and learning environments. Mutual respect is embraced throughout the curriculum by providing the opportunity for Students/staff to express their views in a safe environment.

Tolerance of those of different faiths and beliefs

This is achieved through equipping students/staff with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the college community. Students/staff benefit from engaging with Students/staff from other continents and cultures. Additionally, students/staff are actively encouraged to share their faith and beliefs within the college and celebrate festivities throughout the calendar year.