



CAISTOR GRAMMAR SCHOOL

PREVENT POLICY

Approved by Full Governing Body on June 2017.....

Reviewed.....

Signed.....

Chair of Governors

CAISTOR GRAMMAR SCHOOL

PREVENT DUTY POLICY

We aim to build students' resilience to radicalisation by promoting fundamental British values, and enabling them to challenge extremist views, through discussion and debate, in our tutorial programme, and our engagement of outside speakers.

We are alert to changes in students' behaviour and actions, and report appropriate concerns.

This policy links to other policies and statutory guidance eg.

- a. Child Protection and Safeguarding Policy
- b. Equality and Diversity Policy
- c. Anti-bullying
- d. Positive Behaviour Management
- e. E-Safety
- f. Code of Conduct
- g. Acceptable Use Policy
- h. Latest Ofsted Guidance
- i. Prevent Duty Guidance July 2015
- j. Keeping Children Safe in Education 2016

1. Definitions and indicators

Radicalisation is defined as 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.

'Extremism' is defined in the 2011 Prevent strategy as 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. The definition of extremism also includes calls for the death of members of the British armed forces, whether in this country or overseas.

Radicalisation is a form of grooming and therefore abuse. Example indicators that could suggest an individual is engaged with an extremist group, cause or ideology could include as below:

- Changing their style of dress or personal appearance to accord with the group.
- Self-segregation
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology of concern

- Using insulting and/or derogatory names for another group.
- 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.

2. Procedures for referrals

At Caistor Grammar School we will follow the usual Early Help and safeguarding processes in the first instance. If through completing an Early Help Assessment with the child and family we identify or are concerned about radicalisation then a channel referral form should be completed.

Early intervention is vital and any concerns, no matter how small must be referred to **CHANNEL using the referral form or send an email to channel@lincs.pnn.police.uk**

CHANNEL is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to:

- identify individuals at risk of being drawn into terrorism.
- assess the nature and extent of that risk; and
- develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity.

It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

If you suspect a criminal offence has taken place or a child is at risk of immediate harm you must contact the police on 101 or in an emergency 999.

We have a responsibility to communicate with the prevent team to ensure they have the latest information and are liaising with the appropriate agencies.

3. The role of governors, leaders and staff

- a) The Headmaster, Mr Alistair Hopkins, and Designated Safeguarding Lead, Mrs Allison Clark, are responsible for this area. The Governor responsible is Mrs Anne McLaren.
- b) Any instances of poor behaviour are dealt with in accordance with the School's Behaviour Policy.

- c) The School will ensure any disciplinary proceedings against staff are part of the Safeguarding policy and are concluded in full, in accordance with Government guidance [Keeping Children Safe in Education – September 2016](#) and LSCB, LADO (Paul Fisher 01522 554674)

4. The role of the curriculum

- a) Caistor Grammar School promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. Our curriculum included a balanced Religious Education, Personal Social Health and Economic Education etc.
- b) The curriculum is broad and balanced.
- c) Children are regularly taught how to stay safe using the internet and seek help – particularly through the PSHEE curriculum, which includes talks from visiting speakers.

5. Staff Training

The Headmaster and Designated Safeguarding Lead will attend training courses as necessary which will include training on extremism and radicalisation and its safeguarding implications. They will then cascade this information to the school staff and Governors.

Approved by Governors at their meeting on 7th December 2015.

Updated and approved by Governors at their meeting on 19th June 2017.