



The Forest CE Federation

'Small enough to care. Large enough to inspire

Valuing all God's children '

All things are possible for one who believes' Mark 9 v 23

Preventing Extremism & Radicalisation Policy

Reviewed: September 2021

Next Review: September 2022



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Visions and Aims

The Forest CE Federation aims to provide children with an exciting, broad and balanced curriculum that will instil a love of learning. Our approach enables all children to become lifelong learners by developing transferable skills to equip them to succeed in a competitive world. A strong **Christian** ethos permeates through our daily lives ensuring our pupils are cared for in a safe, nurturing environment within our small **community**.

Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian environment. Our vision, '**Small enough to care, Large enough to inspire , Valuing All God's children**' is at the core of everything we do. The curriculum we offer is not merely academic, but embraces the spiritual, moral, social and cultural development of all pupils and is deeply rooted in our vision that:

'All things are possible for one who believes' Mark 9 v23 .

We believe in the "whole child" and are committed to children's wider well-being through our **creative** inclusive curriculum, which is driven by our spiritual values.

Our curriculum is designed to spark **curiosity** in young minds through carefully planned opportunities for pupils to acquire, apply and master their knowledge and skills in a unique learning environment.

We know that a child who feels happy, safe and secure will have the **confidence** to try their best and achieve in all that they do. We endeavour to provide all children with the knowledge, skills and environment in which to thrive.

We define progress as the widening and deepening of essential knowledge, skills, understanding and behaviours. This is done through how we deliver our curriculum; Continuous Provision.



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Preventing Extremism and Radicalisation Policy

Designated Safeguarding Lead (DSL)	Mrs Eliza Hollis - Headteacher
Deputy Designated Safeguarding Lead	Mrs Stacy Powell – Deputy Headteacher Mr Michael McLoughlin – Gayton Lead Mrs Doreen Howie – Whittlebury Lead Mrs Kelly Lea – Stoke Bruerne Lead Mr Andrew Henry-Moore – Tiffield Lead
Safeguarding Governor	Mr Peter Brough
Chair of Governors	Mr Daniel Lister
DfE Prevent helpline for schools & parents	020 7340 7264 Email: Counter.extremism@education.gsi.gov.uk

See Safeguarding & Child Protection Policy and Procedure for further sources of support and advice.

Introduction

The Counter-Terrorism and Security Act (2015), places a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism ("The Prevent Duty"). The Prevent Duty reinforces existing duties placed upon educational establishments for keeping children safe by:

- Ensuring a broad and balanced curriculum is in place to promote the spiritual, moral, social and cultural development of pupils.
- Assessing the risks of pupils being drawn into extremist views.
- Ensuring safeguarding arrangements by working in partnership with local authorities, police and communities.
- Training staff to provide them with the knowledge and ability to identify pupils who may be vulnerable to radicalisation.
- Keeping pupils safe online by using effective filtering and usage policies.

The Forest CE Federation is committed to providing a secure environment for pupils, where children feel safe and are kept safe. The Federation recognises that safeguarding is everyone's responsibility, irrespective of the role they undertake or whether or not their role involves direct contact or responsibility for children. In adhering to this policy, and the procedures contained therein, Staff and



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visitors contribute to the delivery of the outcomes to all children, as set out in Section 10 (2) of The Children's Act of 2004. This Preventing Extremism and Radicalisation Policy is one element within our overall Federation arrangements to safeguard and promote the welfare of all children.

Our Preventing Extremism and Radicalisation Policy also draws upon guidance contained in the DfE 'Keeping Children Safe in Education: September 2021'.

School Ethos and Practice

There is no place for extremist views of any kind in our Federation, whether from internal sources – children and adults – or from external sources, such as external agencies or individuals. Our children see our School as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this.

We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children, thereby constituting a safeguarding concern, as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our children. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and the mistrust of others, based on ignorance or prejudice. Education is a powerful weapon against this; equipping children with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, we seek to provide a broad and balanced teaching programme, so that our children are enriched, understand and become tolerant of difference and diversity. Furthermore, we are aware that children could be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times children may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including the use of derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by children or Staff will always be challenged and, where appropriate, dealt with in line with our relevant policies.

Staff are alert to:

- Disclosures by children of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where children have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Children accessing extremist material online, including social networking sites.
- Parental reports of changes in behaviour, friendships or actions and requests for assistance.
- Partner schools, local authority services, and police reports of issues affecting children in other schools or settings.
- Children 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 equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others, and
- Extreme anti-Western or anti-British views.



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Curriculum

We will provide pupils with a broad and balanced curriculum and promote the spiritual, moral, social and cultural development of our pupils. Pupils will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Through our curriculum we aim to:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Further tolerance and harmony between cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people and respect for democracy.

We will achieve this PSHE in all year groups and through assemblies.

Visitors and the use of school premises

We recognise the role that external agencies and speakers can play in enhancing the learning experiences of our pupils. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.

We will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalize any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by schools to ensure that they are effective.

Any guest speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the school and will be appropriately supervised at all times.

When an agreement is made to allow non-school groups or organisations to use the school premises, appropriate checks will be made before agreeing use of premises, see Letting Policy.



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Whistle Blowing

Where there are concerns of extremism or radicalisation, pupils and staff will be encouraged to raise any issue in confidence. They must inform the DSL straight away (or if it relates to the Headteacher inform the Chair of Governors).

Training

Through training, we will ensure that all our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our pupils are resilient and supported to resist involvement in radical or extreme activities. All staff complete an online Prevent training. This includes the use of the "Channel" process for advice guidance, assessment and referral. DSL's complete face to face Prevent training.

Child Protection

Our Child Protection & Safeguarding reporting arrangements are set out fully in our Child Protection & Safeguarding Policy.

Recruitment

We follow guidance and procedures for safer recruitment. We apply Safer Recruitment best practice principles and sound employment practice and in doing so will deny opportunities for inappropriate recruitment. Please see our Safe Recruitment Policy.