Preventing Extremism and Radicalisation Policy

1st Steps Day Nursery is fully committed to safeguarding and promoting the welfare of all its children and staff. We recognise that safeguarding against extremism and radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

From the 1st July 2015, all Early Years providers must have due regard to the need to prevent people from being drawn into terrorism and extremist ideas. This is known as “The Prevent Duty” and falls under section 26 of the Counter-Terrorism and Security Act 2015.

**Definition 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 as "the holding of extreme political or religious views".

We have a zero tolerance approach to extremist behaviour for all community members. We rely on our British values to steer our work and ensure that the pastoral care of our children protects them from exposure to negative influences.

**Aims and Principles**

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that:

* Children are encouraged to adopt and live out the key “British Values” of tolerance, respect, understanding, compassion and harmonious living.
* Children are helped to understand the importance of democracy and freedom of speech through circle time and play.
* Children are taught how to keep themselves safe, in nursery, in the community and when using the internet.
* Children engage in a broad, balanced curriculum that helps them appreciate

and value their neighbours and friends who may not share their faith background. Children’s wellbeing, confidence and resilience are promoted through our well-planned curriculum.

* Children are supported in making good choices so they understand the impact

and consequences of their actions on others.

* Staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

**E-Safety**

The increasing popularity of the Internet means that young people have much more access to content which could include extremist material, and social media means that extremist groups have greater means of reaching a wider audience. Any website found to contain such material will be recorded and reported. We have an E-safety co-ordinator who monitors the use of all equipment on a regular basis.

**Visitors** will not be allowed to communicate to groups of pupils without the presence of a member of staff being present.

**Preventing Extremism and Radicalisation Responsibilities**

As part of wider safeguarding responsibilities staff will be alert to and report to the Designated Safeguarding Officer any of the following examples of extremist behaviour:

* Disclosures by children of their exposure to the extremist actions, views or materials of others outside of nursery, such as in their homes or community groups, especially where students have not actively sought these out.
* Graffiti, symbols, writing or art work promoting extremist messages or images.
* Children/Staff attempting to access extremist material online.
* Parental reports of changes in behaviour, friendship or actions and requests for assistance with regards to extremism and/or radicalization.
* 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.
* Anti-British views.

**Signs**

Any signs of concerning behaviour displayed by a child, parent or staff member in nursery will be recorded and reported as necessary. Cause for concern could include changes in behaviour, change of appearance, concerning home life, religious conversion, or being a victim or witness to race or hate crimes

**Conclusion**

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST. This strategy is based on four areas of work:

• Pursue - To stop terrorist attacks

• Prevent - To stop people becoming terrorists or supporting terrorism

• Protect - To strengthen our protection against a terrorist attack

• Prepare - To mitigate the impact of a terrorist attack

Primarily our work will be concerned with PREVENTION and is outlined more specifically in the DCSF document ‘Learning together to be safe.

This policy should be read alongside the nurseries Safeguarding, Equal Opportunities, E‐Safety and Anti‐bullying policies and the Governments PREVENT strategy. (https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/979 76/prevent-strategy-review.pdf)

All staff have undertaken the NCALT Channel/Prevent General Awareness E-Learning Module and will review regularly along with other safeguarding procedures. New staff will be guided to the training and supported through it.

Any concerns related directly to extremism can be reported to:

Contact Anti Terrorist Hotline: Tel: 0800 789 321

Or 101

Merseyside Police Prevent Tel: 0151-777-8311

Email [msoc.prevent@merseyside.police.uk](mailto:msoc.prevent@merseyside.police.uk)

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to

counter.extremism@education.gsi.gov.uk.

* For further Information on the Channel and Prevent duty, see
* Sefton Joint Local Safeguarding Children’s Board (LSCB) & Sefton Safeguarding Adults Board (SSAB) Supporting Individuals Vulnerable to Violent Extremism Procedure.
* See Appendix 1 for  [Prevent duty referral and assessment form](https://www.sefton.gov.uk/media/741488/prevent_duty_referral_assessment_form.docx) (https://www.sefton.gov.uk/images/assets/Word_icon.gif **Word** 150 KB)

Reviewed by Alex Walker Feb 18 Review: Feb 20

**Safeguarding**

**Appendix 1: Referral and Assessment Form**

Person making referral: …………………………………………...

Contact number: ...…………………………………………………

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| --- | --- | --- | --- |
| **Subject’s**  **Surname** |  | **Forename(s)** |  |
| **D.O.B**  **&**  **Place of birth** |  | **Male/Female** |  |
| **Address** |  | | |
| **Tel No(s)**  **Mobile** |  | **Email** |  |
| **School or**  **Employment** |  | | |

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| **Reason for referral** |
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Household composition

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| --- | --- | --- | --- |
| **Name** | **D.O.B** | **Gender** | **Relationship to subject** |
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Other Significant Adults

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| --- | --- | --- | --- | --- |
| **Name** | **D.O.B** | **Gender** | **Address** | **Relationship** |
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| **Agencies Involved** | **Contact** | **Telephone** | **Email** |
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Assessment:Please complete the following, alternatively you may attach a completed CAF or ASSET or APIR

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| **Family History, functioning and well-being**  *(Illness, bereavement, violence, drug use, criminality, relationship breakdown)* |

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| **Participation in learning, education and employment**  *(Attendance and achievement, personal and social development)* |

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| --- |
| **Health**  *(Physical and mental well-being. The impact of genetic factors and of any impairment need to be considered)* |

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| --- |
| **Emotional/Social Development**  *(Confidence, psychological difficulties, coping with stress, adaptation to change)* |

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| --- |
| **Identity, Self Esteem, Self Image and Social Presentation**  *(Perceptions of self, sense of belonging, experiences of discrimination, acceptance by family, peer group and wider society, understanding of the way in which appearance and behaviour are perceived by the outside world and the impression being created)* |

**Based on the above, what are the key needs of the subject?**

**Based on the above what do you think is the impact/risk for the subject?**