**PREVENTING EXTREMISM & ANTI-RADICALISATION POLICY**

**Fowey Pre-school is committed to safeguarding and promoting the welfare of all its children.**

**Preventing and protecting against radicalisation is part of our child protection role. We recognise that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. All staff are expected to uphold and promote the fundamental principles of British values: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.**

**This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We aim to ensure staff are fully engaged in being vigilant about radicalisation, ensuring that we work alongside other professional bodies and agencies to keep our children safe from harm.**

**Definitions:**

**Radicalisation**: this refers to the process by which a person comes to support terrorism and forms of terrorism leading to terrorism.

**Extremism**: this is defined by the Government in the 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.”

**Procedures:**

* Staff will have an understanding of what radicalisation is and why we need to be vigilant in the setting by annual training.

* Staff will know what the pre-school’s policy is on anti-radicalisation and will follow the policy when issues arise.

* All parents will know that the pre-school has policies in place to keep children safe from harm and that the pre-school regularly reviews its systems to ensure that they are appropriate and effective.

* We are aware that young people can 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 display views which are discriminatory, prejudiced or extremist, including use of derogatory language.

* Any prejudiced, discriminatory or extremist views, including derogatory language, displayed by children or staff will always be challenged and where appropriate dealt with in line with our behaviour and safeguarding policies.

* We will teach and encourage children to respect one another and to respect and tolerate difference, including those of a different faith or culture.

* We will deliver a broad and balanced curriculum which demonstrates fundamental ‘British Values’ as required by the latest Ofsted framework.

* Any concerns relating to an individual child’s safety or well-being will be referred to the setting’s Designated Child Protection Lead: **Joanna Reed.**

* If a child is considered in immediate danger, the Designated Child Protection Lead will contact the police or make a child protection referral to the local authority’s children’s and social care service by phone. This will then be confirmed in writing within 48 hours.

* If a child is considered vulnerable the Designated Child Protection Lead will make a referral to the Channel process who will carry out a vulnerability assessment. (The Channel process involves several agencies working together to give individuals access to services such as health and education, specialist mentoring and diversionary activities.) If no Channel intervention is deemed necessary, a referral will be made to the appropriate agency in line with our safeguarding procedures.

The Department for Education has a dedicated 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.

**EYFS Key themes and commitments**

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| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.2 Inclusive practice  1.3 Keeping safe | 2.1 Respecting each other  2.2 Parents as partners | 3.1 Observation, assessment and planning  3.2 Supporting every child  3.4 The wider context | 4.4 Personal, social and emotional development |

Date of next review: September 2024

Signed ……………………………………… Position ……………………………….. Date…………………

Copies of the original signed document are available upon request.