



Balderstone St Leonard's CE Primary Newsletter 24th February 2024

"rooted and grounded in love..." Ephesians 3:17

Friday 24th February 2024

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Mrs Gow's words for the week....



Welcome back to the second half of the Spring term.

In this term we make the journey through Lent to Easter. This year our theme is Watching and Waiting. Again, we are blessed that part of Lent overlaps with Ramadan and so many of our families will journey together, deepening our faith and relationship with God, whilst possibly fasting. Every week, we shall be thinking and praying about a different type of waiting. This week we have been thinking about Waiting Together. We talked in worship about how the world is still waiting for peace. With the two year anniversary of the war in Ukraine this week and the ongoing pain and suffering in Palestine still continuing, as a school family we continue to pray for God's peace to soften the hearts of humans. Together we pray :

O God, we pray for all the children of Abraham in Israel and Palestine and in every country of the world ravaged by war. We pray for Muslims, Jews and Christians that we will draw on the best of our traditions to guide us away from words and acts of division and discrimination so that everyone may be free to live in safety. Protect the vulnerable, strengthen the fearful and comfort the grieving .In Jesus Christ, our Lord.Amen.

It was lovely to see so many of you at this week's consultation evening and to hear such positive feedback about your child's learning. Truly, one of the most special features of our school is the outstanding partnership between our school and parents/carers. We are blessed by such supportive parents and carers who help us to ensure that our children flourish. It was also heartening to hear our staff talk about our children with such detail and knowledge - one of the best things about having mixed-aged classes is that we certainly get to know our children!

We have restarted our wow extra-curricular offer this week, with brand new sports clubs and it is brilliant to know that EVERY child in school is involved in at least one extra-curricular sports club every week! This half-term we have a number of sports competitions too - with gymnastics, infant dance festivals, dance competitions, football and athletics all coming up. I know that at times there

can be a lot of Parentmails sent out to ask for permissions/sign up for clubs etc. So we can book coaches, arrange transport and also confirm our attendance at these events, please do try to respond.

It's our fab Forest Church on Sunday at 4pm. Hope to see you there.

Blessing and prayers.

Mrs Gow



Extra curricular clubs this half-term



EXTRACURRICULAR ACTIVITIES

Take a look at our fab extra-curricular offer for this half-term. Over Lent/Ramadan, the prayer space will be open at lunchtimes on Monday, Wednesday and Fridays too.

<div>  SPRING TERM 2024 HEALTH AND WELLBEING CLUBS AT BALDERSTONE  </div>				
	8:30 - 8:45	12:00 - 12:30	12:30 - 1pm	3:15 - 4:15
Move it Monday	Daily Mile 8.15am (run by Miss Dixon)	Multi-skills (fundamentals)	Year 4,5 & 6 Netball Year 1/2 football match	Staff meeting
Try it Tuesday	Sports breakfast club	Athletics Year 3/4	Year 5/6 football boys Ks2 mindful art club Year 3/4 football Book club infants	Dance club (for competition) Gardening club
Wellbeing Wednesday	Daily Mile (Mrs Dixon: Governor)	Animal Olympics Year 1/2	Gymnastics Year 3/4 No ball Wednesday Faith followers	
	8:30 - 8:45	12:00 - 12:30	12:30 - 1pm	3:15 - 4:15
Thoughtful Thursday	Sports breakfast club	Tiny Tots - EYFS	KS2 Girls Football Chess/board game club Homework club	Laser Tag
Flourishing Fun Friday	Martial Arts	Striking and felding Years 2,3,4	Flourishing Friday Fun - laser tag Year 5/6 boys football match Friday 8th March - Biggest girls' footy Faith followers club	

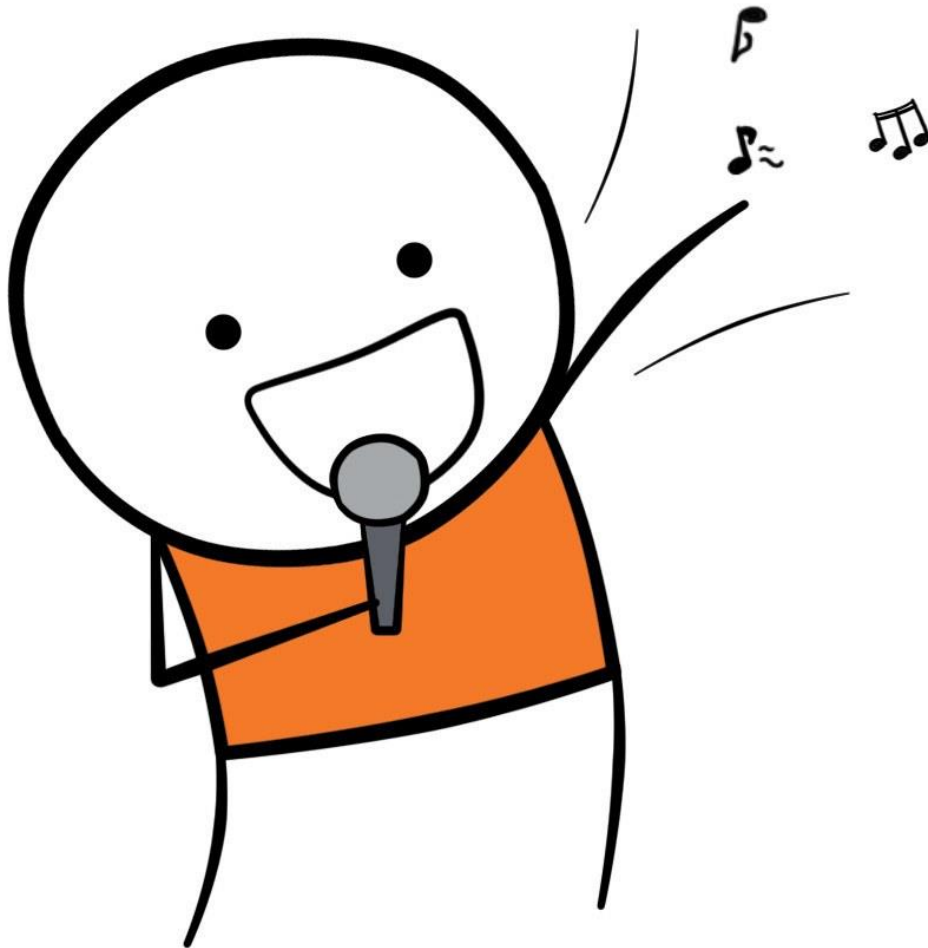
English National Ballet - superstars



Georgia from our very own Year 6 is preparing to dance with the English National Ballet in Manchester the beginning of March. We couldn't be prouder of her and Anna (now in Year 7 at Clitheroe Grammar). The girls featured in the Lancashire Evening Post this week. We wish you all the very best girls and hope that this is an inspirational time for you both - we are incredibly proud of you. Some of the staff and our families will be there at your performances cheering you on! Out of the 1,500 children who auditioned two of the children of the 10 are Balderstonains! WOW!

Find the full story at <https://www.lancashiretelegraph.co.uk/news/24131498.talented-lancs-dancers-chosen-appear-national-ballet/>

Let's Go Sing



LET'S GO SING!

at

King George's Hall
Blackburn

2024

Concerts start at 6pm

Monday, March 4
Tuesday, March 5
Wednesday, March 6
Thursday, March 7
Friday, March 8

Monday, March 11
Tuesday, March 12
Wednesday, March 13
Thursday, March 14
Friday, March 15

Monday, March 18

Tickets £8.00 (Adult) & £3.50 (under 18)

Available now from King George's Hall, Blackburn

Tel: 01254 582579 or www.bwdvenues.com

1 - Make sure you book your tickets asap, year 3/4 parents. It's always an amazing evening.

Don't forget to buy your tickets for the best concert you'll ever attend! Year 3 and 4 are singing at King George's Hall on Monday 4th March. Tickets are available now from King George's Hall box office (01254 582579) or online at www.kinggeorghall.com.

We will be on raised seating on the right-hand side of the stage as you look towards the stage from the audience. In order to see the children, we recommend you book tickets for the seats in the middle or on the left-hand side as you look towards the stage, either in the balcony area or on the tiered seating in the stalls.

We know you'll love the concert, come along and support us!

Flourishing Friday



This week I asked all of our support staff team to choose someone from across school who has shone 'goodness' and 'kindness's our school. Here's who has flourished this week:

Georgia - Miss Lee is very grateful for your impeccable manners and help in the dinner hall

Sara - Mrs Dixon has been so impressed by your politeness and great behaviour at lunchtimes.

Sophie - Mrs Leaver says that your manners and kindness are remarkable

Daisy - Mrs Hussain said your patience with EYFS during their sports club on Thursday was amazing.
Thank you

Umar - Mrs Lorgat has noticed how you (without being asked) set out every chairs in Fox class every morning

Primrose - Mrs Burton thanks you for your kindness in making sure that classroom is tidy every evening for our cleaner, Julie

Thomas O - Mrs Johnstone says that your manners when you come to the office are impeccable.

Coffee Creative - Save the Date



Mrs Turner and the Arts Council team have started to plan the next Coffee Creative. Please save the date - Friday 8th March 2pm - 3pm. More details about this planting themed craft to follow.

EYFS and KS1 Stay and Play - Gruffalo themed



Our next stay and play session is planned provisionally for the morning of the 12th March. This event will be open to all of our EYFS and KS1 families - our toddler group will be invited to join us in the woods in the search for the Gruffalo. More details to follow.



House points this week



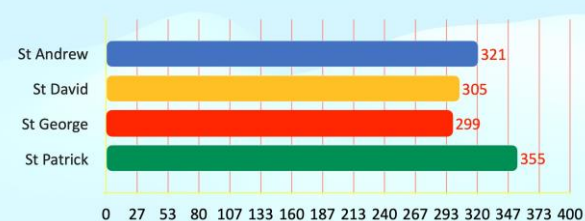
Well done to St Patrick - not only were you this week's winners but you also won last half-term. Keep up the great work. You shall have your house team treat at Easter time!

House points - week ending 22nd February 2024



2 - This week's result!

Half term results Spring 1



3 - Here are the half term scores. Ice cream treat for St Patrick soon!

Church and Community News



Forest church

Come and join Mrs Cummins, Mrs Gow and Mrs Riddell this Sunday from 4pm. Come along for fun outdoors and lots of crafts too!

Ceilidh - come along for some dancing fun



United Benefice Ceilidh

Our United Benefice Ceilidh will be held on Saturday 23rd March at Samlesbury Memorial Hall, from 7:00pm to 11:00pm, with dancing to Frolicking Pete and The Fumbling Fingers Band. Tickets, costing £15, include a potato pie or cheese and onion pie supper, courtesy of Sandersons Bakery, but please bring your own drinks. To buy your tickets, please contact any of the following: Corinne Seedall (07483 212328 / 01254 812920), Gaynor Dockerill (07563 262784), Grace Eastham (01772 877076) or Rita Gorman (01254 812566). Everyone welcome!

Safeguarding section



This week we feature from the Education against Hate website their information about Prevent - countering extremism in young people. The staff and governors have been retrained in Prevent this year and it is important that we know how to protect our children from extremist ideologies.

educate.against.
~~hate~~

Prevent and Countering Extremism in Young People

Advice and Guidance for Parents
and Carers

 HM Government

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Who is this guidance for?

This guidance explains the importance and relevance of Prevent, Channel and Counter-Extremism efforts to parents and carers of young people. This guidance is for:

- parents, carers and guardians of children and young people

This guidance will help them:

- understand what Prevent is
- understand what Channel is and the support available for young people who may be susceptible to radicalisation and extremism
- understand key terminology and definitions relating to extremism and radicalisation
- understand how to initiate and engage in difficult conversations with young people
- identify potential indicators of radicalisation in young people
- identify potential factors that may make some young people more susceptible to radicalisation
- understand where to go for support if they feel a young person may be at risk of being drawn into radicalisation

Why is this relevant to you?

Any child could be susceptible to extremist narratives.

There are some factors that may make some children more susceptible than others.

Extremist groups tap into young people's insecurities and claim to offer answers and promise a sense of identity that young people often seek.

As part of their recruitment strategy, extremist groups also work to undermine the authority of parents and guardians.



Scan here for more information on Prevent and its relevance to you as a parent or carer

Definitions and key terms

Extremism is...

"the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty, and respect and tolerance for different faiths and beliefs."

Terrorism is...

"an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause."

Radicalisation is...

"the term commonly used to describe the processes by which a person adopts extremist views or practices to the point of legitimising the use of violence. "

Fundamental British Values include...

- Democracy
- The Rule of Law
- Individual Liberty
- Respect and Tolerance for Different Faiths and Beliefs



Talking about and promoting these values is encouraged in education settings as this helps to build resilience to radicalisation in young people.

Forms of extremism

Form of Extremism	Definition	Examples of Attacks
Extreme Right-Wing	Covers sub-ideologies, including Cultural Nationalism, White Nationalism and White Supremacism. These themselves span a range of extreme beliefs such as antisemitism, anti-Islam, neo-Nazi, ethno nationalism or anti-establishment.	2017 Finsbury Park Attack 2016 Murder of Jo Cox MP 2011 Norway Attacks in Oslo 2019 Christchurch Mosque Shooting in New Zealand
Islamist Extremism	Islamist extremist inspired acts of terrorism are perpetrated or inspired by politico-religiously motivated groups or individuals who support and use violence as a means to establish their interpretation of an Islamic society.	2001 9/11 Plane Attacks 2005 London Transport Bombings 2017 Manchester Arena Attack 2019 Sri Lanka Easter Bombing
Left-Wing, Anarchist and Single Issue (LASI) Extremism	Extreme Left-Wing: extremists who believe in using violence and serious criminality to abolish existing systems of government and replacing them with anarchist, socialist or communist systems.	
	Anarchist Extremism: extremists who believe in using violence to replace current systems of Government and law enforcement with a system that prioritises complete liberty and individual freedom.	
	Single-Issue Extremism: extremists who endorse violence and serious criminality focused on a specific topic, such as animal rights.	
Mixed, Unstable, and Unclear (MUU) Ideologies	Mixed: ideology presented involves a combination of elements from multiple forms of extremist ideologies.	
	Unstable: shifts between different ideologies.	
	Unclear: individual does not present a coherent ideology yet may still be vulnerable to being drawn into terrorism.	
Incel and Extreme Misogyny	Incel is the term adopted by a world-wide online community to describe a group of involuntarily celibate men. It is a form of extreme misogyny but followers of this ideology also target attractive or sexually active men as well as women.	



Scan here for more Prevent CONTEST and information on Prevent

Prevent is part of the government's counter-terrorism strategy, CONTEST.

The purpose of Prevent is at its heart to safeguard and support vulnerable people to stop them from becoming terrorists or supporting terrorism.

Prevent has three specific objectives:

1

2

3

Tackle the causes of radicalisation and respond to the ideological challenge of terrorism.

Safeguard and support those most at risk from radicalisation through early intervention, identifying them and offering support.

Enable those who have already engaged in terrorism to disengage and rehabilitate.

Channel

Scan here for more
information about
Channel



Channel is a voluntary, confidential programme which safeguards people identified as susceptible to being drawn into terrorism.

It is a multi-agency process involving partners from the local authority, the police, education, health providers, and others.

Channel is a support programme - **not a criminal sanction.**

A Channel referral can come from anyone who is concerned about a person they know who might be at risk of radicalisation, including family members, friends, school leaders, or colleagues.

Channel can offer a number of different types of support, such as:

help with education and career advice dealing with mental or emotional health issues dealing with drug or alcohol abuse theological or ideological mentoring from a Channel intervention provider (a specialist mentor)



Scan here for more The Channel Process information about

Channel

When someone makes a referral, lots of agencies work together to offer support where they consider it necessary and proportionate to do so. The Channel process is as follows:

Referrals are assessed to see if they are suitable for Channel or if alternative support would be more appropriate.

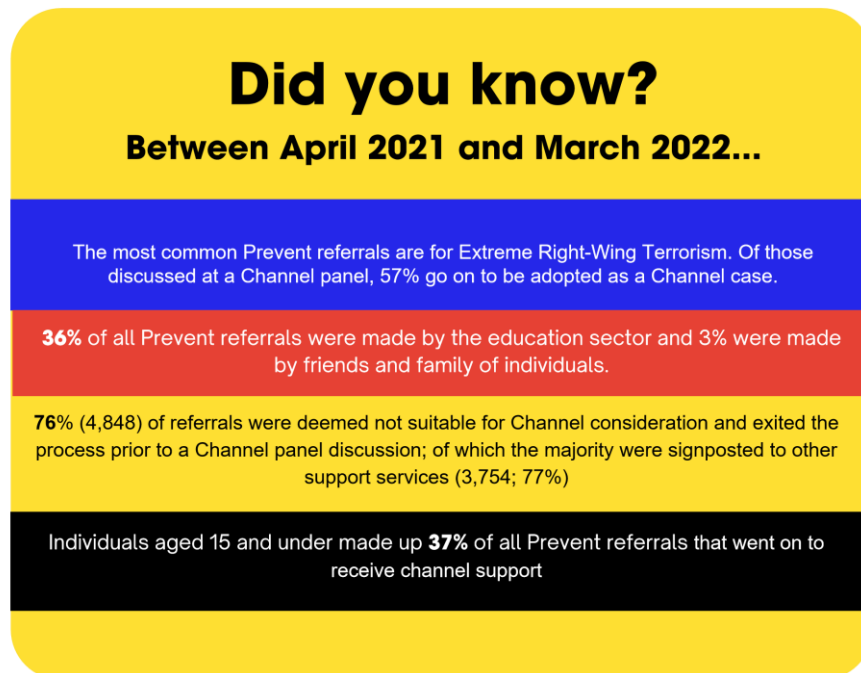
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If suitable for Channel, all relevant partners attend a Channel panel meeting to decide if intervention is necessary.

Please note: the individual who has been referred to Prevent is informed and must give their consent (or via a parent or guardian if they are children) before an intervention can take place.

- 3** If intervention is required, an appropriate tailored support package is developed.
- 4** The support package is closely monitored and reviewed regularly by the Channel panel.



Indicators

There is no single route to radicalisation. However, there are some behavioural traits that could indicate a child has been exposed to radicalising influences. For example:

Becoming increasingly argumentative

Legitimising the use of violence to defend ideology or cause

Unwilling to engage with and becoming abusive towards individuals who are different

Embracing conspiracy theories

Feeling persecuted

Changing friends and appearance and distancing themselves from old friends

- Beginning to isolate themselves from family and friends
-
-
-
-
-
-
- Producing or sharing terrorist material offline or online
- Being secretive and reluctant to discuss their whereabouts
- Being sympathetic to extremist ideologies and groups
- Drawing and graffitiing extremist symbols and imagery



The Online Space

With the growth of the internet, social media, gaming platforms, and chat platforms, extremist individuals and groups have taken up this opportunity to radicalise and recruit others in the online space.

It's important that you're aware of your child's online activity and digital footprint, and that you can support them in developing critical thinking skills that will allow them to build up their resilience to radicalisation and extremist content.

Some possible indicators that a young person has been or is being radicalised online include:

Accessing extremist content online



Joining or trying to join an extremist group or organisation

Changing their online identity

Being sympathetic to extremist ideologies and groups



It is important to remember that the above is not an exhaustive list of indicators of radicalisation and evidence of these behaviours may not necessarily indicate that a young

person is being or has been radicalised. If your child is displaying any of these behaviours and you believe it is a cause for concern you should try to discuss this with your child, or seek support from one of the avenues detailed at the end of this resource.

Going Too Far?

Going Too Far? is an interactive classroom resource developed by the Department for Education and London Grid for Learning.

The resource aims to help young people understand their online behaviour and the risks this may bring.



You may find it useful to access the resource to help you promote critical thinking skills to your child so that they are able to challenge extremist narratives and consider the consequences of their online actions.

Scan the QR code to the right to be taken to the Going Too Far? resource.



Susceptibility

- Feeling socially isolated
- Struggling with a sense of identity and belonging
- Questioning their place in society
- Issues within the family and at home
- Experiencing a traumatic event
- Experiencing racism or discrimination
- Difficulty in interacting socially and lacking empathy
- Difficulty in understanding the consequences of their actions
- Low self-esteem
- Becoming distanced from their cultural or religious background



It is important to remember that the above is not an exhaustive list of vulnerabilities that can make young people more susceptible to radicalisation and presence of these vulnerabilities in a young person may not necessarily indicate that they are likely to be radicalised.

Children from all kinds of backgrounds can be radicalised. Below are some factors that may make some young people more susceptible to radicalisation and extremist narratives than others.



What can you do?

Talking to your child about extremism and giving them the facts will help them to challenge extremist arguments.

Be honest with them and talk to them about extremism and radicalisation on a regular basis.

Teach your children to understand that just because something appears on a website, it doesn't mean it's factually correct.

Talk to your child about online safety.

Starting Conversations

It can sometimes be difficult conversations with young people. Here are some tips on how to get started, but remember - **you know your child best and what works for you.**

- Choose somewhere your child feels at ease and make it a time when you're unlikely to be interrupted
- Perhaps start the conversation when something relevant to extremism comes up on TV
- Ask them what they know about the subject and their opinion on it
- Ask questions that don't result in a yes or no answer
- Take care to listen to them and let them answer without interrupting
- Encourage them to ask you any questions
- Talk about your own views on extremism
- Try not to react if they say something you don't expect. Ensure that they know that they're not being told off

Scan the QR code to watch a video of how three parents answered their children's questions about terrorism.



They are designed to support teachers

conversations on the Extreme RightWing, Islamist Extremism, LASI Extremism, and Fundamental British Values.

Let's Discuss:
Extreme Right-Wing

Let's Discuss:
Islamist Extremism



You may find it useful to access the resource to determine how you can open up a conversation about extremism with your child at home.

Let's Discuss

Let's Discuss is a series of resources produced by the Department for Education.

in facilitating difficult classroom



Further Available Support



Scan the QR codes to access each Let's Discuss resource.

Let's Discuss:
LASI Extremism

Let's Discuss:
Fundamental British Values

If you are worried that your child is being radicalised, you have a number of options. Talking to your child is a good way to gauge if your instincts are correct, but you might prefer to share your concerns with someone else first. For example, you could...

Raise the issue with your child's teacher, a friend, or a close family member



Organise a meeting with the designated safeguarding lead at your child's school

Contact your local police or local authority for advice and support

You can report concerns to the Government Anti-Terrorist Hotline on 0800 789 321

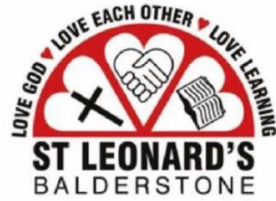
If you think someone is about to carry out an act of terrorism, dial 999

If you have concerns, but there is no immediate danger, dial 101

You can also share your concerns and seek support and guidance by visiting the ACT Early website, or contacting their support line on 0800 011 3764

If you have concerns regarding extremism within an education setting, including allegations against institutions and staff, you can anonymously report these to us at the Department for Education by searching 'Report Extremism in Education' on Google.

Contact Us



**A small school
with a big heart**

**We are currently accepting
applications.**

Join us for our Open Week 31st
October – 4th November. Ring
school to book a tour.



For more information visit
 **www.balderstoneschool.co.uk** 
or contact **01254 769150**

Keep in touch with the school family using the details below (or call into the school anytime to see us)

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