



The Prevent Duty and British Values.

Introduction

Our preschool is committed to providing a safe and secure environment for children, staff, parents, carers and others associated with us. We recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children. For the purposes of this policy we acknowledge the UK Government's definition of extremism which is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas.'

There is no place for extremist views of any kind in our preschool from whatever source. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing in our duty of care to everyone here at the preschool.

We support and develop the children at our preschool through the EYFS (Early Years Foundation Stage) by providing playful learning opportunities to help them develop positive, diverse and communal identities, as well as their well-being, their empathy and emotional literacy. We will continue to take action to eradicate inequalities, bullying, discrimination, exclusion, aggression and violence, all of which promotes and secures children's positive social behaviours, responsible citizenship and real sense of belonging.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Any prejudice, discrimination or extremist views, including derogatory language, displayed by children, parents, carers or staff will always be challenged and actioned as appropriate. As part of wider safeguarding and protection responsibilities our staff will be mindful of:

- Disclosures by children of their exposure to extremist actions, views or materials of others



outside of preschool, such as in their homes or community groups.

- Graffiti symbols, writing or creative expression promoting extremist messages or images.
- Anyone accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Neighbouring nurseries, schools, local authority services and police reports of radicalisation issues affecting other settings.
- 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.
- Anti-British views or attempts to undermine cultures of a peaceful and civilised nature.

British Values

An effective way to help children resist extremist views is to teach them to think critically and become independent learners, which is fundamental to the Characteristics of Effective Learning and Teaching embedded in the EYFS.

Britain has undergone rapid economic and social change in the last few decades and we live in an increasingly diverse society. We need to teach our children that it is possible to live together peacefully, where each of them is a valuable part of our multicultural world.

We recognise that it is important to work closely with parents and carers – to let them know that we will be teaching their children British values as part of our day-to-day curriculum. Indeed, the Early Years Foundation Stage lays down guidelines as to how the preschool should encourage British values and be aware of them either here or at home. For example we will promote and teach children and staff to be mindful of:

- Valuing and respecting family.
- Understanding and recognising we live in a multicultural and diverse world.
- Working with parents and carers to ensure values are consistent.
- Learning about the world in which we live and be proud of what we see around us.
- Teaching children to respect the law, learn right from wrong and to have social responsibility.
- Promoting a sense of belonging in our local community.



- Learning about our own and respect other faiths and beliefs, whether theistic, agnostic or non-religious.
- Understanding each child has a voice and is listened to; they feel important and that their views will be included.
- Promoting what living in a democracy means in practice.
- Teaching children to be kind, helpful and respectful of others;
- Celebrating festivals and marking special days from the world around us;
- Teaching children about compromise – that some of us believe one thing... some of us believe something totally different and that's OK.
- Teaching children about shared values and working together towards a common goal

Within these guidelines we will be helping children to become compassionate, considerate adults and that they will form part of a fair and equal society. We will demonstrate these values through the management and implementation of the Early Years Foundation Stage amongst other teaching philosophies.

Through this policy we will share these values and make sure our staff understand and act appropriately within it. We will at all times share this policy with parents/carers as well as benchmark its content with best practice elsewhere.

Legislation

In tackling extremism and radicalisation we will take account of the following national guidelines and legislation:

- CONTEST (Counter Terrorist Strategy) 2011
- Prevent Duty Guidance for specified local authorities HMI June 2015
- Channel Duty Guidance 2015
- Counter Terrorism & Security Act 2015
- The Prevent Duty, Dfe Departmental advice for schools and child care providers 2015

Section 26 of the Counter Terrorism and Security Act 2015 places a duty upon Local Authorities and all specified settings including nurseries in the exercise of their functions to have "due regard to the need to prevent people from been drawn into terrorism". We are required under section 26 to:



- Know about and Identify early indicators in children, staff and others associated with the preschool.
- Develop the confidence to challenge and intervene.
- Assess the risk of our children being drawn into terrorism and terrorist ideology.
- Have clear protocols & keep records.
- Be monitored by Ofsted in how we exercise these duties.

We will work with the Local Authority (Multi-Agency Safeguarding Hub - MASH) and with other agencies in making sure we undertake our duties under Prevent.

Assessing Risk

We recognise that extremism is defined as the holding of extreme political or religious views. It is a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and the tolerance of different faiths and beliefs. We also include in our definition any calls for the death of members of our armed forces, whether in this country or abroad.

We recognise radicalisation as the process by which people come to support terrorism, violent extremism and, in some cases, to then participate in terrorist groups, which can mean leaving their country to pursue this.

We recognise that children / young people can be enticed into radicalisation as they are more vulnerable and susceptible to this. They therefore can be drawn into violence or they can be exposed to the messages of extremist groups by many means including on line and through social media.

Messages, views, ideologies that are extremist can come from parents/carers, family members or friends, and/or from direct contact with member groups and organisations. It can come from staff within an organisation, or be brought into our preschool by many different sources.

We understand the following concerns as some indicators of vulnerability in children / young people to radicalisation and ones that are based upon research and from examples of case studies but that there is no definitive list and all these following concerns, indicators, factors and risk indicators are to be taken into account:

- Identity Crisis – distance from cultural/religious heritage and uncomfortable with their place in society around them;
- Personal Crisis – family tensions, sense of isolation, adolescence, low self-esteem, disassociation



with existing friendship groups, becoming involved in new and different groups of friends, searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration, local community tensions, events affecting country or region of origin, having a sense of grievance that is triggered by personal experience racism, discrimination or aspects of government policy;
- Un-met Aspirations – perceptions of injustice, feeling of failure, rejection of civic life;
- Criminality – experiences of imprisonment, poor resettlement/reintegration, previous involvement with criminal groups.

We recognise the following potential risk indicators identified in the Prevent strategy:

- Use of language seen to be inappropriate (e.g. causing distress or alarm and perceived to be prejudiced, inflammatory, or hateful).
- Noticeable behavioural changes.
- Expression of extreme views.
- Possession of extremist literature.
- Advocating violent actions and means.
- Seeking to recruit others to an extremist ideology.

We also understand these critical risk factors which indicate a possible process of potential grooming/entrapment:

- Changes in faith/ideology.
- Sudden name change linked to a different faith/ideology.
- Significant changes in appearance.
- Secrecy on the internet & access to websites with a social networking element.
- Narrow/limited religious or political view.
- Attendance at certain meetings e.g. rallies and articulating support for.
- “Them” and “us” language/rhetoric.
- Justifying the use of violence to solve societal issues.
- Isolation from usual friends, family or social groups.
- Sudden unexplained foreign travel
- Parents/carers presenting worrying views
- A staff member, manager, volunteer or visitor presenting concerning views.



- Online exposure and the viewing of on line materials seen to be concerning, disturbing, inflammatory, or anti-British in tone.
- Any child or young people/parents/ visitors on school property who you may feel are discussing/providing information to children that may be seen as inciting or inflammatory.
- Taking action to remove children from curriculum based activities or visits on the basis of a view seen to be perceived as linked to an extreme view, ideology or irrational fear..

Within the bounds of what is possible for us as a childcare setting, we will assess and monitor the risk of preschool children being drawn into terrorism. We recognise we are in an important position to identify risks within our local context.

Staff responsibilities

All practitioners and staff working with children must be familiar with the process by which we can at least begin to identify those children who may be vulnerable to radicalisation. Understandably, there is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, but staff should be alert to changes in children's behaviour, which could indicate they may be in need of help or protection.

Clearly very young children are extremely susceptible to suggestion from adults and other sources and we need to recognise and assess the context of what appears to be extremist behaviour. Staff will always seek guidance from the Preschool Manager who in turn will be advised by the Local Authority experts where behaviour is deemed to be of a reportable or uncertain nature. In particular staff need to be mindful that:

- By focussing on children's Personal, Social and Emotional Development, we will ensure that they learn right from wrong, mix and share with other children, value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.
- We are alert to harmful behaviours by influential adults in the child's life. This may include discriminatory and/or extremist discussions between parents, family and/ or staff members. We will take action when we observe behaviour of concern.
- Staff participate in training to help identify children who may be vulnerable to radicalisation and known what to do when they are identified.
- We will assess the risk of children being drawn into terrorism, and work in partnership with local



agencies such as the police, prevent co-ordinators, police practitioners and the Haringey Safeguarding Children Partnership (HSCP), to take account of local risks and respond appropriately.

- These behaviours can be evident in all sorts of activities such as during circle time and role play activities. Quiet time is also a good time for children to make disclosures as this is the period that children are close to their key persons.
- People from all walks of life can be drawn into radicalisation and not necessarily from a particular religion or ethnicity.
- Terrorism is not promoted by any single religion or belief.
- The Prevent duty does not require us to carry out unnecessary intrusion into family life but we are required to take action when we observe behaviour of concern.
- There are certain terminologies used by Muslim families for example such as, “ Inshallah “, “ alhumdillah “, “ marshallah “, “ allah ho akbar “. These phrases are normally not an indication of any form of radicalisation.
- Peoples’ dress codes like hijabs, nikabs, abayas and jilbabs are not indicative factors that they are at risk of being radicalised.
- The best way to help children resist extremist views or challenge views is to teach them to think critically and become independent learners, which is fundamental to the Characteristics of Effective Learning and Teaching embedded in the EYFS.

So what does this mean in practice and how do we incorporate our understanding of what Prevent means into our daily activities?

Democracy: making decisions together

- As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development, the Manager and staff can encourage children to see their role in the bigger picture, encouraging children to know that their views count, value each other’s views and talk about their feelings, for example when they do or do not need help.
- When appropriate we will demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration.
- Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.



Respect for the Law: rules matter

- Understanding rules matter as cited in Personal Social and Emotional development.
- As part of the focus on managing feelings and behaviour staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

- As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World children should be encouraged to develop a positive sense of themselves.
- Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about going to school.

Mutual respect and tolerance: treat others as you want to be treated

- As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World, Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that



reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

What is not acceptable

- Actively promoting intolerance of other faiths, cultures and races.
- Failure to challenge gender stereotypes and routinely segregate girls and boys.
- Isolating children from their wider community.
- Failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

Training and Awareness

As part of our statutory duties and our own desire to uphold the highest safeguarding standards, we will ensure that staff are fully trained to understand how to minimize the possibility of radicalisation. This will be achieved by promoting behaviours and understanding in children that are fundamental to the EYFS.

- Ensure that all staff are fully aware of the threats, risks and vulnerabilities that are linked to extremism and radicalisation. This includes being alert to early indicators, responding to and reporting. Training will include all staff including part time, bank and volunteers, plus ancillary staff.
- We will follow the recommendations of the Local Authority and ensure staff attend Prevent/WRAP, or other recommended training and that this is relevant to the job role in the preschool.
- Ensure staff are also well versed in associated policies and procedures such as Equalities, Inclusion and Diversity.

Procedures for referrals

It is important that staff understand the processes by which their concerns and observations can be escalated, and that irrespective of the outcome of the escalation, staff are fully protected by preschool policies and the law in so-doing.

In the first instance it is important that any concerns are shared with either Preschool manager. In this way we will be able to filter the concerns and assess whether further action is necessary. Staff should not feel awkward or uncomfortable about reporting a concern, because irrespective of the significance of the



outcome, vigilance should always be encouraged.

- We will treat any worry or concern that a child or young person in the preschool may be exposed to possible extremism, extremist ideology and or radicalisation as a safeguarding concern.
- We will follow the preschool's normal safeguarding procedures including discussing with the preschool's designated safeguarding lead and where deemed necessary, with children's social care or the Multi Agency Safeguarding Hub 0208 489 4470.
- The Managers can also contact the local police or dial 101 (the non-emergency number). They will then talk in confidence about the concerns and help to access support and advice.
- If the concern is about a member of the management team then staff should in the first instance contact a member of the Management Committee.