



The Prevent Duty and Promoting British Values Policy

Policy statement

From the 1st July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism" This is duty is known as the Prevent Duty.

Prevent Duty Officer is Kim Farley

What is radicalism?

Radicalism refers to the process by which a person comes to support terrorism and forms of extremism.

Protecting children from the risk of radicalisation is seen as part of Acton Playgroup's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to protect vulnerable people being radicalised.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many ways and settings.

Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends, or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

The internet and the use of social media has become a major factor in the radicalisation of young people.

What is extremism?

Extremism is the 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 the armed forces whether in their country or overseas.

Here at Acton Playgroup, we take safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent Duty we will endeavour to:

- Provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify children who may be at risk of radicalisation.
- We build the children's resilience by promoting fundamental British values and enable them to challenge extremist views (In early years, the statutory framework for the EYFS set standards for learning, development and care for children 0-5, thereby assisting personal, social and emotional development and understanding of the world)
- We will assess the risk, by means of formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of the terrorist ideology.
- We will ensure staff understand the risks so they can respond in an appropriate and proportionate way.
- We will be aware of the online risk of radicalisation through the use of social media and the internet.
- As with managing our safeguarding risks, our staff will be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or may seek to hide their views). The key person approach means we already know our children well and so we will notice any changes in behaviour, demeanour or personality quickly.
- We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. The key person approach means we already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly.
- We will work in partnership with our local LSCB for guidance and support.
- We will build up an effective engagement with parents/carers and families (This is important as they are in a key person position to spot signs of radicalisation)
- We will assist and advise families who raise concerns and be able to point them in the right direction and the right support mechanisms
- We will ensure that our Designated Safeguarding Officer will undertake Prevent Awareness training (as a minimum) so that they can offer advice and support to other members of staff.
- We will ensure that any resources used in the nursery are age appropriate for the children in our care and our staff have the knowledge and confidence to use the resources effectively.

For further information with regards to how the EYFS can help children and staff understand British Values and The Prevent Duty, please refer to sections Personal, Social and Emotional Development (PSED) and Understanding the World (UTW)

To help understand how this is put into practice a few examples are as follows:

The NSPCC states that signs of radicalisation may be:

- Isolating themselves from family and friends

20/09/2023

- Talking as if from a script, at speed
- Unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use

Democracy: Making Decisions Together: PSED

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate 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.

Rule of Law: Understanding rules matter: PSED

- Staff can ensure that children understand their own and other's behaviours and its consequences, and to distinguish right from wrong.
- Staff can collaborate with children to create the rules and codes of expected behaviour, for example, to agree the rules about tidying up and ensure all children understand rules apply to everyone.

Individual Liberty: Freedom for all: PSED & UTW

- Children should 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, allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

Mutual Respect and Tolerance: Treat others as you want to be treated: PSED & UTW

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect their own and other cultures: know about similarities and differences between themselves and other among families, faiths, communities, cultures and traditions and share practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other people's opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value diversity of children's experience 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 segregating boys and girls
- Isolating children from the wider community
- Failure to challenge behaviours (whether this is 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.

Policy adopted by:	Acton Playgroup and Committee	(Name of provider)
On:	_____	(date)
Signed on behalf provider:	_____	
Name of signatory	Kim Farley	Sabrina Elsdon
Role of signatory (e.g., chair/owner)	Lead Practitioner	Committee Chairperson
Reviewed August 2023	_____	