



## The Prevent Duty & Fundamental British Values

From the 1st July 2015 all nursery's, registered early 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 duty is known as the Prevent Duty.

### The Prevent Strategy

CONTEST is the UK Government counter-terrorism strategy organised around four work streams, each comprising a number of key objectives:

#### **PURSUE**

To disrupt and/or stop terrorist attacks;

#### **PREVENT**

To stop people becoming terrorists or supporting terrorism;

#### **PROTECT**

To strengthen our protection against a terrorist attack and

#### **PREPARE**

To mitigate the impact of a terrorist attack.

Safeguarding is at the heart of everything we do, therefore to ensure that we adhere to and achieve the requirements of Prevent Duty, we will;

Provide appropriate training for staff as soon as possible, and ensure that they fully understand their duties. Part of this training will enable staff to identify children who may be at risk of radicalisation.

Build children's resilience by promoting fundamental British values, enabling them to develop the courage and confidence to challenge extremist views. The EYFS sets standards for learning, development and care, which are embedded within children's PSED, Communication development and Understanding 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. This will begin as we aim to develop respectful and open relationships with parents, using information gathered from registration forms, and our knowledge of families gained from home visits.

We will ensure staff understand the possible 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 are well-placed to notice any changes in behaviour, demeanour or personality quickly. We will work in partnership with our local children's Safeguarding Partnership for guidance and support.

We will assist and advise families who raise concerns with us, in order to be able to signpost appropriate support mechanisms.

We will ensure that our Senior Designated Lead in Safeguarding **Shannon Ralph** and deputy DSL **Shabana Hussain** will undertake Prevent Duty awareness training (as a minimum) so that they can offer advice and support to other members of staff.

Staff will have an on-going and open discussion about their own beliefs around British values, and what they mean to staff, children and families using the setting, ensuring that there is a balance created between celebrating and respecting difference, whilst being aware of the dangers of radicalisation.

### **"Fundamental British Values"**

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 on a daily basis at Twinkling Toddlers nursery few examples are listed below:

#### **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 opinions, and talk about their feelings. For example, saying 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 listened to and 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, or 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 how they feel about the transition from nursery to nursery.

### **Mutual Respect and Tolerance: treat others as you want to be treated: PSED & UTW**

Managers and leaders 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 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 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.

### **Statutory Duties**

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2015, 2020)
- Prevent Duty Guidance (2015, 2020)
- Working Together to Safeguard Children (2015, 2018)

### **Related Policies**

- Behaviour Management Policy
- Code of Conduct Policy
- Equality Opportunities Policy
- ICT & Online Safety
- Monitoring staff Behaviour
- No Platform for Extremism
- Teaching and learning Policy
- Whistle-blowing Policy

### **Role of Designated Safeguarding Lead**

Senior DSL: (Shannon Ralph) in her absence (Shabana Hussain)

Ensure that staff understands the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns

- Receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- Make referrals to appropriate agencies with regard to concerns about radicalisation
- Liaise with partners, including the local authority and the police
- Report to the Governing Body on these matters

### **Signs of vulnerability include:**

- Underachievement
- Being in possession of extremist literature
- Poverty

- Social exclusion
- Traumatic events
- Global or national events
- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identify
- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups or faith

**Early indicators of radicalisation or extremism may include:**

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside nursery
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

**Also consider families at risk:**

- Not buying into nursery ethos
- Questioning policies
- Keeping apart from other parents

**Visitors**

All visitors to the nursery are made aware of our safeguarding and child protection policies on arrival and the expected behaviour.

We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present.

Staff must not invite speakers into nursery without first obtaining permission from the Manager and or Nursery Director.

## Referral Process

Staff and visitors to our nursery must refer all concerns about children (person(s) who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead (Shannon Ralph) and in her absence (Shabana Hussain) using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a child/ person(s), the Designated Safeguarding Lead will make a referral to the appropriate body

### Who to contact

#### **CASS:**

Telephone: 0121 303 1888

#### **Emergency out-of-hours**

Telephone: 0121 675 4806

#### **LADO:**

Telephone: 0121 675 1669

#### **Duty Line Team:**

Telephone: 0121 675 4996/ 0121 675 1943

#### **Anti-Terrorist hotline:**

Telephone: 0800789321

### Policy was:

<b>Implemented</b>		<b>Reviewed</b>		<b>Amended</b>	
<b>Date:</b>			<b>Next Review Date:</b>		
<b>Manager</b>	Shannon Ralph	<b>Manager Signature</b>			
<b>Deputy Manager</b>	Shabana Hussain	<b>Deputy Signature</b>			
<b>Director</b>	Sajid Hussain	<b>Director Signature</b>			