

# Schoolroom Two

## 1.22 The Prevent Policy and Promoting British Values in Early Years

From 1st July 2015 we as a registered early years childcare provider 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 government has defined extremism in the Prevent strategy as; Vocal or active opposition to Fundamental British Values, including ;

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of different faiths and beliefs

We as a child care provider subject to the Prevent Duty will be expected to demonstrate activity in the following areas

- assessing the risk of children being drawn into terrorism
- demonstrate that we are protecting children from being drawn into terrorism by having robust Safeguarding policies
- be alert to any safeguarding and child protection issues in the child's life at home or elsewhere(paragraph 3,4 EYFS)
- ensure safe arrangements taking into account the policies and procedures of the Local Safeguarding Children's Board
- make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism and to challenge extremist ideas which can be used to legitimize terrorism
- understand when to make referrals to the Channel programme and to report concerns to MASH.(Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.An individual's engagement with the programme is entirely voluntary at all stages).
- we will be aware of the online risk of radicalisation through the use of social media and the internet
- we will build the children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views(for early years providers the statutory framework for the EYFS sets standards for learning, development and care for children aged from 0-5, thereby assisting their personal, social and emotional development and understanding the world)
- we will not carry out unnecessary intrusion into family life but will take action when we observe behaviour of concern. The key person approach means we already know our key children well and so we will notice any changes in behaviour, demeanour or personality quickly
- as with managing other 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 signs or seek to hide their

- views)
- we will work in partnership with our LSCB for guidance and support

To do this practitioners will:

- Listen to children
- Share appropriate information with parents
- Listen to parents
- Report concerns
- Challenge negative behaviour
- Focus on what children need
- Support children's Personal, Social and Emotional development by helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

We will build an effective engagement with parents/carers and families. ( This is important as they are in a key position to spot signs of radicalisation)

We will assist and advise families who raise concerns with us as it is important to be able to point them to the right support mechanisms.

We will ensure that our DSO and other staff undertake Prevent awareness training so that they can offer advice and support.

The Department for Education has dedicated a telephone helpline (0207340 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](mailto:counter.extremism@education.gsi.gov.uk)

Channel is available at : <https://www.gov/government/publications/channel-guidance>

Download the Home Office's guidance on the Prevent Duty

### PROMOTING FUNDAMENTAL BRITISH VALUES

The Fundamental British Values in Early Years are

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance for those with different faiths

### Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- 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 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 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 transferring into Reception Class.

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.
- Staffs 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.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

