

Happy, Confident, Independent.

Children develop a sense of belonging, respect and autonomy of voice through a varied and well-directed early education.

Prevent Duty

Policy Statement

From 1st July 2015 all schools, 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*" known as the Prevent Duty.

What is Radicalism?

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

Protecting children from risk of radicalisation is seen as part of our 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 prevent vulnerable people from being radicalised. Many factors may contribute to vulnerability. Specific background factors may contribute to the vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or a terrorist group may appear to provide an answer.

People from any walk of life can be drawn into radicalisation and not necessarily from any particular religion or ethnicity. The Prevent Duty does not require childcare providers to carry out unnecessary intrusion into family life but we are required to take action when observe behaviour of concern

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

What is Extremism?

Extremism 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.

We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas (HM Government Prevent Strategy 2011). Violent extremism is a real threat to all

communities - violent extremists actively aim to damage community relations and create division. That is why it is vital that we all work together to support those who are vulnerable in this way.

Procedure

It is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.

Protecting children from the risk of radicalisation should be seen as part of schools wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within the family or are a product of outside influences.

- We will build pupils resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist and radical views (for early years providers the statutory framework for the EYFS sets standards for learning, development and care for children from 0-5 thereby assisting their personal, social and emotional development and understanding of the world).
- We will provide appropriate training to enable staff to identify children who may be at risk of radicalisation.
- All staff are instructed to challenge extremist and radical views.
- All staff are DBS checked and attend regular Safeguarding training.
- All staff that work directly with children are expected to assess the risk of children being drawn into terrorism. This means being able to demonstrate both a general understanding of the risks affecting young children and an understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.
- Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help and protection (children at risk of radicalisation may display different signs or seek to hide their views). These behaviours can be evident during circle time, role play activities and quiet times. Quiet time is a good time for children to make disclosures as this is the period that children are closest to their key worker.
- Our Key Person system enables staff to notice changes in behaviour, demeanour or personality.
- Staff will undertake Prevent Awareness Training.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

British Values

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development).
 - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
 - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- *Rule of Law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development).
 - Practitioners ensure that children understand their own and others' behaviour and its consequence.
 - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual Liberty*, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World).
 - Children should develop a positive sense of themselves. Staff 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.
 - Practitioners 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 discussing in a small group what they feel about transferring into Reception Class.
- *Mutual Respect and Tolerance*, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Practitioners 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 tolerance, appreciation 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.
 - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.

- Practitioners 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 or racial stereotyping.

In our setting it is not acceptable to:

- actively promote intolerance of other faiths, cultures and races.
- fail to challenge gender stereotypes and routinely segregate girls and boys.
- isolate children from their wider community.
- fail 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.

Procedures for Reporting Concerns

If a member of staff has a concern about a particular pupil they should follow the schools normal safeguarding procedures, including discussing with the designated safeguarding lead, who will, where deemed necessary, contact children's social care.

The safeguarding lead 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. Also, they can advise if this is a case for Channel.

The Department for Education has a dedicated telephone helpline (020 7340 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

Legal Framework

- Counter-Terrorism and Security Act 2015

Further Guidance

- Fundamental British Values in the Early Years (Foundation Years 2015)
- Prevent Duty Guidance: for England and Wales (HMG 2015)
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

This policy was adopted by
On

Ringrose Kindergarten Chelsea

11th June 2020

Date to be reviewed	July 2021
Signed on behalf of the provider	
Name of signatory	Lucy Hustler Parker
Role of signatory (e.g. chair, director or owner)	Owner/Headmistress

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. The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk
- assessing the nature and extent of that risk
- developing the most appropriate support plan for the individuals concerned

Sections 36 to 41 of the Counter-Terrorism and Security Act 2015 set out the duty on local authorities and partners of local panels to provide support for people vulnerable to being drawn into any form of terrorism. This guidance has been issued under sections 36(7) and 38(6) of the act to support panel members and partners of local panels.

The document:

- provides guidance for Channel panels
- provides guidance for panel partners on Channel delivery (that is, those authorities listed in Schedule 7 to the Counter-Terrorism and Security Act 2015 who are required to co-operate with Channel panels and the police in carrying out their functions in Chapter 2 of Part 5 of the Counter-Terrorism and Security Act 2015)
- explains why people may be vulnerable to being drawn into terrorism and describes signs to look for
- provides guidance on the support that can be provided to safeguard those at risk of being drawn into terrorism

Channel may be appropriate for anyone who is vulnerable to being drawn into any form of terrorism. Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist activity.