

The 'Prevent Duty' and 'British Values' Policy and Risk Assessment

Purpose of this Policy

To educate and inform staff, volunteers and parents of what the Prevent Duty details and why it is embedded within Child's Play practices.

What is the 'Prevent Duty'?

The Prevent Duty was introduced to prevent individuals from being drawn into terrorism.

Our nursery 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'

Extremism - The holding of extreme political or religious views; fanaticism.

Radicalisation - The action or process of causing someone to adopt radical positions on political or social issues.

There is no place for extremist views of any kind in our nursery 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 nursery.

We support and develop the children at our nursery 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 nursery, 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.

To fulfil the Prevent Duty, providers must ensure (Martyn's Law (2022)):

- They focus on children's personal, social and emotional development, making sure 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.
- Staff 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.
- They take action when they observe behaviour of concern.
- Staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.
- They assess the risk of children being drawn into terrorism, and work in partnership with local partners such as police, prevent coordinators, channel police practitioners and the safeguarding children's partnership to take account of local risks and respond appropriately.
- Assess their training needs in the light of their assessment of the risk.

Prevent and British Values

As a setting we are required to demonstrate Prevent through the British Values. Ofsted require us to demonstrate how we support children with British Values including learning right from wrong, learning to take turns and share, and challenging negative attitudes and stereotypes.

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 nursery 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 nonreligious.
- 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

The Fundamental British Values

1. **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 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 e.g., independent meal times.
- Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

2. **Rule of Law** - understanding rules matters

- 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.
- Refer to the promoting positive behaviour policy.

3. **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.

4. **Mutual respect and tolerance for those of different faiths and beliefs** - treating 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.

Risk Assessment

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 nursery 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 online 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 nursery children being drawn into terrorism. We recognise we are in an important position to identify risks within our local context.

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. All practitioners will be trained annually using the Channel portal.

Local Context

Currently in Barnsley the greatest threat seen is Far right ideology (neo-Nazis/fascists).

The Right-Wing Terrorist (RWT) threat relates to groups or individuals who engage in terrorist activity and who are inspired by a right-wing extremist ideology: Cultural Nationalism, White Nationalism or White Supremacism. (Source: Met police)

Far right logos and symbols: file:///C:/Users/benas/Downloads/Far_Right_Logos_Symbols.pdf

Referrals

Referral process to:

Police prevent team

Tel: 01142523217 8am-4pm

Out of hours 101 or in an emergency 999

Crimestoppers: 0800 555 111

prevent@southyorks.pnn.police.uk

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

[The Prevent duty Advice for Schools and childcare Providers](#)

https://www.foundationyears.org.uk/files/2015/03/Fundamental_British_Values.pdf

Risk Assessment

SETTING: Child's Play Day Nursery (Penistone) limited

LOCATION: Penistone

DATE: 01 July 2022

TIME: 12:00

LEADER: Andrea Askey (DSL), Emily Askey (Deputy DSL), Lucy Askey (Deputy DSL), Sam Askey (Deputy DSL), Sarah Kneeshaw (Deputy DSL) and Ben Askey (Deputy DSL)

STAFF INVOLVED: To be shared with all staff

PROMPT	HAZARD	WHO	CONTROL MEASURE
Prevent Duty	Extremism and Radicalisation (Can be identified as vocal or active opposition to fundamental British values including democracy, rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs).	Children / Parents / Users / Staff / Visitors	<ul style="list-style-type: none"> Penistone is considered to be a low risk area Recruitment and Selection follows the guidance in the 'Keeping Children Safe in Education' and Working together to safeguard children' 2015 documents Promoting British Values & enabling children to challenge extremist views (PSED and Understanding the World). Identifying children who may be vulnerable to radicalisation Safeguarding procedure in place to refer families and/or get support and advice Risk assessments Policies in place: Working in Partnership with agencies and with parents Staff training: Safeguarding and where appropriate Channel Training
	Children at risk of or vulnerable to, Radicalisation	Children	<ul style="list-style-type: none"> Staff key person system to know the child and their family best and listen to children and families Support and training for staff in identifying those most vulnerable to radicalisation (Channel on-line training) Clear cause for concern systems in place to record and report any concerns to the proper agencies – support for staff i.e. see helpline number below Referral to the Channel Programme if necessary

IT – iPads / Tablets, Mobile Phones, Laptops etc.	Extremism and Radicalisation	Children / Vulnerable Adults	<ul style="list-style-type: none"> • Policies in place to cover adults’ use of computers, tablets and phones etc. • Policies in place to cover children using computers, tablets and phones in setting Policies also cover children bringing their own IT equipment and the boundaries set for them <ul style="list-style-type: none"> • E-Safety and Social media is covered and advice from the following have been considered <ul style="list-style-type: none"> ○ Think u know, https://www.thinkuknow.co.uk/Teachers/KCSO/ ○ NSPCC and CEOP you tube training https://www.youtube.com/watch?v=Cev9vkMYOHw ○ http://www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/ ○ Child Exploitation and Online Protection Centre (CEOP) http://www.ceop.police.uk/safety-centre/ ○ UK safer internet centre http://www.saferinternet.org.uk/ Information and sign posting for parents and carers available <ul style="list-style-type: none"> • IT policies in place • Working in partnership with parents and other agencies • Staff training to identify those more at risk of radicalisation (including family members and those that may be connected but not at direct risk) • Referral process to: <ul style="list-style-type: none"> ○ Local Prevent Police Team using safeguarding poster contacts ○ Police on 101 ○ Referral helpline 0800 789 321 ○ DFE https://act.campaign.gov.uk/ If a crime is being committed or in an emergency situation where someone is in immediate danger - 999
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Signed:  Print Name: Lucy Askey

Date: 01/07/2022

Person completing the form: Lucy Askey