

Prevent Duty and Fundamental British Values Policy

Policy statement:

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 Early Years Foundation Stage.

From 1 July 2015 all schools registered early years childcare providers and registered later 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.

Please read the government prevent duty guidance:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

AACC states that any children attending our setting are properly safeguarded which should include considering whether children attending such settings are at risk of being drawn into extremism or terrorism.

(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. Terrorist groups very often draw on extremist ideas developed by extremist organisations).

Procedure:

AACC would aim to follow the guidelines from the [Fundamental-British-Values-in-the-Early-Years foundationyears.org.uk](https://www.foundationyears.org.uk)

“Fundamental British Values in the Early Years

At many of our events we have heard a lot of queries about how providers should be interpreting Fundamental British Values in the early years and how that will be reflected by Ofsted in inspection. Our feedback noted that many of you would welcome further clarity and guidance on what British Values means in the early years to reduce misinterpretation and confusion.

Having checked with the Department for Education (DfE) the statutory requirements for early years providers are now clear. 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 2017 Early Years Foundation Stage.

Separately, the Counter Terrorism and Security Act also places a duty on early years providers “to have due regard to the need to prevent people from being drawn into terrorism” (the Prevent duty). The duty came into effect from July 2015. Statutory guidance on the duty is available at

<https://www.gov.uk/government/publications/prevent-duty-guidance>. DfE will in due course amend the EYFS to reference providers’ responsibilities in the light of the Prevent duty.

To help demonstrate what this means in practice, we have worked up the following examples based on what is in the statutory guidance. They are just that – examples - and not exhaustive, but hopefully useful to you. We have shared these with DfE who agree they are helpful examples.

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'.

What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races.*
- failure to challenge gender stereotypes and routinely segregate girls and boys.*
- isolating children from their wider community*
- failure 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."*

Further information can be found Prevent.safeguardingcambspeterborough.org.uk from the Cambridgeshire and Peterborough Safeguarding Adults and Children Boards.

The Prevent duty: what it means for schools and childcare providers.

Although we run an out of school club primarily for school aged children, a percentage of the children that attend our setting are of early years age. We take into

consideration the guidelines that apply to our setting as an out of school club for primary school aged children and early years children.

“The statutory guidance on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes:

- *Risk assessment*
- *Working in partnership*
- *Staff training*
- *IT policies*

This advice focuses on those four themes.

Risk Assessment:

The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age.

Schools and childcare providers are in an important position to identify risks within a given local context. It is important that schools and childcare providers understand these risks so that they can respond in an appropriate and proportionate way.

At the same time schools and childcare providers should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL (The Islamic State of Iraq and the Levant) seek to radicalise young people through the use of social media and the internet.

The local authority and local police will be able to provide contextual information to help schools and childcare providers understand the risks in their areas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology.

As with managing other safeguarding risks, staff should 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 seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour.

The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

For further safeguarding and child protection please refer to the **Safeguarding Child Protection Policy**.

School staff and childcare providers should understand when it is appropriate to make a referral to the Channel programme.

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.

Information on Chanel and an on line training module are available at the following links:

<https://www.gov.uk/government/publications/channel-guidance>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Working in Partnership:

The Prevent duty builds on existing local partnership arrangements.

Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area.

Safeguarding arrangements should already take into account the policies and procedures of the LSCB. For example, LSCBs publish threshold guidance indicating when a child or young person might be referred for support.

Further information can be found at the following NSPCC website.

<http://www.safenetwork.org.uk/Pages/default.aspx>

Local authorities are vital to all aspects of Prevent work. In some priority local authority areas, Home Office fund dedicate Prevent co-ordinators to work with communities and organisations, including schools.

Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to schools on implementing the duty.

Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

Staff Training:

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

The Home Office has developed a core training product for this purpose: Workshop to Raise Awareness of Prevent (WRAP).

There are a number of professionals particularly in safeguarding roles working within Local Authorities, the Police, Health and Higher and Further Education who are accredited WRAP trained facilitators.”

The Designated Safeguarding Leaders **Angela Lindsay, Ryan Moclair and Kirsty Badcock** have undertaken Prevent awareness training (details in our **Single Central Record**) and are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

All staff have completed the online Prevent training.

The Committee have also undertaken Prevent training through Educare.

All staff are aware of values as they are discussed and shared at staff meetings.

Staff, volunteers and, where appropriate, parents should understand and apply these values.

- Staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified.(*1)
- They assess the risk of children in their settings being drawn into terrorism, and work in partnership with local partners, such as the police, Prevent co-ordinators, Channel police practitioners and the local safeguarding children board (LSCB), to take account of local risks and respond appropriately.
- They take action when they observe behaviour of concern.
- They focus on children’s personal, social and emotional development, ensuring children 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 a child’s life, such as discriminatory or extremist views.
- They make referrals to local Channel panels, Channel police practitioners or the LSCB, if there are concerns that an individual may be vulnerable to being drawn into terrorism or extremism.
- They assess their organisational training needs in the light of their assessment of the risk.

I.T. Policies:

The IT equipment used by the staff in AACC is not accessible to any children.

The IT equipment in AACC has internet safety settings set in accordance with Great Abington Primary School.

General advice and resources for schools on internet safety are available at <http://www.saferinternet.org.uk/>.

As with other online risks of harm, every member of staff is aware of the risks posed by the online activity of extremist and terrorist groups.

Please refer to our Technological devices policy.

Building children's resilience to radicalisation:

We would encourage open discussion, where appropriate, with children in our setting to help build up resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision making.

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The Prevent duty: what it means for schools and childcare providers.

In order for schools and childcare providers to fulfil the Prevent duty, 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' and childcare providers' 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 their family or are the product of outside influences.

It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues.

On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

For early years' childcare providers, the statutory framework for the Early Years Foundation Stage 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.

The Prevent duty is entirely consistent with schools' and childcare providers' existing responsibilities and should not be burdensome.

Ofsted's revised common inspection framework for education, skills and early years, which comes into effect from 1 September 2015, makes specific reference to the need to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism.

The associated handbooks for inspectors set out the expectations for different settings. The common inspection framework and handbooks are available on GOV.UK."

<https://www.gov.uk/>

Early Years and Childcare Leadership and Governance Briefings

Factsheet - Statutory Guidance

- Published March 2017, comes into force 1 September 2017

“British values

*A4.29 Local authorities **should** respond to substantive and well-evidenced concerns regarding fundamental British values or the promotion of views and theories contrary to established scientific or historical evidence and explanations brought to their attention.”*

ADOPTION AND ANNUAL REVIEW OF THE POLICY

Print Name: RUTH BEACH

Date: 12/03/2018

Role: ADMINISTRATOR

This policy was reviewed on:	Signature and name:	This policy was amended on:	Signature and name:
14/12/2018	R Beach		
18/01/2020	R Beach		
	R Beach	11/05/2022	Additional DP names to policy.

Abington Annexe Community Childcare (AACC)
Charity No: 1198508 Ofsted No: 221689 (*pending new number)

11/05/2022			R Beach
27/11/2022	E Turner		