

PREVENT DUTY AND FUNDAMENTAL BRITISH VALUES POLICY

Policy Statement

Abington Annexe Community Childcare is committed to safeguarding and promoting the welfare of all children and young people attending our preschool, out of school club and holiday club. We recognise our responsibility under the **Counter-Terrorism and Security Act 2015, Keeping Children Safe in Education, Working together to Safeguard Children and Ofsted's guidance on Prevent Duty**, to have due regard to the need to prevent people from being drawn into terrorism.

This Prevent Duty Policy forms part of our wider safeguarding framework and should be read in conjunction with our Safeguarding and Child Protection Policy.

The threat to the UK from extremism, such as international terrorism, is substantial. The safeguarding threats that we now face are more diverse than ever before, dispersed across a wider geographical, social, technological and cultural platforms.

Dealing with violent extremism is nothing new. Throughout history there have been groups prepared to use violence to achieve their aims. A small minority of these seek to groom and radicalise young people with an ideology which may justify the use of violence through a distorted interpretation of a particular set of values.

In line with guidance from the Department for Education (DfE), The Education Alliance aims to safeguard all its children from the threat of extremism. We have zero tolerance of extremist ideologies and behaviour.

Young people can be exposed to a wide range of extremist influences or prejudiced views and behaviour from an early age. Early intervention and education is a preferable way of safeguarding against extremism and radicalisation.

Aims

The aims of this policy are to:

- Protect children and young people from radicalisation and extremist influences
- Provide a safe and inclusive environment
- Ensure staff and volunteers understand their responsibilities under the Prevent Duty
- Provide a clear process for identifying, reporting and responding to concerns
- Promote British Values and positive community cohesion

Definitions

- **Radicalisation:** The process by which a person comes to support terrorism or extremist ideologies.
- **Extremism:** 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.

British Values

AACC actively promotes the fundamental British Values of **Democracy**, **Rule of law**, **Individual liberty** and **Mutual respect** and **tolerance of different faiths and beliefs**.

These values are promoted through age-appropriate activities, positive role modelling, encouraging respect, tolerance and inclusion, supporting children to express opinions safely, and inclusive practice.

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 that 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.

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.

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

Further information can be found Prevent.safeguardingcambspeterborough.org.uk

from the Cambridgeshire and Peterborough Safeguarding Adults and Children Boards.

Risk Assessment

AACC will assess the risk of children being drawn into extremism by considering:

- The age and vulnerability of children attending
- Use of the internet and online platforms
- Peer influence
- Social isolation
- Family or community pressures
- Local risks identified by the local authority

Staff Responsibilities

All staff and volunteers will:

- Be familiar with this policy
- Complete appropriate safeguarding and Prevent training
- Be alert to signs of radicalisation or extremist views
- Promote inclusion and challenge discriminatory language or behaviour
- Report any concerns immediately to the DSL
- 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.

The Designated Safeguarding Leaders **Angela Lindsay, Louise Woolcott, Kirsty Badcock** and **Natasha James** have undertaken Prevent awareness training 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 the Early Year Alliance.

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

The Prevent duty does not require 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.

Signs of Radicalisation

Possible indicators of concern may include:

- Expressing extremist language, views or symbols
- Isolation from peers
- Sudden changes in behaviour, attitudes or beliefs
- Fixation on conspiracy theories or violence

These signs do not necessarily indicate radicalisation but should be reported if concerns persist.

Procedures for Reporting Concerns

If a member of staff or volunteer has a concern they must:

1. Record the concern factually and promptly
2. Report it to the DSL immediately

The DSL will decide on the next steps which may include:

- Monitor the situation
- Seek advice where necessary
- Discuss with parent/carers (where appropriate)
- Contact local safeguarding partners or make a **Channel referral** if appropriate

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 childcare providers 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 Channel are available at the following link:

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

In an emergency, staff should contact the police on **999**.

Online Safety

We recognise the role of the internet in radicalisation. We will:

- Supervise internet use
- Promote safe and responsible internet use
- All IT equipment in AACC has internet safety settings set in accordance with Great Abington Primary School
- Educating children on safe and responsible online behaviour
- Challenge extremist content and views appropriately
- Make sure IT equipment used by the staff in AACC is not accessible to any children.

Please read the government prevent duty guidance:

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

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.

Local authorities are vital to all aspects of Prevent work. In some priority local authority areas, Home Office funds 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.

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		
	R Beach		

18/01/2020			
11/05/2022	R Beach	11/05/2022	Additional DP names to policy. R Beach
27/11/2022	E Turner		
05/01/2024	E Roper	05/01/2024	E Roper
09/01/2026	E Roper		