

SAFEGUARDING: PREVENT DUTY AND PROMOTING BRITISH VALUES

Amendment History

Revision	Author	Description of change	Date updated
1	CH/SF	New policy – based on WSCB policy	October 2018
2	CH/SF	Added 'Safeguarding' to policy title, amending format	January 2020
3	CH, TH & XF	Reviewed No Changes	July 2023
4	TH	Reviewed, no substantive changes	September 2025

PREVENT DUTY AND PROMOTING BRITISH VALUES

Training

We provide appropriate training for staff to identify children who may be at risk of radicalisation. We 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 from 0-5, thereby assisting their personal, social and emotional development and understanding of the world). We ensure that our staff undertake Prevent awareness training (as a minimum) so that they can offer advice and support to other members of staff. We ensure that any resources used in Playgroup are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively

Risk assessment

We will assess the risk, by means of a formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. We will ensure that our staff understand the risks so that they can respond in an appropriate and proportionate way. We will be aware of the online risk of radicalisation through the use of social media and the internet. As with managing other safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may need help or protection (children at risk of radicalisation may display different signs or seek to hide their views).

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. We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. The key person approach means that we already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly.

We will work in partnership with Warwickshire Safeguarding & Mash Team for guidance and support. We will build up 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. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

Identifying signs of radicalisation

This Policy serves as guidance for staff to recognise the signs of those who are at risk and also to inform parents of our legal requirement to put this policy into operation. The prevent of duty care policy is part of our wider safeguarding duties in

keeping children safe from harm, and this new policy reinforces our existing duties by spreading understanding of the prevention of radicalisation

Staff Responsibilities. All staff must be able to identify children who may be vulnerable to radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, but staff should be alert to changes in children's behaviour, including even very young children, which could indicate they may need help or protection. These behaviours can be evident during circle time; role play activities and quiet times. People from any walks of life can be drawn into radicalisation and not necessarily from a particular religion or ethnicity. Terrorism is not promoted by any religion. The Prevent duty does not require childcare providers to carry out unnecessary intrusion into family life but we are required to act when we observe behaviour of concern. There is certain terminology used by Muslim families such as, Inshallah, alhumdillah, marshallah, allah ho akbar. These phrases are not an indication of any form of radicalisation. (This is worth mentioning as it is one of the concerns from the Muslim community). People's dress codes like hijabs, nikabs, abayas and jilbabs are not indicative factors that they are at risk of being radicalised.

Cultivating British Values

The best way to help children resist extremist views or challenge views such as creationism is to teach them to think critically and become independent learners, which is fundamental to the Characteristics of Effective Learning and Teaching embedded in the EYFS We endeavour to support our children through the EYFS 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, while continuing to take action to eradicate inequalities, bullying, discrimination, exclusion, aggression and violence; all of which fosters and secures, children's pro-social behaviours and responsible citizenship and real sense of belonging.

What to do if you suspect that children are at the risk of radicalisation

Follow the setting normal Safeguarding Procedures including discussing with the designated safeguarding lead, and if deemed necessary, with Warwickshire Safeguarding. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support. The Safeguarding Lead can also contact the local police force or dial 101 (the non-emergency number). They will then talk in confidence about the concerns and help to access support and advice. The Department for Education has dedicated a 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. Please note that the helpline is not intended for use in emergency situations, such as a child being at

immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Fundamental British Values in the Early Years

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.

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 and 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.

What is not acceptable

- 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