



Hambleton Youth Hut
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10.16 Prevent duty policy

Policy statement

The *Prevent Duty Guidance* came into force on 1 July 2015 and it places duties on schools and registered childcare providers around keeping children safe and promoting their welfare. As an early year's provider we are required to 'have due regard to prevent people from being drawn into terrorism'.

We are required to meet specific legal duties including those arising from the Prevent Duty. This sets out the need for 'British Values', which you will find more information on in our 'Curriculum' section. These help everyone live in safe and welcoming communities where they feel they belong and are defined as:

- democracy
- the rule of law
- individual liberty and mutual respect
- tolerance of those with different faiths and beliefs
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Our Safeguarding Policy is based on:-

(the prevent duty of the Pre-school Learning Alliance Mini Guide)

Procedure

The Counter Terrorism and security act places a duty on the Early Years setting to have due regard to prevent people from being drawn into terrorism.

This policy will be used and run alongside our safeguarding, equality, behaviour and British values policies within the setting.

These values are universal aspirations for equality and as such they are fundamental to helping all children become compassionate, considerate adults who form part of a fair and equal society.

We demonstrate these values through the implementation of the Early Years Foundation Stage (EYFS), and through policies and procedures relating to

equality, behaviour and safeguarding. All staff share these values, and understand the importance. To fulfil the Prevent Duty, We ensure as providers we share these values and that they are understood and are applied by all the staff. Working together in protecting children from risk of radicalisation is part of the EYFS Pre-School's promote British values.

Providers

Here at Hambledon Pre-School we take Safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent duty we will:

Provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify children who may be at risk of radicalisation.

We will 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 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 all staff understands 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 aware of 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).
- 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 also 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 our LSCB & Prevent 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.
- We will ensure that all our staff will undertake Prevent awareness training (as a minimum) so that they can offer advice and support to other members of staff.
- We will ensure that any resources used in the preschool are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.
- This Policy is intended to serve as guidance for Practitioners 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 duty of 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 practitioners 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 be in need of help or protection.

These behaviours can be evident during circle time, Role-play activities and quiet times. Quiet times is a good time for children to make disclosures as this is the period that children are closest to their key persons.

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 take action when observe behaviour of concern.

People 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 Preschool's designated safeguarding lead, and where deemed necessary, with children's social care. 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 can 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.

Further information

If you would like more information you could follow the link below.

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

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

Practitioners can complete an online course to increase their knowledge in relation to their duties and responsibilities by visiting ;-

Course.ncalt.com/Channel_General_Awareness/01/Index.html