



Prevent Duty and Promoting British Values

Schools and early years' settings are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have "due regard to the need to prevent people from being drawn into terrorism."

Little Gulls & Buoys has regard to this duty, known as the Prevent Duty 2015. This duty works alongside other safeguarding policy and practice as required by Working Together to Safeguard Children (DfE 2015). The designated safeguarding officer has oversight of the Prevent Duty at our setting. The Prevent Duty aims to stop people becoming terrorists or supporting terrorism and to keep children safe from associated dangers.

We take safeguarding very seriously, and to ensure that we adhere to and achieve the Prevent Duty we will endeavour to:

- Support our staff to feel confident to recognise signs of people at risk of being recruited by terrorist or extremist groups through accessing advice via the LSCB. National NDNA advice suggests that staff are alert to:
 - Changes in family behaviour
 - Changes in the children's behaviour, e.g. aggression towards others
 - Comments made by a child which may cause concern, e.g. commenting on what their mummy or daddy has said, talking about fighting for 'the cause' etc.
 - Comments made by family members, e.g. about certain faiths, beliefs, cultures
 - Any other signs that family members may be showing extremism.
- Understand that children who are at the risk of radicalisation may display different signs or may seek to hide their views. The key person approach means that staff know their key children well, and so we will be able to quickly notice any changes in behaviour, demeanour or personality.
- Ensure that staff understand the risks, so they can respond in an appropriate and proportionate way.
- 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 the terrorist ideology.
- Be aware of the online risk of radicalisation through the use of social media and the internet. Internet safety will be maintained at all times.
- Work in partnership with our local LSCB for guidance and support. Our policy and practice meets the requirements and recommendations of the Brighton and Hove Local Safeguarding Children's Board (<http://www.brightonandhovelscb.org.uk>).

Staff can discuss concerns with specified external agencies:

- MASH, Tel: 01273 290400 MASH@brighton-hove.gcsx.gov.uk. if staff have concerns for the welfare of a child.
- Nahida Shaikh, Prevent Coordinator, Partnership Community Safety Team, Tel: 01273 290584; Mob: 07717303292 Nahida.Shaikh@brighton-hove.gcsx.gov.uk, if staff would like to discuss concerns about a child or family.
- The dedicated police community support officer Thomas Morvantoone may also be contacted on the non-emergency police number 101 extension 550543 thomas.morvantoone@sussexpnn.police.uk

We will assist and advise families who raise concerns with us, pointing them in the right direction and the right support mechanisms.

We will help build children's resilience by promoting fundamental British values and enable them to challenge extremist views.

Promoting British values.

At Little Gulls & Buoys we will help staff, children and our families understand British values by:

- *Democracy: Making decisions together:*

All nursery 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 their views on what theme the role play area should be by a show of hands.

Staff can support the decisions that children make and provide activities that involves 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:*

Staff can ensure that children understand their own and other's behaviours and its consequences, and to distinguish right from wrong. Staff can collaborate with children to create the rules and codes of expected behaviour, for example, to agree the rules about tidying up and ensure all children understand that the rules apply to everyone.

- *Individual Liberty: Freedom for all:*

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, allowing children to take risks on an obstacle course, mixing colours, talking about their experiences. 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 how they feel about leaving nursery to go to school.

- *Mutual Respect and Tolerance: Treat others as you want to be treated:*

Managers and lead practitioners should create an ethos of inclusivity and tolerance where views, faiths, cultures and race 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. They should be provided with experiences which enable them to know about similarities and differences between themselves and others among families, faiths, communities, cultures and traditions, and share practices, celebrations and experiences. Staff should encourage and explain the importance of tolerant behaviours, such as sharing and respecting other people's opinions. Staff should promote diverse attitudes and challenge stereotypes, by providing activities and resources that challenge gender, cultural and racial stereotyping.

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