



## EYFS Statutory Requirements – Prevent Duty Guidance

### EYFS Key Themes and Commitments

<u>A Unique Child</u>	<u>Positive Relationships</u>	<u>Enabling Environments</u>	<u>Learning and Development</u>
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 Personal, social and emotional development 4.4 Understanding the World

### Policy Statement

At Warwick Community Playschool, we actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children’s earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour. Warwick Community Playschool will have due regard to the need to prevent people from being drawn in terrorism.

### Procedures: Staffing

Our Designated Staff who co-ordinate child protection issues are:

**Joanna Ludlam and Rachel Giles**

Our Designated Officer (a committee member) who oversees this work is:

**Nikki Thomson**

### Counter-Terrorism and Security Act 2015

From 1<sup>st</sup> July 2015 all childcare providers are subject to 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”. This duty is known as the Prevent Duty. Section 57-76 of the *Prevent Duty Guidance for England and Wales* relates to education. This and the *Prevent Duty Guidance from the Department for Education* support providers to think about what they can do to protect children

from the risk of radicalisation. **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable being drawn into terrorist-related activity.

## **Prevent Duty**

It is essential for staff at Warwick Community Playschool to be able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. This falls under the duties of the safeguarding children policies.

Through following the Early Years Outcomes (notably personal, social and emotional development and understanding of the world) and promoting fundamental British values, children can be supported to build resilience to radicalisation and to be able to challenge extremism. **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.

Early years providers already focus on children's personal, social and emotional development. The Early Years Foundation Stage framework supports early years providers to do this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

## **Risk Assessment**

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 should be based on an understanding, shared with partners, of the potential risk in the local area.

Staff at Warwick Community Playschool will follow the Safeguarding Children policy for reporting concerns about children who they feel are at risk of extremism or terrorist ideology. The Safeguarding leads will then consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care, for example. 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.

Any visitors to the playschool will be suitable and appropriately supervised. Any concerns about visitors will be reported to safeguarding leads who will take appropriate action. If a significant risk becomes present, staff may telephone the police if necessary.

The local authority and local police will be able to provide contextual information to help us to understand the risks in our area.

## **Working in Partnership**

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. Support is available from the

## **Staff Training**

The management team will ensure that designated safeguarding staff have access to local, relevant training. This will then be cascaded to the other members of the team. Training may include CHANNEL awareness, Workshop to Raise Awareness of Prevent (WRAP) and further safeguarding training as it becomes available.

## **Information Technology**

There is an increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. The internet in particular social media is being used as a channel, not only to promote and engage but also as a command structure. Often this promotion glorifies violence, attracting and influencing many people including children and young people and in extreme cases radicalising them. Research concludes that children and young people can be trusting and not necessarily appreciate bias that can lead to them being drawn into these groups and adopt extremist views, and in viewing this shocking and extreme content may become normalised to it.

At Warwick Community Playschool, we will ensure that children are safe from terrorist and extremist material when accessing the internet. Internet access is monitored by a filter. We will teach children to turn off any content that they feel is unsafe or inappropriate in line with our acceptable use policy.

General advice and resources on internet safety are available on the UK Safer Internet Centre website.

## **Building Resilience/ Fundamental British Values**

We can support children's 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.

We will also support children to learn and understand 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.

### 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

### **What to do if there is a concern**

If you have concerns that a child or young person may be vulnerable to violent extremism or radicalisation you should seek advice from the designated person for safeguarding. If following initial discussions there are serious safeguarding concerns in relation to the young person's vulnerability to violent extremism or radicalisation then these should be submitted on the multi-agency referral form to Children's Social Care.

**If you feel that there is an immediate danger to the life of the individual or others then call 999.**

Advice and guidance can be sought from the Prevent Engagement Officers at Northamptonshire Police (Email: [prevent@northants.pnn.police.uk](mailto:prevent@northants.pnn.police.uk) or phone: 101 (ext 343931) or 101 (ext 345215)). The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk).

You can also report suspected online terrorist content by following <https://www.gov.uk/report-terrorism>.

This policy was adopted at a meeting of: Warwick Community Association

Reviewed on: May 2017

This policy will be reviewed annually in September.

This policy will be reviewed annually, with changes made as required. The manager of the setting will be responsible for maintaining this and sharing with the committee members of Warwick Community Association to be verified. This will be shown in the minutes of the meeting.