

# Prevent Duty and Radicalisation policy

Links to Early Years Foundation Stage: Safeguarding and Welfare Requirements:  
Child Protection 3.4, 3.6, 3.7

Working Together to Safeguard Children (2018) defines extremism.

It states “Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior, or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist” Under the Counter-Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).

This may be a cause for concern relating to a change in behaviour of a child, family member or adult working with the children in the setting, comments causing concern or actions that lead staff to be worried about the safety of a child in their care. Alongside this, we will be alert to any early signs in children and families who may be at risk of radicalisation, on which we will act and document all concerns when reporting further. The NSPCC states that signs of radicalisation may be: isolating themselves from family and friends talking as if from a scripted speech unwillingness or inability to discuss their views a sudden disrespectful attitude towards others increased levels of anger increased secretiveness, especially around internet use.

Early Years Providers have a critical role in Prevent Duty. The Early Years Foundation Stage (EYFS) describes clear duties that Early Years Providers have to keep children safe and promote their welfare. It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child’s life at home or elsewhere (paragraph 3.4 EYFS).

The Ofsted Common Inspection Framework implemented in September 2015 includes reference to “providers promoting children’s welfare and preventing radicalisation and extremism”. 5

<https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015> The EYFS also sets standards for learning and development and care of children aged 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

The Foundation Years Web site has produced guidance on promoting fundamental British values which link to the EYFS requirements of learning and development.

<http://www.foundationyears.org.uk/2015/03/fundamental-british-values-in-the-early-years>  
Expectations for Early Years Providers Early Years Settings have a responsibility to meet the following criteria:

- Keep children safe and promote their welfare

- Be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS)
  - Make sure that staff have sufficient training that gives them the knowledge and confidence to recognise this vulnerability (radicalisation) and be aware of what action to take in response
  - Demonstrate that they are protecting children and young people from being drawn into terrorism by having clear policies and procedures for protecting children at risk of radicalisation
    - Ensure their safeguarding arrangements take into account the policies and procedures of the Multi-Agency Safeguarding Partners
    - Assess the risk of children being drawn into terrorism
    - Understand when to make referrals into the 'Channel' process and where to get additional advice and support i.e. Local Authority Prevent Lead, Prevent Project Lead Officer and Regional Police Prevent and Channel Lead
      - Focus on children's personal, social and emotional development
      - Ensure children learn right from wrong, mix and share with other children and value others' views
    - Ensure children know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes (in an age-appropriate way)

Funny Bunnies Preschool is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for childcare providers on preventing children and young people from being drawn into terrorism<sup>1</sup>. Definitions and Indicators Radicalisation is defined as the act or process of making a person more radical or favouring extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours within families or in the children themselves which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
  - Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
  - Possession of materials or symbols associated with an extremist cause
- Attempts to recruit others to the group/cause
- Communications with others that suggests an identification with a group, cause or ideology
- Using insulting or derogatory names for another group
- Increase in prejudice-related incidents committed by that person – these may include:
  - Physical or verbal assault
  - Provocative behaviour
  - Damage to property
  - Derogatory name-calling
  - Possession of prejudice-related materials
  - Prejudice-related ridicule or name-calling
  - Inappropriate forms of address
  - Refusal to co-operate
  - Attempts to recruit prejudice-related organisations

- Condoning or supporting violence towards others

At Funny Bunnies Preschool we take safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent Duty we will tackle radicalisation by:

- Training all staff to understand what is meant by the Prevent Duty and radicalisation
- Ensuring staff understand how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures
- Completing a Prevent Risk Assessment
- Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate.
- Ensure our preschool is an inclusive environment, tackle inequalities and negative points of view and teach children about tolerance through British Values

Using the Government document Prevent Duty Guidance for England and Wales

### Staff Training

Staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation, aware of the process of radicalisation and how this might be identified early educators are aware of how settings can provide support to help families and children to be resilient and able to resist involvement in radical or extreme activities It is recommended that educators with a safeguarding role complete WRAP training (workshop to raise awareness of prevent).

All staff will complete the Prevent training.

### Educators Role

- Staff will 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). 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.
- Be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS)
- Take action to protect children from harm and be alert to harmful behaviour by other adults in the child's life
- Be aware of how settings can provide support to help families and children to be resilient and able to resist involvement in radical or extreme activities
- We will be aware of the online risk of radicalisation through the use of social media and the internet
- Understand when to make referrals and where to get additional advice and support
  - Work in partnership with our MULTI-AGENCY SAFEGUARDING PARTNERS for guidance and support
- Support children's personal, social and emotional development by helping children develop a positive sense of themselves, and others; form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups, and to have confidence in their own abilities
  - Ensure 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 (in an age-appropriate way) Prevent 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 means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

**Referral Process** As with most safeguarding referrals it is advisable that you talk to the person you are referring first to inform them of your actions. However there is a rider to this, "Professionals should seek, in general, to discuss concerns with the family and, where possible seek the family's agreement to making a referral unless this may, either by delay or the behavioural response it prompts or for any other reason, place the child at increased likelihood of suffering Significant Harm. Informing the person you are concerned about that you are referring to also makes it easier for Prevent to work/ visit them. If the provider feels it is appropriate and safe to do so, the person they are concerned about can be asked questions [having professional curiosity], to obtain clearer information before contacting the Prevent team. However, if you are unsure you can contact the team for advice. Once a referral has gone in to Prevent they will carry out checks. They also do a home visit which is why it is useful for the person to know about the referral. Any involvement with the Prevent Team is voluntary unless safeguarding overrides this. If the home visit reveals information that needs further work then a referral to Channel is made. A multi-agency meeting is then set up, which can consist of housing, mental health etc. The Prevent team have received good feedback from people who have been referred to Channel as this has given them the opportunity to talk to other people to get a different viewpoint and to be able to challenge and question what they had been previously told. There has been some concern from organisations about the breakdown in relationships if they refer, but Prevent will work with both parties to facilitate this not happening. They would want the person/organisation that did the referral to still be able to offer support.

The Prevent Team will get back to the referrer to explain what action has been taken as much as they can within Data Protection/Information Sharing.

For more information:

Tel: 01179 455 539 or 101 for the prevent team or

email: [channelsw@avonandsomerset.police.uk](mailto:channelsw@avonandsomerset.police.uk)

Funny Bunnies adheres to the Prevent Duty Guidance, July 2015 and actively promotes British Values within the preschool. 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. For further information with regards to how the EYFS can help children and staff understand British Values and The Prevent Duty, please refer to sections Personal, Social and Emotional Development (PSED) and Understanding the World (UTW).

Please see our Promoting British Values Policy for more information.

What is not acceptable:

- Actively promoting intolerance of other faiths, cultures and races/
- Failure to challenge gender stereotypes and routinely segregating boys and girls.
- Isolating children from the wider community.
- Failure to challenge behaviours (whether this is 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 you suspect that children are at risk of radicalisation.
- Follow the preschool normal Safeguarding Procedures including discussing with the preschool; designated safeguarding person, 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 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](mailto: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.