



Child Protection

1.8. Prevent Duty Policy

Safeguarding and Welfare Requirement: Child protection

Abbots Langley Pre-School must have and implement a policy and procedures to safeguard children

Policy Statement

The Prevent Duty & Promoting British Values

From the 1st July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism” This is duty is known as the Prevent Duty.

Here at Abbots Langley Pre-School we take safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent Duty we will endeavour to:

- 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 by promoting fundamental British values and enable them to challenge extremist views (in early years, the statutory framework for the EYFS sets standards for learning, development and care for children 0-5, thereby assisting personal, social and emotional development and understanding of the world).
- We will assess the risk, by means of formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of the terrorist ideology.

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- We will ensure staff understand the risks so 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 our safeguarding risks, our 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 may seek to hide their views). The key person approach means we already know our 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 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 local LSCB 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 person 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 in the right direction and the right support mechanisms.
- We will ensure that our Designated Safeguarding Person and Designated Safeguarding Manager 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 Pre-School are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.

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)

To help understand how this is put into practice a few examples are as follows:

Democracy: Making decisions together: PSED

- 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: PSED

- 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 rules apply to everyone.

Individual Liberty: Freedom for all: PSED & UTW

- 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 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 how they feel about the transition from Pre-School to school.

Mutual Respect and Tolerance: treat others as you want to be treated: PSED & UTW

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community.

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- Children should acquire a tolerance and appreciation of and respect their own and other cultures: know about similarities and differences between themselves and other 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, for example, sharing stories that reflect and value 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 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.

Staff Responsibilities:

- All practitioners must be able to identify children who may be vulnerable to radicalisation. Training will be provided.
- 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.
- Staff to be aware that these behaviours can be evident during circle time, role play activities and when working one to one with an adult.
- Staff to understand that 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 our Pre-School to carry out unnecessary intrusion into family life but we are required to take action when observing behaviour of concern.
- Staff to be aware that people’s dress codes like hijabs, niqabs, abayas and jilbabs are not indicative factors that they are at risk of being radicalised.

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- Staff to be aware that the signs of radicalisation to look out for in our families are:
 - **Emotional** - angry, mood swings, new found arrogance
 - **Verbal** - expressing opinions that are at odds with generally shared values
 - **Physical** - appearance (tattoos), changes in routing, taking children on a long holiday to unusual places

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

- As explained above, if a member of staff in a school has a concern about a particular pupil, they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care.
- You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.
- Staff to email Hertfordshire Prevent team - Prevent@herts.pnn.police.uk if they have any concerns or queries.
- 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. 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.

Staff also can refer to websites:

- Let's Talk About It – www.LTAI.INFO
- Educate about hate – Educateagainsthate.com (Home Office approved)

This Policy was adopted at a meeting of Abbots Langley Pre-School held on	MARCH 2020
Date to be reviewed	MARCH 2022 OR SOONER IF CHANGES ARE REQUIRED
Provider	Pre-School Owner