

PREVENT DUTY POLICY

POLICY STATEMENT

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as '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 duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

What is Radicalism?

Radicalism refers to the process by which a person comes to support terrorism and forms of extremism. Protecting children from the risk of radicalisation is seen as part of the Creative Minds Nurseries Ltd wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

What is 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.

What are British values and how are they used in the setting?

British Values are a set of five values introduced to keep children safe and promote their welfare.

- **Democracy:**
making decisions together and listening to children's and parent's voices. For example: parent questionnaires are completed termly. Children are given opportunities to make decisions about choice of activities and resources they play with and giving opportunities to develop enquiring minds in an atmosphere where questions are valued.
- **Rule of law:**
understanding that rules matter, as cited in Personal Social and Emotional

Development. We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules), that they are there to protect us, that everyone has a responsibility and the consequences when rules are broken.

- **Individual liberty:**
freedom for all, for example reflecting on their differences and understanding that we are free to have different opinions. Children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We provide boundaries for young children to make choices safely, through our provision of a safe enabling environment and effective teaching.
- **Mutual respect:**
treat others as you want to be treated. Children gain respect through interaction with caring adults who show and value their individual personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings.
- **Tolerance of those of Different Faiths and Beliefs:**
we aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Children have the opportunity to dress-up in clothes and try foods from other cultures and we encourage parents and carers to participate and support.

Constant practice and Procedure

At Creative Minds Nurseries Ltd it is essential that staff is able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. We can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. All staff are instructed to challenge extremist and radical views. In our nurseries we emphasise this in daily work such as assisting the children's personal, social and emotional development and understanding of the world. All staff are DBS checked.

Risk assessment

All the staff, particularly the staff who work directly with the children 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. 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. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. If a member of staff in the nursery has a concern about a

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particular pupil they should follow the nursery's normal safeguarding procedures, including discussing with the nursery's designated safeguarding officer, who will, where deemed necessary, will consult 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.

Contact PREVENT duty officer for the relevant borough