



## Prevent of Duty Care Policy

### **Statement of Intent:**

***To protect and safeguard young children and families deem at risk of radicalisation with the intent to prevent from being drawn into terrorism.***

As from July 1<sup>st</sup>, 2015 it is a legal requirement for All Early Years Providers to have in operation the Prevent of Duty Care Policy. This is a statutory compliance requirement resulting in punitive consequences for any non-compliance.

This Policy is intended to serve as a guidance for Practitioners to recognise the signs of those who are at risk and also to inform parents of our legal requirement to put this policy into operation.

The prevent of duty care policy is part of The Willows' wider safeguarding duties in keeping children safe from harm, and this new policy reinforces our existing duties by spreading understanding of the prevention of radicalisation

### **Staff Responsibilities:**

- All practitioners must be able to identify children who may be vulnerable to radicalisation. Staff will receive training through in house cascaded awareness. The manager will complete on-line Prevent Awareness training.
- 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.
- These behaviours can be evident during circle time, role play activities and quiet times. Quiet times is a good time for children to make disclosures as this is the period that children are closest to their key persons.
- Staff will be aware of the risk of on-line radicalisation through social media and internet usage, particularly with regards to holiday club.
- 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 childcare providers to carry out unnecessary intrusion into family life but we are required to take action when observe behaviour of concern.
- Practitioners will develop good relationships with families and this will aid them in awareness of changes in behaviour.
- Staff will work in partnership with, and be guided by, the local LSCB and MASH team.
- There are certain terminology used by Muslim families such as, Inshallah, alhumdillah, marshallah, allah ho akbar. These phrases are not an indication of any form of radicalisation. (This is worth mentioning as it is one of the concerns from the muslim community).

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- People dress codes like hijabs, nikabs, abayas and jilbabs are not indicative factors that they are at risk of being radicalised.

### **Cultivating British Values**

- 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.

### **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 nursery to school.

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### **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.
- 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.

### **What to do if you suspect that children are at the risk of radicalisation.**

- Follow the setting normal Safeguarding Procedures including discussing with the nursery designated safeguarding lead, 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 Designated 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.