STANDARD 1-SAFEGUARDING

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

Standard 1.10 Prevent Duty

Horsted Keynes Pre-school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Prevent Duty

From 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 Counterterrorism 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.

Definitions

These definitions are taken from the HM Government Prevent Strategy 2011.

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate on terrorist activity.

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 the armed forces.

Here at Horsted Keynes Pre-School we take Safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent duty we will;

1. 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.
2. We will build the children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views (for early years' providers the statutory framework for the EYFS sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.
3. We will assess the risk, by means of a formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
4. We will ensure that our staff understand the risks so that they can respond in an appropriate and proportionate way.

5. We will be aware of the online risk of radicalisation through the use of social media and the internet.
6. As with managing other 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 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.
7. 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 that we already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly.
8. We will work in partnership with our LSCB & Prevent Team for guidance and support.
9. We will build up an effective engagement with parents/carers and families. (This is important as they are in a key position to spot signs of radicalisation).
10. 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 to the right support mechanisms. We
11. will ensure that our staff will undertake Prevent awareness training (as a minimum) so that they can offer advice and support to other members of staff.
12. We will ensure that any resources used in the preschool are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.

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 our wider safeguarding duties in keeping children safe from harm, and this new policy reinforces our existing safeguarding children policy (1.1). This is similar to protecting children from any other harms, whether these come from their family or are the product of outside influences. All practitioners must be able to identify children who may be vulnerable to radicalisation.

The Prevent Duty is summarised into 4 main sections:

-Risk Assessment

-Working in partnership

-Staff training

-IT policies

<u>Risk Assessment</u>

- The guidance makes it clear that providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas, this should include online radicalisation.
- 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 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.
- Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.
- Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour.
- These behaviours can be evident during circle time, Role play activities and quiet times.
- Quiet times are a good time for children to make disclosures as this is the period that children are closest to their key persons.
- 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.
- There is 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).
- Peoples dress codes like hijabs, nikabs, abayas and jilbabs are not indicative factors that they are at risk of being radicalised.

Staff should complete an online general awareness training module through the channel programme to support their understanding in identifying individuals.

This can be found at:

http://course.ncalt.com/channelGeneral Awareness/01/index.html

<u>Working in partnership-</u>

The Prevent Duty builds on existing local partnership arrangements. Local Safeguarding Children's Boards(LSCB'S) are responsible for co-ordinating what is done by local agencies for the purpose of safeguarding and promoting the welfare of children in the local area. Effective engagement with parents and families is also important as they are in a key position to spot signs or radicalisation. It is important to assist families and raise concerns and be able to point them to the right support mechanism.

Staff Training-

Staff need to understand the importance of Prevent awareness training to equip them in how to identify children at risk of being drawn into terrorism, and to challenge extremist ideas. Staff are expected to complete the short general awareness Channel course, in addition to a refresher annual standard safeguarding training course. As a minimum, the Designated Safeguarding Lead will undertake Prevent awareness training as an integral part of the 'Safeguarding for the designated person 'training course; and is therefore able to provide advice and support to the other team members. This training is completed every two years.

IT policies-

As with other online risk, staff need to be aware of the risk of any extremist or terrorist activity online. This is minimised at pre-school due to children not accessing the internet directly.

Building children's resilience to radicalisation-

The fundamental British values are already embedded in the Early Years Foundation Stage curriculum 3 April 2017 and are defined as:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of those with different faiths and beliefs

Information has been provided for families through displays within the setting and on the preschool website.

These values are not unique to the British but are universal aspirations for equality. As such they are fundamental to helping all children become compassionate, considerate adults who form part of a fair and equal society. They are implemented through policies and procedures relating to equality (Valuing diversity and promoting equality), behaviour (Achieving positive behaviour) and safeguarding (safeguarding children and child protection), with which the Prevent Duty is entirely consistent.

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 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 in the 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 insure that children understand their own and others' 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 preschool to school

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

- Managers 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 others 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, mutual56 respect and tolerance for those with different faiths and beliefs.

To fulfil the Prevent Duty, providers must ensure that:

- Staff are able to identify children who may be vulnerable to radicalisation.
- Staff members are aware that if they observe concerning behaviours or actions the Designated Safeguarding person: Clare

Humphreys will be informed, or in her absence the
Deputy Safeguarding Person: Susan Hicks

What to do if you suspect that children are at the risk of radicalisation?

- The subject of safeguarding, which includes the subject of radicalisation, is an agenda item at every half termly staff meeting
- Follow the settings normal Safeguarding Procedures including discussing with the designated safeguarding lead, and where deemed necessary, with the MASH
- In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.
- For further advice, staff members could contact the local police force or dial 101(the non-
  emergency number) to talk in confidence about concerns and help gain further access to guidance and support.
- In addition, the Department for Education has a dedicated telephone helpline (02073407264) to enable staff 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 in immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.)

Rights Respecting Early Years Setting (RRSA). Link to articles:

19 Government protection of children, including from abuse or neglect by parents

36 Protection from activities that harm development

37 Fair treatment by the law

Cultivating British Values

The best way to help children resist extremist views or challenge views 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.

Understanding and Recognising Risks and Vulnerabilities of Radicalisation

Principles

- A child is defined in the Children Acts of 1989 and 2004 as anyone who has not yet reached their 18th birthday.
- Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means.
- These can include exposure through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet.
- This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm.
- Children and young people are vulnerable to exposure to, or involvement with, groups or individuals who advocate violence as a means to a political or ideological end.
- Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right, internal terrorist, and international terrorist organisations.
- Most individuals, even those who hold radical views, do not become involved in extremism.
- Numerous factors can contribute to and influence the range of behaviours that are defined as extremism.
- It is important to consider these factors in order to develop an understanding of the issue.
- It is also necessary to understand those factors that build resilience and protect individuals from engaging in violent extremist activity.

Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm. Indicators for vulnerability to radicalisation are the same as those you are already familiar with:

- family tensions
- a sense of isolation
- migration
- distance from cultural heritage
- experience of racism or discrimination
- feeling of failure etc.
- Those in the process of being radicalised may become involved with a new group of friends, search for answers to questions about identity, faith and belonging, possess extremist literature, or advocate violent actions, change their behaviour and language, or may seek to recruit others to an extremist ideology.
- t is important to note, that children and young people experiencing these situations or displaying these behaviours are not necessarily showing signs of being radicalised.

- There could be many other reasons for the behaviour including alcohol or drug abuse, family breakdown, domestic abuse, bullying, etc., or even something less worrying.
- It is important to be cautious in assessing these factors, to avoid inappropriately labelling or stigmatising individuals because they possess a characteristic or fit a specific profile.
- It is vital that all professionals who have contact with vulnerable individuals are able to recognise those vulnerabilities and help to increase safe choices.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that practitioners exercise their professional judgement, seeking further advice as necessary.

- It may be combined with other vulnerabilities or may be the only risk identified.
- Some children may be at risk due to living with or being in direct contact with known extremists. Such children may be identified by the police or through MAPPA processes.

Vulnerability / Risk Indicators

Please note, the following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people / young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism. Oversimplified assessments based upon demographics and poverty indicators have consistently proven to increase victimisation, fail to identify vulnerabilities and, in some cases, increase the ability of extremists to exploit, operate and recruit.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators have been provided to support professionals to understand and identify factors that may suggest a child, young person or their family may be vulnerable to or be involved with extremism.

- Vulnerability
- Identity Crisis - Distance from cultural/religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/reintegration, previous involvement with criminal groups

- Access to extremism / extremist influences • Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend, or family member of someone believed to be linked with extremist activity)
- Is there evidence to suggest that the child/young person are accessing the internet for the purpose of extremist activity? (e.g. use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype, email etc.)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist / military training camps/locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/or distribute extremist literature/other media material likely to incite racial/religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings? Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political, or religious influence on the child/young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (e.g. images of children dying); it is also important to differentiate these children/young people from those that sympathise with or support extremist activity.
- Has there been a significant shift in the child/young person's behaviour or outward appearance that suggests a new social / political or religious influence?
- Has the child/young person come into conflict with family over religious beliefs, lifestyle, or dress choices?
- Does the child/young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/young person witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/young person employed any methods to disguise their true identity? Has the child/young person used documents or cover to support this?

Social Factors

- Does the child/young person have experience of poverty, disadvantage, discrimination, or social exclusion?
- Does the child/young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/young person have any learning difficulties or mental health support needs?
- Does the child/young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- does the child/young person have insecure, conflicted, or absent family relationships?
- Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include: -

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour   +

For more information, please refer to the 'Prevent duty guidance for England and Wales 2015'16.

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Signed on behalf of the provider	*C. Humphreys.*
Name of signatory & Role of signatory	Clare Humphreys Manager
Countersigned by Chair of committee	*Claire Speakman*
Name of Counter signatory	Claire Speakman

Name of signatory:

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