

PREVENT DUTY

From Wednesday 1st July 2015 The Prevent duty became law. All schools and registered early years and childcare providers must have due regard to the need to prevent people being drawn into terrorism.

The government has defined extremism in the Prevent strategy as: '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.'

Childcare and early years providers have a critical part to play. Early years providers serve arguably the most vulnerable and impressionable members of society. In England, the Early Years Foundation Stage (EYFS) accordingly places clear duties on providers 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). This includes awareness of the expression of extremist views.

As a provider I will

- Assess the risk to children being drawn in to terrorism.
- Protect children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure my safeguarding arrangements take into account the policies and procedures of the local safeguarding children board.
- Make sure I have training that gives me the knowledge and confidence to identify children at risk of being drawn into terrorism and to challenge extremist ideas which can lead to legitimise terrorism.
- I will ensure children are safe from terrorist and extremist material when accessing the internet.

Key commitment - To Promote British values

I am aware of the prevent duty legislation and am aware of how I can promote British values within the setting and local community some of these ways are:

Democracy	The rule of the law	Individual liberty	Mutual respect and tolerance of different faiths and beliefs
Social	Moral	Spiritual	Cultural
PSE self-confidence and self-awareness Recognise and model respect for each child and their families.	PSE- Managing feelings and behaviour Support children in managing their feelings and behaviour.	PSE –self-confidence and self-awareness Understanding the world Allow children to take age / development stage appropriate risks - for example during outdoor play.	PSE- making relationships Understanding the world - people and communities. Support children's understanding of diversity and challenge negative attitudes and stereotypes.
Involve children in decision making in the setting, such as decisions on what we have for meals, which park we attend, what we play and rules.	Provide books that show characters help and support each other.	Try new ideas and encourage children to join in, making new things exciting and fun, joining in ourselves and model the behaviours ourselves. Continually praise children's efforts.	Model and inclusive attitude to different faiths and beliefs.
Involve parents in decision making about the setting – by sending questionnaires home. Have an open door policy where parents can attend the setting and feel confident to share	Talk about emotions, use music that captures different moods.	Take photo's/video's of the children and share these with parents so they can see what the child has achieved at the setting.	Provide opportunities that encourage turn taking i.e. games, favourite seat in the car, choosing a story, helping set the table etc.

their ideas and feedback.			
Work in partnership with local safeguarding board.	Read books about People Who Help us i.e. Police Force and Firefighters and if possible arrange visits from police and fire service.	Have talks about feelings, posters on display and help children to recognise that everyone has different opinions and to respect those.	Provide role play experiences/ resources and activities that challenge gender, cultural and radical stereotyping.
Play games which children have to take turns.	Talk about rules, why rules are important and what the consequences may be if not abided by. Create setting rules together. Encourage how children resolve conflict i.e. a cuddle and say sorry.		Help children recognise and respect both similarities and differences. Work in partnership with parents to share knowledge and experience.
Be a good role model to the children, lead by example.	Visit local places in the community, on walks etc. talk about things we see like road signs , traffic lights, signs inside buildings etc.		Involve children in the wider community, visit places of worship, visit toddler groups, sure starts centres etc.

If I have a concern I will follow my safeguarding procedures including discussing with children's social care direct.

Report my concerns to:

The local police force telephone number 101 non-emergency

The department of education dedicated telephone number 020 7340 7264

Email counter.extremism@education.gsi.gov.uk

If a child is at immediate risk dial 999, this number is available 24hrs/7 days a week. From mobile phone dial 999 or 112.