

The Prevent Duty

The Prevent duty became law back in 2015, and is a duty on all schools and registered early years providers to have due regard to preventing people being drawn into terrorism. In order to protect children in our care, we must be alert to any reason for concern in the child’s life at home or elsewhere. This includes awareness of the expression of extremist views.

British values are a set of four values introduced to help keep children safe and promote their welfare – as is the duty of all providers following the EYFS; specifically to counter extremism.

Learning and development and safeguarding and welfare are all integral to the EYFS. Personal, social and emotional development, Language, Physical development are areas that we work within each and every day. To safeguard our children further we need to ensure that we take The British Values into account by promoting and modelling the values in our daily routine.

*The British Values are:-*

*Mutual respect for others beliefs and faith* treat others as you want to be treated, for example sharing and respecting other’s opinions.

*Rule of law* understanding rules matter as cited in Personal Social and Emotional development for example collaborating with children to create rules and codes of behaviour.

*Individual Liberty* freedom for all, for example reflecting on their differences and understanding we are free to have different opinions

*Democracy* making decisions together, for example giving opportunities to develop enquiring minds in an atmosphere where questions are valued.

As Early Years Providers, we will be expected to demonstrate activity by:

* assessing the risk of children being drawn into terrorism.
* demonstrating that we are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
* Ensuring that our safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
* making sure that staff have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
* ensuring children are safe from terrorist and extremist material when accessing the internet

What does this mean in practice?

As early years practitioners, we have a critical part to play as we nurture probably the most vulnerable and impressionable members of society. In England, the Early Years Foundation Stage (EYFS) 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). It also highlights clearly what is not acceptable, for example, failure to challenge gender stereotypes and routinely segregating girls and boys.  Ofsted Common Inspection Framework, implemented in September 2015 includes reference to “providers promoting children’s welfare and preventing radicalisation and extremism”.

Examples of practises:

Democracy:

* making decisions together As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development: 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 as stated in Personal Social and Emotional development.
* As part of the focus on managing feelings and behaviour, Staff can ensure that children understand their own and others’ behaviour and its consequences.
* to distinguish right from wrong. Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty

* freedom for all. As part of the focus on self-confidence & self-awareness and people & communities as laid out in Personal Social and Emotional development and Understanding the World.
* 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 through 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 their language for feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

Mutual respect and tolerance

* treat others as you want to be treated As part of the focus on people & communities, managing feelings & behaviour and making relationships as set out in Personal Social and Emotional development and Understanding the World. Practitioners should create a feeling of inclusively and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
* Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
* Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other’s opinions.
* Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children’s experiences and providing resources and activities that challenge gender, cultural and racial stereotyping. A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of ‘actively promoting’.

What is not acceptable is:

* 3 actively promoting intolerance of other faiths, cultures and races
* failure to challenge gender stereotypes and routinely segregate girls and boys
* isolating children from their wider community
* failure to challenge behaviours (whether of 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

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