



# Prevent Duty and Promoting British Values

## **The Prevent Duty and Promoting British Values**

The definition of British Values is highlighted in 2011 Prevent Strategy and the fundamental British values listed below are implicitly embedded in the 2014 Statutory Framework for Early Years Foundation Stage (EYFS) and have been added to Ofsted's inspection guidance in 2014. The EYFS provides a solid foundation to encourage a child's understanding and acceptance that we live in diverse communities with many different cultures and lifestyles. The government has defined key British values as follows:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect and tolerance**

The Counter Terrorism and Security Act also places a duty on early years providers "to have due regard to the need to prevent people from being drawn into terrorism" (the Prevent duty) which comes into effect July 2015.

### **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 Tigger's 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** (As Above)

## **Procedures**

### **How do we promote British Values and ensure that we adhere to Prevent Duty?**

At Tiggers we build the children's resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views. (The statutory framework for Early Years set standards for learning, development and



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care for children, thereby assisting their personal, social and emotional development and understanding of the world)

### **Democracy: making decisions together**

- Children and parents are listened to and their views sought to ensure services meet their needs. We collect views in a range of ways, eg questionnaires, suggestion box. Through our committee meetings
- Children are encouraged to value each other's views and talk about their feelings. During mat time we talk about what makes us Happy and Sad.
- Decisions and shared rules that children make are support by staff and staff are consistent in their use. We have a list of Tiggers Happy Goals which as a group we discuss at mat time.
- Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

### **The rule of law: PSE understanding rules matter**

- Staff ensure children understand their own and other's behaviour and its consequences. (Please also see Our Behaviour Management Policy- Conflict Resolution Steps)
- High expectations of the children's behaviour are consistently encouraged and reinforced.
- Children are taught the value and reasons behind our expectations and children learn to distinguish right from wrong.
- Staff work together with children to create the rules and codes of behaviour, eg agree rules for tidying up and everyone participates. Tiggers 'Happy Goals'

### **Individual liberty: freedom for all**

- Children are encouraged to make choices knowing they are in a safe and supportive environment. • The provision of an enabling environment and use of effective teaching enables children to understand and exercise their rights and personal freedoms.
- Children are supported to develop a positive sense of themselves.
- Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.
- Staff encourage a range of experiences that allow children to explore their feelings

### **Mutual respect and tolerance: treat others as you want to be treated**

- The children are taught to care, share and listen to others. At mat time they are encouraged o raise their hand to speak and listen to what others have to say



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- Staff encourage and explain the importance of tolerance and appreciation of and respect of their own and other cultures; know about similarities and differences between themselves and others of those of different faiths and beliefs.
- Staff promote diverse attitudes and challenge stereotypes.
- Resources and activities are provided that challenge gender, cultural and racial stereotyping.
- Children, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views are actively challenged.

In our setting we promote a culture of equality and as underpinned by the Equality Act 2010 and it is not acceptable to:

- Actively promote intolerance of other faiths, cultures and races
- Fail to challenge stereotypes or segregation
- Isolate children from their wider community
- Fail to challenge behaviours that are not in line with the fundamental British Values outlined in this policy.

**All staff have completed a Prevent Duty training course to increase their knowledge in relation to their duties and responsibilities.**

Part of this training will enable staff to identify children/families who may be at risk of radicalisation

- As with managing our safeguarding risks, our staff will be alert to changes in children's behaviour which would indicate that there may be a need of help or protection. The key children approach means that we already know our key children well and so we will notice any changes in behaviour, demeanour or personality quickly
- We take action when we observe behaviour of concern
- We are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified
- We will not carry out unnecessary intrusion into family life but will take action when we observe behaviour of concern.
- We will assist and advise families who raise concern with us. It is important to assist and advise families who raise concerns and be able to point them to the right mechanisms.
- We assess the risk of children being drawn into terrorism, and work in partnership with local partners such as the police, Prevent Co-ordinators, Channel Police Practitioners and their LSCB, to take account of local risks and respond appropriately



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- We know how to make referrals to local Channel Panels, Channel Police Practitioners or the LSCB, if there are concerns that an individual may be vulnerable to being drawn into terrorism or extremism
- We assess our training needs in the light of any assessment of risk

### Contact Information

**Sussex Police Prevent Team**

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[Prevent@sussex.pnn.police.uk](mailto:Prevent@sussex.pnn.police.uk)

**Channel Anti-terrorist hotline 0800 789 321**

**Hate crime/incident reporting**

0845 0751 021

### **Legal framework and guidance**

2011 Prevent Strategy

Equality Act 2010

Working Together to Safeguard Children 2015 Safeguarding Children from abuse linked to faith or belief

Radicalisation – Prevent strategy

Radicalisation – Channel guidance

Counter Terrorism and Security Act

DfE Fundamental British Values in the Early Years (2015)

Statutory Framework for Early Years Foundation Stage

### **Other linked policies**

Behaviour Management Policy

Equal Opportunities -Valuing diversity and promoting equality