Promoting British Values and the Prevent Duty

Prevent Duty

The *Prevent Duty Guidance* came into force on 1 July 2015 and it places duties on schools and registered childcare providers to prevent children and young people being drawn into terrorism.

Terrorism can occur anywhere in the world with atrocities carried out in support of various ideologies. There is no single definition of terrorism, but it commonly refers to criminal acts intended to provoke a state of terror in the general public.

Violent extremism is where people seek to justify or promote terrorism or encourage others to commit such acts.

A radicalisation process includes exposure of an individual to extremist viewpoints that may eventually influence the person to carry out an act of violent extremism or terrorism. This could take weeks, months or even years.

Childcare providers are in an important position to identify risks within a local context, in order for childcare providers to fulfil the Prevent Duty., it is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of childcare providers' wider safeguarding duties.

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 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. 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 may display concerning behaviour. As with any other safeguarding risk, staff must take action when they observe behaviour of concern.

General safeguarding principles apply to keeping children safe from the risk of radicalisation. Additionally, childcare providers may make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

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Childcare providers can build children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. For early years childcare providers, the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the statutory framework for the Early Years Foundation Stage which set standards for learning, development and care for children from 0-5. We extend this to include all children attending Pavilion whether it be our Pre school or breakfast and after school clubs.

Democracy: making decisions together

As part of the focus on self confidence and self awareness as cited in Personal, Social and Emotional Development:

- 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 heed help. When appropriate demonstrate democracy in action, for example children sharing views on what the theme of their role play are could be with a show of hands.
- Staff can support the decision 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 part of the focus on managing feelings and behaviour as cited in personal , Social and Emotional Development:

- Staff can ensure that children understand their own and other's behaviour and its consequences and learn 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 that rules apply to everyone.
- 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 discussing how they feel about transferring to another class in school.

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Mutual respect and tolerance: Treat others as you want to be treated

As part of the focus on people and communities, managing feelings and behaviour and making relationships as cited in Personal Social and Emotional Development and Understanding the World:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are values 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 others opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and provide resources and activities that challenge gender, cultural and racial stereotyping.

It is not acceptable for staff to:

- actively promote intolerance of other faiths, cultures and races.
- fail to challenge gender stereotypes or to routinely segregate girls and boys
- isolate children from their wider community
- fail 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 fails and beliefs

Our staff have all completed official Prevent Duty training.

Legal framework

- Counter-Terrorism Strategy (CONTEST) 2023
- Prevent Duty Guidance: England and Wales (2023)
- Channel Duty Guidance: Protecting People Susceptible to Radicalisation
- Counter-Terrorism and Security Act 2015 (as amended)

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Useful information

NSPCC protecting children from radicalisation

https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/protecting-children-from-radicalisation/

UK Government Channel Programme Guidance

https://assets.publishing.service.gov.uk/media/651e71d9e4e658001459d997/14.320_HO_Channel_Duty_Guidance_v3_Final_Web.pdf

This policy was adopted in September 2021

This policy will be reviewed annually or as required.

Last updated: 30.09.26

Signed by Chair of Trustees:

Signed by Operations Manager: