

Preventing Extremism and Radicalisation Policy

Introduction

This policy is just one element of our overall arrangements to safeguard and promote the welfare of all children in line with our statutory duties.

From July 1st 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to duty under section 26 of the Counter Terrorism 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'.

What we do

Here at Sweet Peas Nursery we take safeguarding very seriously, therefore to ensure that we adhere to the Prevent Duty we will:

- Provide ongoing training for team members. Part of this training will enable team members to identify children who may be at risk of radicalisation.
- Build the children's resilience to radicalisation by promoting Fundamental British Values enabling them to feel comfortable enough to challenge extremist views.
- Ensure that all team members fully understand the risks that children may be subject to so that they can respond in an appropriate and proportionate way.
- Manage other safeguarding risks by making sure all team are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. The key person approach we use means we already know our key children well which makes it easier to notice any changes in behaviour, demeanour or personality quickly. Also, by keeping in mind that children at risk of radicalisation may display different signs or seek to hide their views.
- Not carry out unnecessary intrusion into family life but we will take action when we observe behaviour which causes concern. The key person approach means that we already have a rapport with our families so we may notice any changes in their behaviour, demeanour and personality.
- Work in partnership with our LSCB for guidance and support.



- Build up an effective engagement with parents/carers and families.
- Assist and advise families who raise concerns with us, to get them the right support mechanisms.
- Ensure resources in the nursery are age appropriate for the children in our care and that the team members have the confidence and knowledge to use the resources effectively.

Team responsibilities

All our team members must be able to identify children who may be vulnerable to radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, but team members should be alert to changes in children's behaviour, including even very young children, which could indicate they may be in need of help or protection.

These behaviours may be evident during circle time, role-play activities and quiet times. The most likely time that children may make disclosures is a time when they are closest to their key person.

Any people from any walk of life can be drawn into radicalisation, it is not necessarily connected to their religion or ethnicity. Terrorism is not promoted by any religion or ethnicity.

Team members must have regard for the 'Prevent Duty Guidance for England and Wales 2015'.

Fundamental British values

The best way of helping 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 will 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, empathy and emotional development all the 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, responsible citizenship and real sense of belonging.



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 2014 Early Years Foundation Stage.

Here are some examples based on the statutory guidance to demonstrate these values in practice that will hopefully be useful to you:

Democracy: making decisions together

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

- Team members 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.
- Managers and team members can encourage children to see their role in the bigger picture, encouraging children to know that their views count, to value each other's views and opinions and talk about their feelings. For example, children sharing views on what the theme of their role play could be with a show of hands.

Rule of Law: understanding rules matter as cited in Personal, Social and Emotional development

As part of the focus on managing feelings and behaviour:

- Team members can ensure children understand their own and others' behaviour and its consequences, and learn to distinguish between right and wrong.
- Team members are expected to promote and implement our Behaviour Aspirations amongst their colleagues and our children.

Individual Liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal, Social and Emotional Development and Understanding the World:

- Children should develop a positive sense of themselves. Team members 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.

- Team members should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand that we are free to have different opinions; for example in a small group, discuss their favourite food or area of provision to play in at Sweet Peas Nursery.

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 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 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.
- Team members should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Team members 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.

What is not acceptable

- Actively promoting intolerance of other faiths, cultures and races.
- Failing to challenge gender stereotypes and routinely segregating girls and boys.
- Isolating children from their wider community.
- Failing to challenge behaviours (whether our team, children or parents/carers) 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.

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

Follow the normal Safeguarding Procedures including discussing with the nursery Designated Lead Practitioner for Safeguarding and with children's social care. The local authority has a prevent lead who can also provide support, the contact number will be in the team room and the reception office. You should contact the prevent lead should you not be able to discuss your concerns with the designated lead Practitioner or the deputy designated lead Practitioner.

The Designated Lead Practitioner for Safeguarding can also contact the local police force or call 101 (the non emergency number); they will then talk in confidence about the concerns and help them access support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable the team to raise concerns relating to extremism directly. Concerns can also be raised by email to the following address - counter.extremism@education.gsi.gov.uk. Please note that the helpline is not meant for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Radicalism

Radicalisation 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 Sweet Peas Nursery's wider safeguarding duties and 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.

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. We also include in our definition of extremism; calls for the death of members of our armed forces, whether in this country or overseas.

Channel

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. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Local authorities have a duty to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and necessary, consent is obtained and arrangements are made for support to be provided to those individuals. Channel is available at:

<https://www.gov.uk/government/publications/channel-guidance>

