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**Prevent Duty & British Values: Updated September 2024**

**Overall Aims**

All staff must have due regard to the need to prevent people from being drawn into terrorism. We promote fundamental British values and seek to challenge extremist views. By following the EYFS, we are able to set standards for learning, development and care in those in our setting, thereby assisting their personal, social and emotional development and understanding of the world. Staff are alert to changes within a child’s behaviour which may indicate that they may be in need of help or protection. Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and displaying concerning behaviour. The Prevent Duty does not require staff to carry out unnecessary intrusion into family life but as with any other Safeguarding risk, they must take action when they observe behaviour of concern. Therefore staff should understand when it is appropriate to make a referral to the Channel Programme.

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The EYFS supports children’s earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

# The Prevent Duty

The ‘Prevent Duty’ became law in 2015. It places duties on schools and registered childcare providers around keeping children safe from the dangers of radicalisation and extremism, and promoting their welfare. In particular, the Prevent Duty requires us to *'have due regard to prevent people from 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."

To fulfill our obligations under the Prevent Duty, we adhere to the following:

* assess the risk of children being drawn into terrorism;
* protect children and young people from being drawn into terrorism by having robust safeguarding policies;
* ensure our safeguarding arrangements take into account the policies and procedures of York Council Safeguarding Children Board – see Appendix 1 at the end of the policy
* ensure that staff have training that gives them 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; and
* ensure children are safe from terrorist and extremist material when accessing the internet.

# British Values

The Prevent Duty sets out the need for ‘British Values’ to help everyone live in safe and welcoming communities where they feel they belong. These British Values are already embedded in the Early Years Foundation Stage and defined as the following:

**Democracy**, or making decisions together (through the prime area of Personal, Social and Emotional Development)

* + As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other’s views and values, and talk about their feelings, for example, recognising when they do or do not need help.
  + Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

**Rule of Law**, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)

* + Practitioners ensure that children understand their own and others’ behaviour and its consequence.
  + Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.

**Individual Liberty,** or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)

* + Children should 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, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
  + Practitioners 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 discussing in a small group what they feel about transferring to Primary School.

**Mutual Respect and Tolerance**, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)

* + Practitioners 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 tolerance, appreciation 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.
  + Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other’s opinions.
  + Practitioners 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 or racial stereotyping.

Not unique to Britain, these values are universal aspirations for equality. As such they are fundamental to helping all children become compassionate, considerate adults who form part of a fair and equal society.

# Procedures

We demonstrate these values through the management and implementation of the EYFS, and through policies and procedures relating to equality, behaviour and safeguarding, with which the Prevent Duty is consistent.

We ensure that we share these values, and that they are understood and applied by all staff, regular volunteers, and where appropriate, parents.

To fulfill the Prevent Duty, we adhere to the following:

* require all staff to complete an online Prevent course every 2 years to increase their knowledge in relation to their duties and responsibilities;
* focus on children’s personal, social and emotional development, ensuring children learn right from wrong, mix and share with other children, value other’s views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes;
* ensure staff are alert to harmful behaviours by influential adults in the child’s life. This may include discriminatory and/or extremist discussions between parents, family and/or staff members;
* take action when we observe behaviours of concern;
* ensure staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified;
* 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;
* 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; and
* assess our training needs in the light of our assessment of the risk.

At Beehive, it is not acceptable to do the following:

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

# COUNTER TERRORISM – PREVENT

Appendix 1: Taken from the York Council Website:

[COUNTER TERRORISM - PREVENT - Safer York PartnershipSafer York Partnership](https://www.saferyorkpartnership.co.uk/our-priorities/prevent/)

Prevent is part of CONTEST, the Government’ Counter Terrorism Strategy. It aims to stop people becoming terrorist or supporting terrorism The aim of Prevent is for local agencies and communities to work together to disrupt those who promote the ideology of terrorism and provide support to individuals who are vulnerable to being drawn into terrorism.

The Counter Terrorism and Security Act 2015 placed a duty on the Local Authority to play a wider role in the Prevent agenda,  leading on the Channel process to assess the risk associated with radicalisation and put in place measures to mitigate that risk. Prevent is strategically managed at a police force wide level through a York and North Yorkshire Prevent Partnership Board whose agenda is led by the Counter Terrorism Local Profile (CTLP).  Recommendations contained in the CTLP are delivered locally through a Prevent Local Delivery Group which as an established annual action plan

**Aims:**

* Adopt the National Prevent Referral form
* Develop a new local programme of Prevent Training to be delivered across the local authority and shared with partners
* Develop local Prevent Champions to engage with communities in order to promote a better understanding of the Prevent agenda and what it means locally

###### **How do I refer to Channel?**

You can refer any individuals that you feel are vulnerable to radicalisation. A referral can be made by an individual or an organisation by emailing [info@saferyorkpartnership.co.uk](https://www.saferyorkpartnership.co.uk/our-priorities/prevent/info@saferyorkpartnership.co.uk)  and requesting a referral form

Trust your instincts, all information is important. If you wish to report suspicious activities contact North Yorkshire Police on 101 or 999 in an emergency.