



Preschool and Daycare

<http://www.buildingblockspreschool.co.uk>

'Where Play is a learning experience'



The Prevent Duty Statement and Policy

Statement for the Prevent Duty

The provider, management and staff at Building Blocks understand and comply with the Counter-Terrorism and Security Act 2015, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. We are aware of the increased risk of online radicalisation, to radicalise young people, children and their families through the use of social media and the internet. As with managing other safeguarding risks, staff are alert to changes in behaviour which could indicate that colleagues, children and their families are in need of help or protection.

Children and adults at risk of radicalisation may display different signs or seek to hide their views. Staff will use their professional judgement in identifying children and adults 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 display concerning behaviour.

General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, Working together to safeguard children.

Online training is available for staff, a Prevent Duty Officer is available for guidance and can be contacted:

Dial 101 and ask for the Prevent Duty Officer.

The Prevent Strategy Policy

This policy is based on the Prevent strategy produced by the government in 2011, is part of an overall counter-terrorism strategy, CONTEST. The aim of the strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. There is a clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism.

At BB we tackle any instances of discrimination and aim to be alert to potential risks from radicalisation and extremism.

- **Extremism**
- Vocal or active opposition to Fundamental British Values
- **Radicalisation**

- The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism**
- An action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system.

The promotion of equality, diversity and British values is at the heart of our work. It is demonstrated through all our practice.

Teaching British values means providing a curriculum which ‘actively promote(s) the fundamental British values of **democracy**, the **rule of law**, **individual liberty**, and **mutual respect and tolerance of those with different faiths and beliefs**.

At BB we will assess each situation on an individual basis using the following guidelines:

- **Engagement-** Identifying patterns in behaviour that indicate a person is engaged in an ideology linked to terrorism e.g. accessing social networking sites
- **Intent-** Identifying whether the engagement of a person indicates radicalised behaviour or the intention to cause terrorist acts e.g. meeting with an extremist group
- **Capability-** Capability to cause harm e.g. setting fire to a place of worship

Democracy: making decisions together

- focus on self-confidence and self-awareness (PSED)

Children :

- know their views count
- value each other’s views
- talk about their feelings, or example when they do or do not need help.
- are involved in activities that involve turn-taking, sharing and collaboration.

Rule of law: Understanding rules matters

- focus on managing feelings and behaviour (PSED)

Children:

- understand that we have to follow rules and that they are there for a reason.
- understand their own and others’ behaviour and it’s consequences
- learn to distinguish right from wrong.

Individual liberty:

Freedom for all

- focus on self-confidence & self-awareness (PSED) and people & communities (UtW)

Children:

- should develop a positive sense of themselves.
- should develop their self-knowledge, self-esteem and increase their confidence in their own abilities
- should be able to 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

- focus on people & communities (UtW), managing feelings & behaviour and

making relationships (PSED)

Children should:

- experience an ethos of inclusivity, appreciation and respect where views, faiths, cultures and races are valued
- know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions
- share and discuss practices, celebrations and experiences.
- engage with the wider community.
- be able to challenge stereotypes

British values are already embedded in our day-to-day work with the children. At BB we:

- teach the children more about the world in which they live and develop their understanding of life in modern Britain.
- teach our children that it is possible to live together peacefully, each of them a valuable part of our multicultural world.

The Channel programme is part of Prevent - early intervention to protect and divert people away from the risk of being drawn into terrorist related activity. If we have a concern about a member of staff, child or family member we would make a referral.

All our staff are aware to look out for when we have reason to believe that a child in our care is being radicalized or they are in connection with someone else who is. The child's welfare is paramount and we like other nurseries are obliged to follow set procedures when we are concerned about a child's welfare.

- If any member of staff has any concerns about a work colleague, family or child in our setting who we believe is at risk of radicalisation, they would report it to a manager/deputy.