This policy is prepared using the following publications:

* DFE “The Prevent duty. Departmental advice for schools and childcare providers. June 2015”
* DFE “Keeping children safe in schools July 2015”
* HM Gov. channel Guidance- Preventing vulnerable people from being drawn into terrorism. 2015

**POLICY STATEMENT**

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as ‘childcare providers’) are subject to a 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”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

**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 The Little Learning Tree Preschool 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

**Constant practice and Procedure**

At The Little Learning Tree Preschool, 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 the childcare providers’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We can also build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

All staff are instructed to challenge extremist and radical views.

It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, in out Out of School club we will always provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

In the Pre-school we can emphasise this in daily work such as assisting the children’s personal, social and emotional development and understanding of the world. (**See Appendix One**)

All staff are DBS checked.

**Risk assessment**

All the staff, particularly the staff who work directly with the children are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

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.

Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel program (**see appendix two for further information on Channel**)

**Procedure for reporting concerns**

If a member of staff in The Little Learning Tree Preschool has a concern about a particular child they should follow the pre-school’s normal safeguarding procedures, including discussing with the designated safeguarding lead (Hayley Coombes), who will, where deemed necessary, contact children’s social care.

You can also contact your local police force or dial 101 (the non-emergency number), or gain advice from Nick.Wilkinson@kent.gov.uk County Lead for Prevent, and Head of Youth Justice and Safer Young Kent, Early Help and Preventative Services.

They can talk to you in confidence about your concerns and help you gain access to support and advice. Also, they can advise if this would be a case for Channel.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly.

Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

**British Values**

The Little Learning Tree Preschool will actively promote fundamental British values (**see appendix one**) and not promote views or theories as fact which are contrary to established scientific or historical evidence and explanations of:

* Democracy
* The rule of law
* Individual liberty
* Mutual respect
* Tolerance of different faiths and beliefs

**Equalities Act 2010**

The British Values and Prevent duty relate to the Equality Act 2010, as the Organisations that perform ‘public functions’ are also covered by these duties to:

* eliminate unlawful discrimination, harassment or victimisation
* advance equality of opportunity between people who share a protected characteristic, and those who do not
* foster good relations between people who share a protected characteristic, and those who do not.

**Protected Characteristics**

The Equality Act covers the following ‘protected characteristics’:

• race/ethnicity

• gender

• gender reassignment/gender identity

• disability

• religion and belief

• pregnancy/maternity

• sexual orientation

• (**age** and **marriage/civil partnerships** are also protected under ‘employment’ within the Act).

**Appendix One**

**Fundamental British Values in the Early Years**

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in the 2014 Early Years Foundation Stage.

Separately, 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). Statutory guidance on the duty is available at https://www.gov.uk/government/publications/prevent-duty-guidance.

To help demonstrate what this means in practice here are examples - and not exhaustive, of how we promote British Values.

**Democracy: making decisions together**

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

* We 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 need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
* Staff 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: understanding rules matter as cited in Personal Social and Emotional development.**

As part of the focus on managing feelings and behaviour:

Staff ensure that children understand their own and others’ behaviour and its

consequences, and learn to distinguish right from wrong.

* Staff collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about kind words, gentle hands, listening ears, sharing friends and tidying up and ensure that all children understand rules apply to everyone.

**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. 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.
* Staff 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 discuss what they feel about transitioning to school.

**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:

* We create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
* Children acquire a tolerance and appreciation of and respect for their own and other cultures; learn 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 encourage and explain the importance of tolerant behaviours such as sharing and respecting other’s opinions.
* Staff 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 is**:

* actively promoting intolerance of other faiths, cultures and races
* failure to challenge gender stereotypes and routinely segregate girls and boys
* isolating children from their wider community
* failure 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

**Appendix Two**

**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.

Section 36 of the CTSA 2015 places a duty on local authorities 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, arrange for support to be provided to those individuals.

Channel is available at:

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

**Issue date**

This policy comes into effect from the 7th August 2016

**Review date**

This policy will be reviewed and revised by the school manager on an annual basis. Next review date: 7th August 2017.

**All staff to read this policy and sign below:**

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