



British Values / Prevent Duty Policy

'Prevent' is part of the UK's counter terrorism strategy, preventing people from becoming involved in terrorism or supporting terrorism. Safeguarding vulnerable people from radicalisation is no different from safeguarding from other forms of harm. This should be seen as part of the settings wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation). 'Prevent' seeks to provide an early intervention/prevention strategy for professional who work with those who may be vulnerable to the message of violent extremism.

What is terrorism?

It is the use of violence or threat of violence in order to purport a political, religious or ideological change. Terrorism can only be committed by non-state actors or undercover personnel serving on behalf of their respective governments. Terrorism reaches more than the immediate target victims and is also directed at targets consisting of a larger spectrum of society.

What is extremism?

Extremism is a 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. Extremism is the act of imposing a person's extreme views onto others.

What is radicalisation?

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process, it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity. The process of radicalisation involves; not promoting the value of everyone; not promoting the Fundamental British Values; Manipulation, encouraging, grooming vulnerable people.

Contest

Following the London bombings in July 2005, the Government introduced The UK's Counter Terrorism Strategy in 2006 known as CONTEST which covers four main areas, remembered as the four P's:

- Prevent: Prevent aims to stop people becoming terrorists or supporting terrorists. This is delivered in partnership with a wide range of organisations
- Pursue: This is about disrupting the process into terrorism and stopping attacks. Anybody involved with terrorism will be prosecuted at this point.
- Protect: The UK is at high risk of potential terrorist attacks, in order to protect this country further we need to strengthen our protection in order to reduce our vulnerability.
- Prepare: This is the preparation in place to reduce the impact when a terrorist attack cannot be stopped.



Channel Process (See attached 'operating protocol' document for more information)

Channel is a program which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism (pre-criminal stage). It provides a mechanism for schools and early years' settings to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

At St Aidan's, most if not all staff are trained on the Channel General Awareness online course.

http://course.ncalt.com/Channel_General_Awareness/01/index.html

Making a referral

If you identify a vulnerable party, you should:

- Gather information: any information will enable police practitioner, channel specialist to identify the level of vulnerability.

Who do I refer to?

Initial conversion of concerns should take place with the manager, nominated person and/or safeguarding lead.

At this stage, the manager and/or safeguarding lead will make a referral to:

South Yorkshire Police Designated Prevent Officer; Inspector Brendan Pakenham on 01142 961374 or 07769131474

British Values

At St Aidan's Day Nursery, we actively promote the fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths or beliefs.

These are interpreted for our youngest children by:

- Learning right from wrong
- Learning to take turns and share
- Challenging negative views and stereotypes

For our older children, we will also be introducing to the following values:

- Being honest
- Being friendly
- Trusting people
- Appreciating what we have



- Keeping on trying
- Being kind
- Understanding that sometimes we are different and sometimes the same
- Sharing and taking turns
- Taking responsibility
- Being fair

Values arise from principles that influence and direct our behaviour; our policies and procedures uphold and reflect our commitment to promoting these values. We will endeavour to work closely with all the children and the adults involved in their lives to provide a consistent approach which models desirable, social and moral and cultural values.

Practitioners will teach the children British Values as part of their everyday good practice and incorporate these into their planning. Informing parents through displays, newsletters and events.

Democracy

Staff support children during decision making processes and provide activities that involve turn taking and working as a team. The children vote for things such as the story book they would like to hear or the next song they would like to sing. Children are taught that their opinion is valued but sometimes we have to go with a group decision; the children are fully supported during this process.

Rule of Law

Staff members ensure that children understand and value others peoples' behaviour and understand consequences and learn right from wrong. We continuously reinforce our high expectations of children and ensure that all staff members implement these consistently. Within our setting, staff members collaborate with children to help them understand rules and expectations and the reasons behind them. Rules are there to protect us, to make sure that everyone has a responsibility and that there are consequences when rules are broken. To demonstrate this, the pre-school room have come up with their own rules for their room which outlines what they feel is important to them.

Individual Liberty

Children are supported to develop a sense of pride of themselves through praise and positive reinforcement. Staff provide activities to help children develop self-confidences and increase their self-esteem. Staff encourage and provide children with experiences that allow children to explore through all of their senses. Children are actively encouraged to make their own choices, knowing that they are in a safe and supportive environment. Children are encouraged to know, understand and exercise their rights and personal freedoms. Babies and toddlers are supported throughout the day around their personal routines and pre-school make lots of decisions around their day including how much they would like to eat, snack times, when they would like to rest etc.



Mutual Respect and Tolerance of Different Faiths and Belief

Staff actively promote diversity and show this by teaching the children about other religions and beliefs, and actively taking part in festivals from around the world. Managers and practitioners demonstrate a strong ethos based on inclusive practice and tolerance of views, faiths, cultures and races which are valued. Staff encourage, role model and support children with behaviours such as sharing and respecting other views. Staff promote diverse attitudes and challenge stereotypes. The nursery's displays and resources are carefully chosen to help demonstrate inclusive practice. The nursery supports a variety of charities each year and plans fundraising and awareness-raising activities to support those charities.

All practitioners are made aware of the prevent duty and know their role within it; through staff meetings, information boards in staff room, supervisions and through our policies and procedures. The management team are continually attending training and meetings to keep abreast of new legislation and inform the staff team as needed.

Please also read our policies on:

- Inclusion
- Behaviour
- Safeguarding Children
- Planning
- Play
- Admissions