



Prevent Policy

Version Control

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1.1	Reviewed	Penelope White	01/09/2023

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 Counterterrorism 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.

In 2011 the Government published a Prevent Strategy which has three specific strategic objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address.

This policy has been updated to incorporate The Prevent Duty Guidance April 2019.

AIM AND PRINCIPLES

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that “such issues will not happen here” and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The Phoenix Kindergarten will demonstrate its commitment to the Prevent Duty in these three ways:

Leadership

- The Directors, Committee members and the Designated Safeguarding Lead will be familiar with Prevent Guidance 2019 and will use it to understand the risk of radicalisation;
- We will ensure staff understand how to identify the risks and how to respond to concerns by ensuring they read this policy and by instructing them to complete the government PREVENT training
<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>
- We will communicate and promote the importance of the duty; and
- We will ensure staff implement the duty effectively.

Working in Partnership

- We will work in partnership with other members of the local authority in order to demonstrate effective compliance with the duty. In particular we will work in partnership with the local Prevent co-ordinators and the police.

Capabilities

- Our Kindergarten staff will have an understanding of what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. They will be aware of what we mean by the term “extremism” and the relationship between extremism and terrorism.

- Our Kindergarten staff will know what measures are available to prevent people from becoming drawn into terrorism by raising their concerns to the local Prevent officer, the Children's Social Care Team and, if necessary, contacting Channel.
- Our Kindergarten staff will gain this understanding and knowledge by partaking in appropriate PREVENT training and by reading this policy thoroughly.

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 Kindergarten's 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 Phoenix Kindergarten 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 part of the kindergarten's wider safeguarding duties and is similar in nature to protecting

children from other harms, whether these come from within their family or are the product of outside influences.

We can also build children's resilience to radicalisation by promoting the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance, and thus enabling them to challenge extremist views. At Phoenix Kindergarten we already focus on children's personal, social, and emotional development and The Early Years Foundation Stage framework supports us to do this in an age appropriate way. Through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

Please refer to our document 'British Values' which details how the Kindergarten staff promote British Values. This document has been shared with the parents of the Kindergarten via the website. A paper copy is also available upon request.

All staff are instructed to challenge extremist and radical views.

All staff are DBS checked with a view to s128 direction.

RISK ASSESSMENT

All the Kindergarten 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 one for further information on Channel)

Indicators of Vulnerability that could lead to radicalism

Identify:

- pupil is distanced from their cultural / religious heritage and experiences;
- discomfort about their place in society;
- a sense of isolation;
- low self-esteem;
- they may have dissociated from their existing friendship group and become involved with a new and different group of friends;

Personal Circumstances:

- migration;
- local community tensions; and
- events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of

Special Educational Needs

- difficulties in social interaction
- difficulties in empathizing with others
- difficulties in understanding the consequences of their actions; and awareness of the motivations of others.

Procedure for reporting concerns

If a member of staff in the Kindergarten has a concern about a particular pupil they should follow the normal safeguarding procedures, including discussing with the designated safeguarding lead, who will, where deemed necessary, contact **Children and Families Assessment Intervention Team at the Local Authority**.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

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

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

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>

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

This policy is prepared using the following publications:

GOV.UK – Prevent Duty Guidance

<https://www.gov.uk/government/publications/prevent-duty-guidanceRevised>
[Prevent Guidance April 2019](#)

GOV.UK – Channel Guidance

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