

Spilsby Playgroup



Prevent Duty Policy

2023/2024

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It's a legal obligation for all nurseries and childcare settings to comply with the Prevent duty and help to protect young children from extremism.

In 2015, the U.K. government passed the [Prevent duty](#) as a legal requirement for all registered early years providers and schools, police, NHS, local authorities and other forward facing public services throughout England to have due regard to this strategy. The purpose of this legislation is to provide guidelines, strategies and shared working to safeguard children and adults, deterring them from being drawn into terrorism.

What is Prevent?

Prevent is one part of the government's counter-terrorism guidance. It can be found described in the Counter-Terrorism and Security Act 2015.

The Prevent Duty is the duty of those in authorities to keep people and communities safe from the threat of terrorism. It focuses on preventing people from being drawn into terrorist organisations or ideals.

Prevent is a set of guidelines for professionals who work with children and young adults designed to stop people from supporting terrorism or becoming terrorists. By implementing a Prevent strategy, childcare providers and teachers can safeguard and help those who may be vulnerable to radicalisation. Prevent is one of four elements of the U.K. Government's counter-terrorism strategy ([CONTEST](#)). CONTEST was first developed by the U.K. Home Office in 2003, with a revised version published in 2006.

The aim of CONTEST is:

"To reduce the risk to the U.K. and its interests overseas from terrorism so that people can go about their lives freely and with confidence." (U.K. Home Office)

CONTEST is divided into four work-streams which are known throughout the U.K. counter-terrorism communities as the 'four P's':

Prevent, Pursue, Protect, and Prepare.

What is radicalisation?

Radicalisation describes a process in which many young or vulnerable individuals are persuaded to adopt extreme views. These views are often opposed to mainstream values and opinions and do not follow British Values. Otherwise known as 'brainwashing', 'indoctrination', or 'training'.

The internet has become a breeding ground for creating, publicising, and sharing extremist materials. Therefore, it's become very easy for young people to be exposed to extreme ideological materials.

Radicalisation often starts with online communications. That said, many offline extremist networks are operating across the U.K. These networks prey on young and vulnerable individuals, actively vocalising their extreme religious, political, or social views.

Spilsby Playgroup Prevent Strategy

- All staff undertake Prevent-awareness training at induction and annually.
- Within playgroup, we promote the "British Values of" democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs".
- We teach effectively, these values to all children in our care both through direct, planned activities and daily routines, with staff acting as positive role models for British Values.
- We make sure the environment is a safe space where children can discuss ideas and share thoughts openly.
- We apply appropriate content filters on I.T. and internet equipment/software to stop young people from accessing any extremist content.
- Leadership and management makes safeguarding including Prevent a priority across all aspects of our work.
- Stringent vetting procedures in place for staff and other adults prior to employment, with any concerns relating to staff conduct addressed and appropriate action taken as in Staff Code of Conduct policy
- Rigorous safeguarding policies and procedures are in place, which are written in plain English.
- Child protection arrangements are accessible to everyone, so that staff and families, know who they can talk to if they are worried.
- Systems, with up-to-date information are in place that can be accessed and shared by those who need it.
- A curriculum that is flexible, relevant and engages children's' interest is provided. It is used to promote safeguarding, not the least through teaching children how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others' safety.
- The promotion of courteous and responsible behaviour by the children, supporting everyone to feel secure and well-protected.
- Well-thought-out and workable day-to-day arrangements to protect and promote children's' health and safety.
- Monitoring of absence, to ensure that children attend regularly.

The four fundamental British values

The fundamental British values are a set of values that help to promote welfare and keep children safe as they grow and develop as individuals in Great Britain.

It is a legal obligation to promote the following values in the work that we do as early year's practitioners within Spilsby Playgroup:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance for those with different faiths.

These values link to the Prevent duty. These values lay the foundations for decent morals and beliefs in the minds of young children, preventing them from the persuasion of radical views.

Fundamental British values have been embedded in the Early Years Foundation Syllabus since 2014.

Implementation of British Values – How? (Appendix 1.)

Implementing the Prevent duty

To efficiently implement the Prevent duty in our setting, we will:

- Actively promote British Values
- Have due regard to safeguarding policies and procedures in place, outlining how staff will identify and assess the risk of children being drawn into terrorism.
- Understand our role and responsibilities around protecting young children from extremism.
- Know how to identify children who are at risk. This could relate to frequent periods of absence or changes in behaviour.
- Understand when and how to take action once we've identified a child who is at risk.
- Make sure that all staff complete professional training that provides them with up-to-date knowledge on how to identify vulnerable children.
- Implement our Prevent Strategy as above.
- Work with Lincolnshire Safeguarding Children's Partnership, The Prevent Team, 'The Channel' and other agencies as identified needed.

It is important to note that Prevent Duty in EYFS is not in place because the government is predicting a wave of radicalised Early Years children. Instead, Prevent Duty in early years comes from understanding the roots of such radicalisation and how to prevent it at an early age or stage instead of having to combat it later.

Possible signs

When looking at our responsibilities, it is important to look towards our safeguarding policies. This offers a clear understanding of how the Prevent Duty is embedded as part of our group's wider safeguarding policies.

Although the signs of radicalisation differ from person to person, it may be a cause for concern if you notice a child:

- Isolating away from friends and family.
- Talking as if they are reading from a scripted speech.
- Being unwilling or unable to discuss their views.
- Developing a sudden disrespectful attitude towards others.
- Becoming increasingly angry.
- Becoming more secretive, especially concerning internet use. Creating written or artwork that has violent or extremist imagery.
- Using of extreme or violent language

Children who are at increased risk of radicalisation may suffer from low self-esteem, or be victims of discrimination or bullying. Extremists could target them and convince them that they can be part of something special, later brainwashing them into cutting themselves off from their family and friends. This could apply to children and or their parents/carers.

Concerns

Any member of staff with a concern of a child within our setting and or persons associated with them will raise this concern with the DSL following, 'Reporting a Concern' Appendix 2.

Appendix 1

Implementation of the four British values into nursery and early years education

Democracy

Consider democracy as a situation in which all people are treated as equals and share equal rights. To apply this principle in nursery, you'll need to evoke conversations around self-awareness, self-confidence and making good choices and decisions. You'll also want to teach the importance of collaborating, negotiating, and making decisions in groups.

Rule of Law

This is about teaching young children the importance of rules and consequences. It involves discussing how to differentiate right from wrong, how to manage personal feelings and behaviour, defining boundaries, and dealing with consequences.

Each school or nursery will have their own 'house rules', it's crucial to ensure all children grasp these rules and understand why they are in place.

Individual Liberty

When discussing individual liberty, it helps to focus on children's self-awareness and self-confidence. It's important to discuss liberty in individuals and communities, helping to provide children with a positive perception of themselves.

Teaching the concept of individual liberty involves promoting self-esteem, self-knowledge, and overall confidence in personal abilities. It helps to give children time to reflect on the language of responsibility and feelings, reflecting on differences in understanding, and letting them know that it's ok to have a different opinion.

Mutual Respect and Tolerance

This value can be taught by explaining to children the importance of treating others as they want to be treated. You should talk about what it means to be part of a community, how to manage feelings and behaviour, and how to form relationships with other people.

It's essential to help children appreciate and respect their own culture and the culture of other people.

Reporting a Concern

If you have a concern that someone you know outside of the playgroup setting, is being drawn into extremism and/or at risk of radicalisation, report it to Lincolnshire Police at;

ctp-em-prevent-referral@lincs.police.uk or call 101 and ask for the Prevent Team.

You can also click on the link to use the; [Prevent referral form on Lincolnshire Police website](#).

For immediate threats, such as a suspicious package or vehicle, always call 999.

If you have a concern about a person, child or adult, within the playgroup setting;

1. Bring this to the attention of the designated safeguarding lead (DSL)
2. Together, complete a risk assessment (appendix 3) to highlight the reasons for concern, the evidence supporting this, as well the level of the worry.

The level of the worry triggers the next steps

Low level concern

3. The DSL, will speak to parents/carers, highlighting why we are worried and inform parents we will be making a referral for further support to Lincolnshire Children's Safeguarding Partnership (LCSP)
4. A referral to be made to LCSP and advice sought and followed.

High level concern

5. If the DSL is concerned that informing parents first would put the child in danger, possibly of being removed from the setting and or the country, or that it is the parent/carer who we are worried about, then a referral straight to Lincolnshire Police Prevent Team would be made on;

ctp-em-prevent-referral@lincs.police.uk or call 101 and ask for the Prevent Team.

A copy of the Prevent Referral Form can be found at Appendix 5.

Other avenues of support and advice can be sought from;

The Department of Education *Tel No: 020 7340 7263* – for education professionals that want to raise direct concerns relating to radicalisation.

The Department of Education also has a dedicated helpline to enable staff to raise concerns relating to extremism directly *Tel No: 020 7340 7264*.

For non-emergency situations, this email address has been provided:

counter.extremism@education.gsi.gov.uk

Prevent Risk Assessment

Name of the Child:	Today's date:
Name of person raising the concern:	DSL:
<p>What are we worried about?</p> <p>What do you feel may have happened or is at risk of happening?</p>	<p>Why are we worried?</p> <p>Provide evidence to support your worries. What did you see? What did you hear?</p>
<p>How worried are we? Scale of 1 – 10 (10 being very worried)</p> <p>What will we do next?</p>	

Channel – What is it?

Channel was first piloted in 2007 and rolled out across England and Wales in April 2012 before being placed on a statutory footing in 2015. Channel focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Section 36(1) (a) and (b) of the CT&S Act relates to a Channel panel in England and Wales and should be a multi-agency partnership having the specific function as per section 36(4).

Channel uses a multi-agency approach to:

- identify individuals at risk
- assess the nature and extent of that risk
- develop the most appropriate support plan for the individuals concerned

Channel provides early support for anyone who is vulnerable to being drawn into any form of terrorism or supporting terrorist organisations, regardless of age, faith, ethnicity or background. Individuals can receive support before their vulnerabilities are exploited by those who want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

The Channel Process

Identifying individuals vulnerable to risk of radicalisation.

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include:

- peer or family pressure
- influence from other people or via the internet
- bullying
- being a victim or perpetrator of crime
- anti-social behaviour
- family tensions
- hate crime
- lack of self-esteem or identity
- personal or political grievances.

All Channel Case Officers and local authorities should develop effective links between services, such as the education sector, social services, health, children's and youth services, offender management services and

credible community organisations, so services are well placed to identify and refer individuals vulnerable to being drawn into terrorism with whom they have contact.

Channel Case Officers and local authorities should use their networks to highlight the importance of protecting those who are susceptible to being drawn into terrorism and to raise awareness about how Channel can offer support. It is not expected that panel members, or professionals making a referral, should be experts in terrorism or radicalisation, however, they should be experienced practitioners in their own field.

When assessing the vulnerabilities and risks of an individual being drawn into terrorism offending of any kind, consideration should be given to contextual safeguarding principles, and the full range of relevant indicators, influencing factors and relationships that may have an impact on an individual's level of risk and vulnerability at any given time. This may include direct contact with extremists, community, family influences or the influence of wider networks, such as materials sourced via online or social media platforms. Alignment and coordination with other support structures, available to address Channel Duty Guidance 19 wider safeguarding needs (e.g. Multi-Agency Risk Assessment Conference (MARAC) or child in need), should be considered by the panel.

Referral stage

Prevent referrals are often likely to be made in the first instance by individuals who come into contact with those who appear to be at risk of being drawn into terrorism, usually following a degree of deliberation on the part of the referrer. Individuals making a referral should follow the **'Notice, Check, Share' procedure** before making a referral to the police.

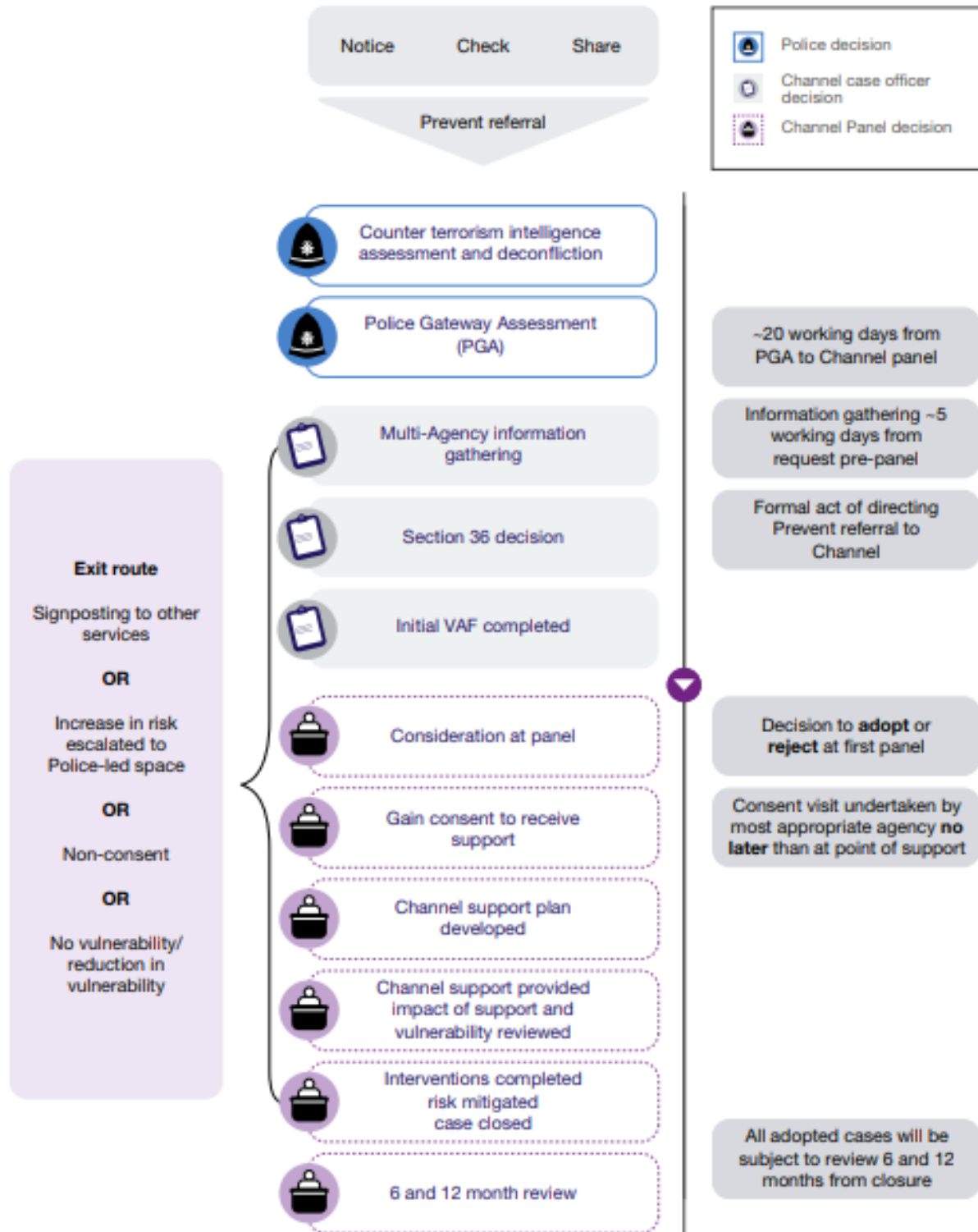
'Notice, check, share' is the initial procedure applied when there is a concern that someone might be at risk of radicalisation. Details are provided in the Home Office training accessed here:

<https://www.elearning.prevent.homeoffice.gov.uk/>

Local referral routes may include submission via local authority mechanisms, however, all Prevent referrals will be forwarded to police.

All Prevent referrals are triaged in the first instance by specialist police officers and staff. These officers determine whether there is reasonable cause to suspect that an individual is vulnerable to being drawn towards any terrorism offences, and therefore appropriate for support through Prevent. This 'gateway assessment' draws upon police databases and other resources to determine the level of vulnerability and risk around the referred individual, and the next steps to be taken as in the flow chart below.

Diagram 1.0: Pathway Diagram



PREVENT REFERRAL FORM

REFERRAL PROCESS	
<p>By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities.</p> <p>Once you have completed this form, please email it to: ctp-em-prevent-referral@lincs.police.uk</p> <p>If you have any questions whilst filling in the form, please call: 01522 558304</p>	
INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.
Please Describe	
<p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> How / why did the Individual come to your organisation's notice in this instance? Does it involve a specific event? What happened? Is it a combination of factors? Describe them. Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How? Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact? Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information? Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly? Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures. Please describe any other concerns you may have that are not mentioned here. 	
COMPLEX NEEDS	Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?
Please Describe	
<p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> Victim of crime, abuse or bullying. Work, financial or housing problems. Citizenship, asylum or immigration issues. Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings. On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency. Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories. Educational issues, developmental or behavioural difficulties, mental ill health (see Safeguarding Considerations below). Please describe any other need or potential vulnerability you think may be present but which is not mentioned here. 	
OTHER INFORMATION	Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..
Please Describe	