

The Prevent Duty is a safeguarding responsibility

The Prevent Duty, which comes from the Counter Terrorism and Security Act 2015, places a duty on certain organisations, including schools and childcare providers, to prevent vulnerable adults/teenagers/children from being drawn into terrorism, that is from being 'radicalised' to commit a crime of violence. If you become concerned that a parent or older sibling, or indeed any adult with your community is showing signs of becoming radicalised then you can make a referral to:

- **First Response Tel 0117 9036444**
- **the local Prevent Team, also called the South West Counter- Terrorism Team (SWCT) Tel 0117 9455536 or channelsw@avonandsomerset.pnn.police.uk**

You can do online training on the Prevent Duty

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

How would you know that someone is becoming radicalised? There may be some indicators, much like the 'signs and symptoms' we talk about in relation to child abuse. With regard to radicalisation, your concerns might be that you fear that arrangements (eg passports) are being made to take children to Syria, or that children are being exposed to online videos of beheadings. Radicalisation to a commit a crime of violence may be related to **any form of extremism**; Al Qaeda or ISIL propaganda, or far-right extremism, or animal welfare rights.

Here are some of the potential signs of radicalisation in adults

EMOTIONAL	VERBAL	PHYSICAL / CIRCUMSTANTIAL
Short tempered	Fixated on a subject	Tattoos
Angry	Closed to new ideas/conversations	Use of internet
New-found arrogance	Change in language/use of words	Change of routine
Withdrawn	Asking inappropriate questions	New circle of friends
Depressed	"Scripted" speech	Absent
Crying	Saying inappropriate things – a call to violent action	Letting themselves go (in terms of appearance)

Here are some potential signs of radicalisation in young children:

- Long periods of unexplained absence
- Acting out of character e.g. verbally or physically aggressive, withdrawing from relationships with peers or adults in the setting that had previously been close
- Aggressive and/or violent small world or role play games, such as acting out cutting another child's throat.
- Using negative derogatory names for children linked to their skin colour or racial group
- Changes in the way a parent/carer related to the child and in the way the child related to them e.g. parent being very controlling, negative, child nervous and withdrawn
- Drawings or mark making showing extremist symbols etc.
- Be alert to what is going on in your community - conversations you may overhear from children or families regarding anyone in the local community
- Take note if a child or family tells you they are going on an extended holiday
- Listen carefully to role play conversations and observe imaginative play. Are children acting out anything which may be a cause for concern?
- Equally important under the Prevent Duty is spotting the signs of radicalisation in the adults around a young child

British Values

In addition to the safeguarding duty to prevent radicalisation in adults, the Prevent Duty also expects us to actively promote British Values in our work with children, in order to **build resilience to radicalisation** in later life. The term, 'British Values', is an attempt to state the fundamental, core values of British society.

- **Democracy** - children should know that their own views count and value each other's opinions. Turn taking, sharing and collaboration are democracy in the nursery.
- **The rule of law** - children should learn about consequences of their own or other peoples' behaviour and learn to distinguish right from wrong.
- **Individual liberty** - children should be allowed to develop a sense of themselves, the right to privacy and personal boundaries, a sense of self-worth
- **Mutual respect and tolerance** – children should not only respect their own culture and other cultures. Practitioners should challenge stereotypes and the diversity of children's experience should be reflected and valued. British values sit alongside the Equalities Act. The key words are 'actively promoting' equality and diversity within a setting.

The concept of British Values came about as a response to the perceived need to tackle extremism in schools, and as a response to the radicalisation of youth. Ofsted introduced reference to 'British Values' in the Common Inspection Framework in September 2015. At inspection, under the criteria of 'leadership and management', the inspector makes a judgement on aspects of the early years setting such as; self-assessment, safeguarding, professional development, promotion of equalities and diversity, narrowing the gap in achievement, **and** from Sept 2015, inspectors will also make a judgement on how the early years setting **'actively promotes British Values'**. The new Common Inspection Framework covers schools and further education colleges as well as early education settings, hence the term 'Common'.

Interpreting British Values through the EYFS

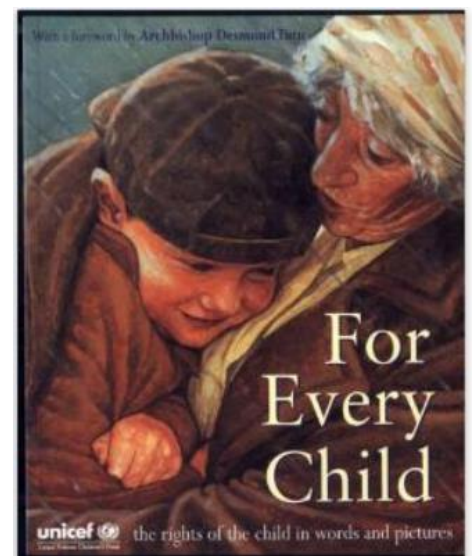
So how do childminders, and other early years providers promote British Values in their work with very young children? Fundamental British values are actually already implicitly embedded in the 2017 Early Years Foundation Stage. The values are covered within the **Seven Areas of Learning and Development** principally covered by Personal, Social and Emotional Development and Understanding the World. **British Values are not about cultural icons** such as 'fish and chips, the Queen, red post boxes, or the Union Jack, **nor** are British Values intended to be about **promoting nationalism as such**, but about supporting the positive principles at the heart of British democracy.

Bear in mind that some might criticise the term 'British Values', as implying that those values are unique to Britain - a sort of implied cultural superiority. In fact most other countries in the world, as well as Britain, are signed up to the United Nations Convention on the Rights of the Child (UNCRC) which describes the **universal** children's rights which embody, so called 'British' values.



If you would like to do some work around moral development, you could select 'a right', as the basis for children's discussion. Take a look at the UNCRC 'articles' or 'children's rights' explained simply in this poster http://www.unicef.org/rightsite/files/uncrc_childfriendlylanguage.pdf and the book *For Every Child*, produced by Unicef.

Here are more books which reflect British Values and will stimulate discussion: *The Gruffalo* *The Rainbow Fish* *Giraffes can't dance* *The tiger who wanted to love* *The family where rich people live* *Piggy book*



Further ideas to promote British Values in your work

Democracy

Teach children their opinions are important. Each child's thoughts and feelings should be listened to and valued. Help children make healthy choices, support their activity decisions and encourage them to think about their role within the community.

EYFS – Personal, Social & Emotional Development – self-confidence and self-awareness

- Encourage turn taking and sharing.
- Encourage children to talk about their personal feelings.
- Help children to know that their views count and other's views count too
- Encourage children to see their role in the larger community.



What practical activities can help to promote Democracy?

- ✓ Use snack or circle time when practitioner and child are fully engaged with each other to have discussions.
- ✓ Use a song board or daily choice board to help children make choices
- ✓ Using puppets and stories to talk about emotions.
- ✓ Share photographs with children of their activities, talking to them about what they did and how they felt.
- ✓ Use aids to support children's understanding of turn-taking e.g. sand timers. Explain what will happen when the sand runs out. Be consistent.
- ✓ To support children with SEND use a sequence of photographs to show the routines in the setting – a visual timetable
- ✓ Use as many opportunities that you can to promote 'sustained, shared thinking'; tease out the child's thinking process; value their thoughts even if you know that their idea may not work; support the autonomy of the individual.
- ✓ Have a choice of two stories and place two picture books on a table with transparent jars placed on top, one on each book. Each child has a 'story token' (such as a wooden coloured disc). They place their token into the jar on top of their chosen story. The tokens are then counted to decide which story has 'more' and 'the most'. This simple voting activity demonstrates democracy in action; but just be sensitive to children being upset if their choice did not 'win' the vote!



Rule of Law

Ensure children understand that rules are important. Teach children that there are boundaries and consequences, and that feelings and behaviour should be managed to fit within these boundaries.

EYFS - PSED - managing feelings and behaviour.

- Ensure that children understand their own and others behaviour and its consequences.
- Support children to distinguish right from wrong.



What practical activities can help to promote Rule of law?

- ✓ Use role play, dressing up, story time, circle time, discussion time to explore the ideas
- ✓ Model positive, desirable behaviour yourself and demonstrate right from wrong
- ✓ Collaborate with children to create the rules and codes of behaviour.
- ✓ Talk through risk assessments for activities and explain why there are safety rules e.g. when using scissors.
- ✓ Help resolve any issues through using positive conflict-resolution strategies; model problem – solving and compromise.



Individual Liberty

The EYFS says we should support children to develop a **'positive sense of themselves'**. Children should have a sense of boundaries including physical boundaries. Enable children to understand repercussions.

EYFS - Personal Social and Emotional development- self-confidence and self-awareness.

Understanding the World - people and communities.

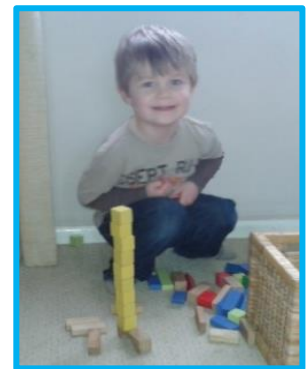


- Build self-esteem, listen and talk to the children
- Offer activities that enable them to feel confident and reach their full potential.
- Encourage and support children to make safe choices.
- Allow children to take risks in a safe and supervised environment.
- Use praise and positive language to increase confidence

Look at my tower!!!

What practical activities can help to promote Individual Liberty?

- ✓ Use photos and children's comments and views to celebrate their achievements
- ✓ Create an 'emotions board' to help children manage their own emotions
- ✓ Allow children to make choices
- ✓ Encourage children to explore and reflect on their differences.
- ✓ Add text in a child's home language onto toy boxes so that they can see their own language represented in the setting. This would support the other children in the setting to understand the ideas of 'mutual respect and tolerance'.
- ✓ Help foster independence through labelling resources with both text and photographs.
- ✓ Have dual language books in place for children with English as an additional language
- ✓ Have authentic dolls in your setting to represent and celebrate difference, for example; boys, girls, African, Chinese, Indian
- ✓ Provide praise which is linked directly to what they are doing, for example "That was kind of you to let Joseph sit there", rather than a general "Well done"! Think about different ways to say well done.
- ✓ Help children to label their own emotions; how they are feeling. "I can see that you are angry /frustrated". Once they understand how they themselves feel they may then start to relate to others.
- ✓ Help children to develop empathy
- ✓ Add suitable challenge within activities; make this manageable for the children so they gain a sense of pride about their achievements.
- ✓ Display children's artwork; showing the child that you have taken pride in what they have produced.
- ✓ Use a simple voting system, for example at morning circle time children can choose from 3 options for morning outdoor play (pre-selected options such as mud kitchen, dens, workshop, water tray, sand tray, messy play, painting etc). Using laminated, named photos of each child, each child can place their photo on top of the visual for their chosen activity.
- ✓ Watch the NSPCC 'Pants' video with the children and talk about it



<https://www.bristolearlyyears.org.uk/settings/childminders/safeguarding-for-childminders/>

Mutual Respect and Tolerance

Understand and appreciate each other's differences, without allowing those differences to affect opportunity or how we treat someone. The concept of mutual respect is about being part of a community where not everyone is the same but positive relationships can be formed without discrimination. There is respect for different views, faiths, beliefs and cultures.

EYFS - Understanding the World - people and communities. PSED - managing feelings and behaviour, making relationships.

- Help children to understand that they should treat others as they want to be treated.
- Help children to 'self-regulate' their emotions
- Support children to build relationships with others.
- Create an ethos of inclusivity and tolerance, where views, faiths, cultures and races are valued
- Help children to think about and engage in the wider community.

What practical activities will help to promote Mutual Respect and Tolerance?

- ✓ Use books, posters and pictures to exploring similarities and differences and to represent diversity in your setting
- ✓ Celebrate everyone's beliefs in the setting through role play and dressing up
- ✓ Explore cuisine from around the world alongside British food
- ✓ Let children choose favourite dishes for meals and ask families to share favourite dishes.
- ✓ Encourage understanding by modelling it yourself. Avoid labelling a child with their negative behaviours e.g. 'naughty child', 'moody child', 'difficult child': labelling can promote the very behaviour we want to reduce. Help children to understand that labelling or name calling is hurtful and affects self- esteem of the other.
- ✓ Use book bags from the Inclusion Resource Library to help increase awareness of people and communities – 'Handa's Surprise' is a good example of this.
- ✓ Visit different cultural food shops – make use of the diverse range of ethnic shops in Bristol. Let the children make decisions about what to purchase. Keep suitable packaging and add this to your role play area. Talk about the different type of text on the packaging.
- ✓ Have a variety of kitchen resources and utensils from around the world which children can use in play e.g. chopsticks, woks, Balti dishes, pestle and mortar.
- ✓ Listen to music from around the world
- ✓ Ask parents if they would record a nursery song in their home language for you to use.
- ✓ Collect pictures that illustrate the use of shapes and patterns from a variety of cultures, e.g. Arabic designs.
- ✓ Have a range of books in your setting showcasing positive imagery and non-stereotypical characters e.g. same sex parents, non-gender specific roles (female firefighter/male nurse), inspirational role-models from under-represented groups such as black and ethnic minorities and people with disabilities
- ✓ Answer children's questions - sometimes this may feel embarrassing and needs to be responded to with sensitively, especially if it relates to someone who is present, but when addressed, this shows a respect for the child's emerging understanding of the world.
- ✓ Bristol is wonderfully diverse, so explore the city and look out for features in your community; discuss with the children and encourage them to research what interests them
- ✓ While on walks let children take photographs of what interests them.

