

## Prevent Duty and Promoting British Values

### What it means for Out of School Clubs

Prevent duty came into force on 1st July 2015 and requires schools and childcare providers to have: 'Responsibility to have due regard to the need to prevent people from being drawn into terrorism in accordance with the Counter-Terrorism and Security Act 2015'.

The Prevent Duty advice document published by the Department for Education in June 2015 is intended to help schools and childcare providers implement this duty. It aims to help providers think about what they can do to protect children from the risk of radicalisation (when a person comes to support terrorism and forms of extremism leading to terrorism).

### Out of School settings will need to show how they:

- Assess the risk of children being drawn into terrorism. Protect children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure that their safeguarding arrangements fall in line with the policies and procedures of the [Local Safeguarding Childrens Partnership](#) .
- Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism.
- Ensure children are safe from terrorist and extremist material when accessing the internet.

### How can Out of School clubs meet this duty?

- Have clear safeguarding policies and procedures in place, outlining how your staff will identify and manage any risks. These should include-
  - Completing a risk assessment pinpointing any concerns relating to vulnerable children and radicalisation.
  - Demonstrating knowledge of the potential risks affecting children in your geographical area.
  - Understanding how to identify 'at-risk' individuals.
  - Showing an awareness of the increased risk of online radicalisation.
  - Taking appropriate action and refer people to [Channel](#) when necessary.
  - Integrating Prevent Duties in your Out of School safeguarding policies.
  - Undertaking Prevent-awareness training.

- Applying appropriate content filters on I.T. and internet equipment/software to stop young people from accessing any extremist content.
  - Creating a clear strategy that promotes the “British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs” in your place of work.
  - Proving that you can effectively teach these values to all children in your care.
  - Providing evidence of how you have integrated British principles into your care and teaching practices.
- Understand your role and responsibilities around protecting young children from extremism. - All staff should read and follow the [Prevent Duty guidance for schools and childcare providers](#) as this contains advice on meeting the Prevent Duty around four themes: risk assessment, working in partnership, staff training and IT policies. The document [Safeguarding Children and protecting professionals in the Early Years](#) gives detailed information and guidance on what settings need to be aware of and have in place. The [NSPCC online safety](#) offers a range of information and training. Key person observation and effective engagement with the children and families who use your club will enable identification of children who are at risk.
- Anyone can be vulnerable to radicalisation, regardless of their age, gender, ethnicity, religion, education, or background.
  - Know how to identify children who are at risk:
    - This could relate to frequent periods of absence or changes in behaviour
    - isolating themselves from family and friends.
    - talking as if from a scripted speech
    - unwillingness or inability to discuss their views
    - a sudden disrespectful attitude towards others
    - increased levels of anger
    - increased secretiveness, especially around internet use
- Understand when and how to take action once you’ve identified a child who is at risk. Include a procedure in your safeguarding policy for reporting concerns about children being radicalised to the local authority prevent team and/or children’s social care. Contact details of the Prevent team in Leicestershire: [prevent.team@leicestershire.pn.police.uk](mailto:prevent.team@leicestershire.pn.police.uk) or telephone 101 and ask for the Prevent team. Complete an [online referral](#).
  - Ensure your policy meets [Leicestershire & Rutland Safeguarding Children Partnership \(LRSCP\) guidance](#).

Work in partnership with your feeder schools to access Prevent Awareness training for your club and to agree procedures to follow if children/families that could be at risk are identified.

- Make sure that all staff complete professional training that provides them with up-to-date knowledge on how to identify vulnerable children. FREE government eLearning training is available for [Prevent](#) , [Channel](#), [FGM](#) and PACE [County Lines](#) and [Child Sexual Exploitation \(CSE\)](#) . Knowledge will be questioned during Ofsted inspections. As in other areas of safeguarding children, the prevent duty is about protecting children and reporting concerns.
- The Ofsted document 'Inspecting Safeguarding in early years, education and skills settings' published as part of the [Education Inspection framework](#) states: those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners

## Promoting British Values

Settings need to be aware of children expressing extremist views – defined by government as ‘vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs’. Therefore, promoting British values is a new early years foundation stage requirement for schools and childcare providers.

However, it is important to recognise that the four values are not unique to Britain as they are universal aspirations for equality in many nations and will already be promoted in daily practice in out of school clubs.

Settings registered on the Early Years register are required to demonstrate how they are promoting British values, which can be identified within the personal, social and emotional development and understanding of the world areas of learning and development. Examples of activities which promote the four British values could include:

- **Democracy**

(PSED: self-confidence, Self-awareness) Knowing everyone has a voice and should be listened too and valued. Enabling children to talk about and share their ideas and feelings. Staff consultation with children about their choices of activities and menus. Promote independence, sharing and turn taking.

- **Rule of law**

(PSED: managing feelings and behaviour) Teaching children from right and wrong and consequences, including learning about the police and justice system. Involve children in creating rules for codes of behaviour together.

- **Individual liberty**

(PSED: self-confidence and self-awareness, UW: People and communities) Giving children a positive sense of themselves and staff encouraging confidence and offer a wide range of experiences with freedom to choose and take risks.

- **Mutual respect and tolerance of different faiths and beliefs**

(PSED: managing feelings and behaviour; Making relationships; UW: people in the communities) Provide an ethos of equality and inclusion and engage in the local and wider community. Talk about similarities and differences and respect different faiths and beliefs. Staff should promote diversity and challenge stereotypes by offering activities and resources that reflect diversity and challenge gender, cultural and racial stereotyping.

## **Practical ideas to support Out of School Clubs promote British Values**

- Allowing the children to vote for a certain activity or game to support the British value of democracy.
- To promote the rule of law, compile a list of class rules with the children's input and discuss how rules keep everyone safe and happy.
- Ensure you promote the importance of children's right to ask questions, so they know that their questions, views and opinions are valid. This is just one example of how to support the British value of individual liberty.
- Finally, support children's understanding of uniqueness and how our differences are what makes us special. As well as being an important element within the Early Years Statutory Framework, this will also contribute to children's understanding of mutual respect and encourage tolerance of different faiths and beliefs.