Leicestershire County Council

Prevent Duty and Promoting British Values

What is the Prevent Duty?
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'.
- ➢ Safeguard vulnerable people from being drawn into radicalisation
- ➢ Support them with disengaging if radicalisation has already occurred

The Prevent Duty advice document (DfE, 2015) is intended to help schools and childcare providers implement this duty by supporting providers to think about what they can do to protect children from the risk of radicalisation.

The Prevent Duty guidance was updated on 31st December 2024.

What is radicalisation?
Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It can result in a person becoming drawn into terrorism and is in itself a form of harm. (NSPCC, 2021)

Online radicalisation
Children are at risk of accessing inappropriate and harmful extremist content online. There is an increase of terrorist content online and extremist and terrorist groups and organisations use social media (for example, apps, forums, blogs, chat rooms) to identify and target susceptible individuals.

This could include downloading or sharing terrorist material, which could be a criminal offence.

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. It includes calls for the death of members of the British armed forces (HM Government, 2011). (NSPCC, 2021)

How do we define terrorism?
In the UK, we define terrorism as an action used to further an ideological aim that:
- ➢ Endangers a person's life, other than that of the person committing the action
- ➢ Involves serious violence against a person
- ➢ Causes serious damage to property
- ➢ Creates a serious risk to the public's health and safety
- ➢ Interferes with or seriously disrupts an electronic system

(Educate against Hate, 2024)

What it means for Out of School Clubs

For settings on the Early Years Register,
"Providers must also take into account the government's statutory guidance 'Working Together to Safeguard Children' and to the 'Prevent duty guidance for England and Wales'
(3.7, EYFS 2024]

Ofsted's Early Years Inspection Handbook, includes references to elements of the Prevent Duty within its evaluation criteria. This means that if your Out of School club is not meeting

the requirements of the Prevent Duty this will have a negative effect on your Ofsted inspection.

For settings which are only on the Childcare Register
"All registered childcare providers must also comply with other relevant legislation".

The Prevent Duty isn't mentioned explicitly, but all Ofsted-registered childcare settings must meet the requirements of the Prevent Duty, so this counts as 'other relevant legislation'.

Non-regulated Out of School Settings (sports or activity type provision which is exempt from registration with Ofsted)

"Whilst these settings are not regulated under education or childcare law, local authorities have a responsibility to safeguard children in their area and as such should take appropriate and proportionate steps to ensure that settings are properly safeguarding children.
(Prevent Duty guidance: For England and Wales, 2023 - paragraphs 118-120)

This will be particularly relevant to those settings who offer HAF (Holiday Activities and Food programme) funding on behalf of local authorities.

The Prevent Duty guidance goes on to say that these settings should be adhering to the Department for Education's 'Keeping Children Safe in Out-of-School Settings' guidance and the systems in place for providers to report serious incidents including those where a provider is concerned about radicalisation of a child.

What do out of school clubs need to do in order to meet the requirements of the Prevent Duty?

"Compliance with the Prevent Duty will reflect existing good practice on safeguarding" *(Prevent Duty Guidance 2023).*
Familiarise yourself with the main guidance documents from the government
  ➢ Prevent Duty guidance for those with safeguarding responsibilities
  ➢

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Policies & Practice

Recognise

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.

Share & Report

If a member of staff or a parent has a concern about a particular pupil they should follow the settings normal safeguarding procedures, including discussing with designated safeguarding leads

Policies & Practice

➢ Ensure your policy meets Leicestershire & Rutland Safeguarding Children Partnership (LRSCP) guidance.

➢ Have clear robust 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.

➢ Assess the risk of children being drawn into terrorism. Protect children and young people from being drawn into terrorism.

➢ 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.

➢ Reflecting on your current practice in relation to Equality & Diversity. Consider using the 'Celebrating Cultural and Linguistic Diversity toolkit'.

Online Safety and Sharing Good Practice with parents

➢ Have measures in place to prevent their facilities being exploited by radicalisers. This includes seeking to ensure that any event spaces or IT equipment are not being used to facilitate the spread of extremist narratives which encourage people into participating in or supporting terrorism.

- Ensure children are safe from terrorist and extremist material when accessing the internet. Consider the use of IT equipment and applying appropriate content filters on I.T. and internet equipment/software to stop young people from accessing any extremist content.
- Raising awareness with parents & carers about keeping their child safe online. National College have a range of resources such as posters, web-in-ar's and short online training courses you could use to [Support parents and carers to understand online risks children may be vulnerable to and keep them safe.](#) They also regularly share posters on their facebook page 'Wake Up Wednesday' which can be shared with your OOS Parents.
- Kaspersky recognises that online gaming can provide quality social interaction, there's also a darker side. From cyber bullying to online predators to hidden costs, there are many concerns when it comes to playing video games online, especially for children. The most important thing a parent can do is to establish a dialogue about safe online usage at a young age and build upon that as your children get older. [How to Protect Your Child from the Top 7 Dangers of Online Gaming](#)
- Internet matters recognises that online gaming can be a fun and sociable way to spend time, encourage team work and develop skills. However, there are a few risks that you as an OOS provider need to be aware of and to share with parents to help the children stay safe [Online gaming – the risks](#)

Recognise

The journey to becoming radicalised is different for everyone and there are many reasons why someone becomes vulnerable.

More important than any one specific sign is the sense that something is not quite right with the person you're worried about. You could spot one sign or a combination of signs that seem to be increasing in intensity. However, there are certain behaviours you can watch out for that we often see when someone is being led down the path of extremism.

Visit [ACT Early](#) to find out more about the signs that someone may be vulnerable to radicalisation.

- Make sure that staff have read any internal guidance or resources, such as policies & procedures and a staff handbook.
- 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.
- Staff should 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.
- Staff should understand their role and responsibilities around protecting young children from extremism
- 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](#), [FGM](#) and PACE [County Lines](#) and [Child Sexual Exploitation (CSE)](#)
- Discuss [Case Studies](#) & [Frightening rise in kids groomed by far-right groups](#) on a regular basis as part of your staff meetings/training
- The government's [Educate Against Hate](#) website

NSPCC, 2021 has published information about ['Radicalisation'](#) with information to support the recognition of how radicalisations happen, vulnerability factors and Indicators of radicalisation.

[Understanding and identifying radicalisation in your education setting](#) outlines a number of push and pull factors that can make a learner at risk of extremism or radicalisation. Often there are several risk factors present that, seen together, can cause concern.

Share & Report

➢ If a member of staff or a parent has a concern about a particular pupil they should follow the settings normal safeguarding procedures, including discussing with designated safeguarding leads.

➢ To find out more about how to help someone close to you visit actearly.uk which is a helpful resource with advice, practical tips on how to start a conversation with someone you're worried about, online safety advice and real stories.

➢ If you have concerns about any of your friends, neighbours, or relatives, you can tell us about them by clicking 'Make a referral'. Complete an online referral.

➢ You can also contact the Prevent Team on **101** extension **6770**.

➢ You can also call the national police Prevent advice line **0800 011 3764**, in confidence, to share your concerns with our specially trained officers.

➢ If it's an emergency, please call **999**.

➢ Taking appropriate action and refer people to Channel when necessary

➢ If you see online material promoting terrorism or extremism, you can report it online.

➢ You can speak to your local policing team about helping run local events about Prevent.

If you need to report extremism concerns about an adult working in a school, college or organisation that works with children, young people or adult learners, you should:

• contact your local authority designated officer (LADO) through your local safeguarding partnership or local authority.

• submit the details at report extremism in education

Promoting British Values

Since September 2015, all Ofsted-registered settings have been required by the Prevent Duty to help build children's resilience to radicalisation by promoting fundamental British values. These values can be summarised as:

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

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.

So, what do out of school clubs need to do in order to promote British Values?

- Hold regular staff meetings where you discuss Radicalisation Case Studies & Frightening rise in kids groomed by far-right groups and how you could support the child within the case study through the recognising, reporting and the promotion of British Values within your OOS setting.
- 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.

Practical examples of activities which promote the four British values could include:

- 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.

Democracy

- Personal Social and Emotional Development (PSED): Building relationships, 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. Initiating play and conversations; resolving conflicts; playing co-operatively and taking turns; enjoys responsibility of carrying out small tasks; sharing; beginning to solve problems and negotiate; work as part of a group; understand and follow rules.
- Communication and Language (C&L): listens to others and responds to what they hear; understanding body language.
- Physical Development (PD): team games; negotiation with others.
- Understanding the World (UTW): aware of others and sensitive to differences

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Rule of law

The importance of laws and rules, whether they are those that govern the Out of school club, the school or the country, should be consistently reinforced throughout the club's sessions. It is expected that children should understand that while different people may hold different views about what is right and wrong, all people living in England are subject to its law.

➢ Personal Social and Emotional Development (PSED): – aware of boundaries and of behavioural expectations; co-operates with routines and can adapt behaviour to different events, changes in routine and social situations. Involve the children in creating rules for codes of behaviour together & have a rewards system to encourage positive behaviour. Teaching children from right and wrong and consequences, including learning about the police and justice system.

➢ Communication and Language – follows directions.

Individual liberty

Children should be actively encouraged to make choices, knowing that they are in a safe and supportive environment. As an Out of School club, we should provide boundaries for our children to make choices safely. Children should be encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely.

➢ Personal Social and Emotional Development (PSED): Giving children a positive sense of themselves and them as an individual; able to express own feelings, preferences and interests. Staff encouraging children's confidence by offering a wide range of experiences with freedom to choose and take risks.
➢ Communication and Language – communicating needs and feelings; make requests.
➢ Understanding the World – beginning to have their own friends.
➢ Expressive Art and Design – favourite songs; develop preferences; express feelings and ideas; making choices.

Mutual respect and tolerance of different faiths and beliefs

Mutual Respect should be one of the core values of your Out of School Club. The children know and understand that it is expected that respect is shown to everyone, whatever differences we may have and to everything, however big or small.

Tolerance of those with different faiths and beliefs is the idea that we understand that people in our community may believe different things to us, but we accept their right to believe in what they want to believe in and we do not impose our own beliefs on them.

➢ Personal Social and Emotional Development (PSED): Enjoys company of and interacts with others; shows affection and forms special friendships/relationships; awareness of own and others feelings; take turns; understands own actions affect other people. 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.
➢ Communication and Language (C&L): Understanding body language; listens to others and responds to what they hear.
➢ Understanding the World (UTW): Beginning to have their own friends; aware of others and sensitive to differences; show care and concern for livings and for their environment. Joining in with family customs and routines; know about similarities and difference between themselves and others and among families, communities and traditions; shows awareness of and interest in different ways of life, culture and religions.
➢ Expressive Art and Design – play alongside and co-operatively with others; represent own ideas, thoughts and feelings through creative activities.

Other online resources

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There are a variety of online resources with suggestions for how you can promote British values in early years settings and schools. We've picked out some of the best here:

- Educate against Hate
- Teaching British values (childcare.co.uk)
- https://www.talloaksacademy.co.uk/web/promoting_british_values__developing_character/598218
- https://bowerhamkids-club.co.uk/british-values/
- https://lrsb.org.uk/competency-framework-overview

Downloadable display materials are also available:
- British values display resources (Twinkl)
- British values poster (Twinkl)