

## Prevent Duty and Promoting British Values

### What it means for Out of School Clubs

The new Prevent duty came into force on 1<sup>st</sup> 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 take into account the policies and procedures of the Local Safeguarding Children Board.
- 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?

- 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.
- Key person observation and effective engagement with the children and families who use your club will enable identification of children who are 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 Leics: [prevent.team@leicestershire.pm.police.uk](mailto:prevent.team@leicestershire.pm.police.uk) or telephone 101 and ask for the Prevent team.
- 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. The Home Office also has [E-Learning on Prevent](#) that staff can access (link below). This takes around 45 minutes.

- Develop staff training and knowledge of the risks to children associated with the internet and social media. Promote safe online use to the children and implement procedures to safeguard children in the setting. A policy regarding the safe use of mobile phones, cameras and the internet is required. The [NSPCC online safety](#) offers a range of information and training.

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 in August 2015 as part of the common inspection framework states: *Schools and childcare providers should have a clear approach to implementing the Prevent duty and keeping children safe from the dangers of radicalisation and extremism. This includes making sure children understand how to keep themselves safe.*

## **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 4 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 4 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.

For further ideas go to:

[www.pacey.org.uk/news-and-views/pacey-blog/september-2015/fundamental-british-values-in-the-early-years/](http://www.pacey.org.uk/news-and-views/pacey-blog/september-2015/fundamental-british-values-in-the-early-years/)

[www.ndna.org.uk](http://www.ndna.org.uk)

[www.outofschoolalliance.co.uk](http://www.outofschoolalliance.co.uk)