

# **IMPORTANT INFORMATION FOR ALL JPAC LTD** **OUT OF SCHOOL SETTINGS**

## **Prevent Duty**

In order for JPAC Ltd to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do if they are identified. Protecting children from the risk of radicalisation should be seen as part of our wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Examples given by the Home Office of behaviour that it would not expect to be ignored include if a young child told a member of staff that at a religious school, or a madrassah, teaches them that non-Muslims are 'wicked', or if a child made anti-Semitic comments in front of a member of staff.

The DfE said that teaching of fundamental British values would include such areas as learning right from wrong, learning to take turns and share, and challenging negative attitudes and stereotypes. Ofsted will be required to inspect early years providers against these criteria.

As a first step, we will be reviewing existing equality, behaviour and safeguarding policies and procedures, as well as terms and conditions to ensure that everyone, staff and parents are clear on how any relevant situation - such as a child making comments deemed to be inappropriate or concerning - would be dealt with.

As a company, we have always prided ourselves on our equal opportunities approach thus helping to create an environment of equality, tolerance, respect for others and the value of teamwork. By creating this environment with an atmosphere of trust we are playing our part in helping children to be resilient towards radicalisation and giving them the confidence to challenge extremist views. Within a caring environment children and staff can be supported to understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

So what do we need to do? :-

Statutory Guidance suggest there are four main areas to considered - risk assessment, working in partnership, staff training and IT policies.

### **Risk Assessments**

The statutory guidance makes clear that childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. You need to use your professional judgement in identifying children who might be at risk of radicalisation and act proportionately with regard for their age.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, Working together to safeguard children and Keeping children safe in education (these documents can be obtained from the DfE website). The Company Safeguarding Policy remains in force but will be reviewed and additions made where necessary – the reviewed policy will be distributed to all settings by September 2015.

### **Working in partnership**

The Prevent duty builds on existing local partnership arrangements. Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area.

Effective engagement with \*parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

\*By the nature of our work partnership with parents/carers is particularly important and should never be underestimated

### **Staff training**

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). There are professionals – particularly in safeguarding roles - working within Local Authorities, the Police, Health and Higher and Further Education who are accredited WRAP trained facilitators.

### **IT policies**

Although we rely upon schools to have appropriate filtering devices to insure that children will not be subjected to terrorist and extremist material we must still be alert to the possibility of this powerful and influential tool as many children have unsupervised access outside school.

More generally, we have an important role to play in equipping children and young people to stay safe online. It is always worth reminding children to BE SMART (see policy folder – this should be on display) when using the internet.

**Building children’s resilience to radicalisation** As explained above, we can help to build children’s resilience to radicalisation by providing a safe environment where they feel happy to express their concerns and helping them to understand how they can influence and participate in decision-making. We already help children to understand about the multicultural society in which we live added to this we need also to help children understand and appreciate fundamental British values and the importance and value of the democratic society which we all enjoy.

PHSE and Citizenship work in school helps child to develop the skills necessary to consider threats and contentious issues and they may wish to discuss some of these issues after school – it is important that we provide a good ‘listening ear’. For childcare providers the DfE/Government strategic partner, 4Children, have published the following good practice examples demonstrating what promoting fundamental British Values means in the early years.

The statutory requirements for early years providers are now clear. The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage.

Separately, the Counter Terrorism and Security Act also places a duty on early years providers “to have due regard to the need to prevent people from being drawn into terrorism” (the Prevent duty). The duty came into effect from 1<sup>st</sup> July 2015. Statutory guidance on the duty is available at <https://www.gov.uk/government/publications/prevent-duty-guidance>.

To help demonstrate what this means in practice, we have worked up the following examples based on what is in the statutory guidance. They are just that – examples - and not exhaustive, but hopefully useful to you. We have shared these with DfE who agree they are helpful examples.

## **Fundamental British Values in the Early Years**

**Democracy**: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other’s views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

**Rule of law:** understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. Each new school year staff can collaborate with children to create the rules and the codes of behaviour for the Club. It is also important for children to understand that the rules apply to everyone.

**Individual liberty:** freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are **free** to have different opinions, for example in a small group discuss what they feel about moving into their next class or in some cases moving schools.

**Mutual respect and tolerance:** treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

Managers should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences. Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions. Staffs should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping. Traditionally we had firemen now we have women too, we used to consider nursing was a woman's job, now we have male nurses too – lorry drivers, bus drivers, housewives – the list is endless in terms of female / male advances into the previous world of stereotypical roles

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'. Such things are ignored after time. Children learn by talking, looking, role play/participating in activities which engage them and actively promote their understanding.

**What to do if you have a concern** - follow the Company normal safeguarding procedures, including discussing with the designated safeguarding person at your setting (usually the setting manager). If your concern is about a member of staff contact:

Ryan Robertson 07971957839

Or James Proudfoot 07812135036

Or Diane Proudfoot 07786088840

In our particular circumstances we would share our concerns about children with the school and would follow this up to ascertain what action had been taken.

### **For Your Information**

In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

*PS 3087 Michelle Giddy+*

*Prevent Team (EMSOU – SB)*

*Nottinghamshire Police*

*Tel: 101 (select Nottinghamshire) Extn 8002962*

*Mobile: 07525226877*

*E-mail: [michelle.giddy@nottinghamshire.pnn.police.uk](mailto:michelle.giddy@nottinghamshire.pnn.police.uk)*



The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

**SHEFFIELD**

**David Roberts PC 2025  
Prevent Officer  
Specialist Crime Services  
HQ CID  
South Yorkshire Police**

**101 x 718217  
0114 2523217  
Mobile 07775007410**

**In Sheffield**, you should also report your concerns to Children's Safeguarding - contact number at the Sheffield City Council is **0114 2734934** and an email address of [LADO@sheffield.gcsx.gov.uk](mailto:LADO@sheffield.gcsx.gov.uk).