

## Nursery & Pre-School

### Protecting Children at Risk of Radicalisation

With effect from 1<sup>st</sup> July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under **Section 26** of the **Counter-Terrorism and Security Act 2015**, to have *'a due regard to the need to prevent people from being drawn into terrorism'*.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. The Act states that *'during that process it is possible to intervene to prevent vulnerable people being drawn into terrorist related activity'*.

**The Prevent Duty – Departmental Advice for Schools and Childcare Providers, (department for Education June 2015)**, states that *'even very young children may be vulnerable to radicalisation by others, whether in the family or outside and display concerning behaviour'*.

Providers are required to underpin learning with Fundamental British Values.

The Statutory Framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5 years, thereby assisting their personal, social and emotional development and understanding of the world. It is our policy to help build children's resilience to radicalisation by embedding Fundamental British Values in the following ways:

#### **Democracy: making decisions together**

As part of the focus on self-confidence & self-awareness staff should encourage children to know their views count, value each other's view and talk about their feelings.

Staff should support decisions 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 part of the focus on managing feelings & behaviour staff should ensure that children understand their own and other's behaviour and its consequences, and learn to distinguish right from wrong.

Staff should collaborate with children to create rules and codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

#### **Individual liberty: freedom for all**

As part of the focus on self-confidence & self-awareness and people & communities children should develop a positive sense of themselves. Staff should 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 allow a range of experiences that allow children to explore the language of feelings and responsibilities, reflect on their differences and understand that we are free to have different opinions.

### **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 managers and all staff 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 others cultures; know about similarities and differences between themselves and others 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.

Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

If a member of staff has a concern about a particular child in relation to potential radicalisation they should follow the normal safeguarding procedures, including discussing the issue with the Nursery Head Teacher/Manager who will discuss it with the United Synagogue Prevent Duty Co-ordinator, **David Frei, Director of External Affairs.**

***You may also refer to our [British Values Policy & Prevent Duty](#)***