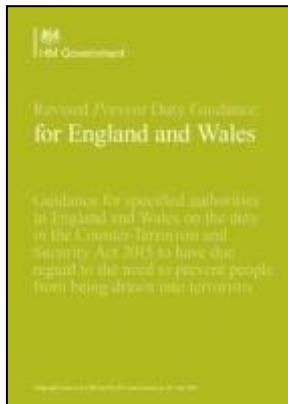


Early Years and Prevent - Course Handout – March 2023

Introduction

The purpose of this document is to provide guidance for Early Years providers on the Prevent Duty. The Prevent Duty aims to stop people from becoming terrorists or supporting terrorism. While it remains rare for children and families to become involved in terrorist activity, children from an early age can be exposed to terrorist and extremist influences or prejudiced views. As with other forms of safeguarding, early intervention is always preferable.

Prevent Duty: Safeguarding Responsibilities - The Prevent Duty



The Prevent Strategy became a statutory duty with the passing of the Counter-Terrorism and Security Act in June 2015. Section 26 of the Counterterrorism and Security Act places a duty on certain bodies to have "**due regard** to the need to prevent people from being drawn into terrorism".

The DfE published guidance on the Prevent Duty for schools and childcare providers. The guidance is concerned with protecting individuals from being drawn into terrorism and situates this as part of a provider's wider safeguarding duties. Providers should make sure they are familiar with both documents.



Key elements of the Prevent Duty (2015)

"Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties (e.g. drugs, gangs, neglect, sexual exploitation)"
 "Due regard to the need to prevent people from being drawn into terrorism"
 "Actively promote British values"

The Prevent Duty has **three main aims**:

Respond to the ideological challenge of terrorism and the threat we face from those who promote it;

Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and

Work with sectors and institutions where there are risks of radicalisation that we need to address.

Prevent is concerned with violent extremism; this includes those who advocate violence on behalf of an ideology (set of ideas/values).

What do we mean by extremism?

The UK government defines extremism as:

"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. We also include in our definition of extremism calls for death of members of our armed forces, whether in this country or overseas"

What do we mean by radicalisation?

The government's Prevent Duty Guidance defines radicalisation as "the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups". This process can happen very quickly or can happen over a long period of time due to a number of contributing factors, often referred to as vulnerability factors. Radicalisation can be more common during times of uncertainty, a change in circumstances or period of transition.

Practitioners are **not** expected to understand these extreme ideologies or the ideas that are promoted.

- They need to understand the ways groups attempt to hook in the vulnerable and exploit or manipulate their personal or emotional vulnerabilities. This is similar to grooming in the context of child sexual exploitation or gangs.
- Practitioners are expected to understand the risks to children and families that they work with
- The risk of online grooming remains high and access to online Islamist and XRW material remains high
- The risk of families traveling abroad to Da'esh held territory has decreased. Individuals are being encouraged to commit attacks within their home country.

In fulfilling the Prevent Duty, providers are expected to demonstrate activity in the following areas. This is outlined in the [Prevent Duty guidance](#).

The Prevent Duty and Early Years

The following paragraphs of the Prevent Duty are relevant to Early Years Providers:

<p>The Early Years Foundation Stage (EYFS) places clear duties on providers to keep children safe and promote their welfare. It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS). Early years providers must take action to protect children from harm and should be alert to harmful behaviour by other adults in the child's life (Paragraph 60 of the Prevent Duty)</p>	<p>This means a provider should consider the risk of extremism and radicalisation as a safeguarding and children protection issue.</p> <p>The Prevent duty reaffirms your duties under the EYFS to keep children safe and promote their welfare</p>
<p>Early years providers already focus on children's personal, health and emotional development. The EYFS framework supports early years providers to do this in an age-appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, challenge negative attitudes and stereotypes. (Paragraph 61 of the Prevent Duty)</p>	<p>Part of the Prevent Duty requires providers to promote this area of work</p> <p>These areas are imbedded in the EYFS, and reaffirms the importance of providers focusing on children's personal, social, health and emotional development</p>
<p>Early education funding regulations in England have been amended to ensure that providers who fail to promote fundamental British values of: democracy, rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs Do not receive funding from local authorities(Paragraph 75 of the Prevent Duty)</p>	<p>Providers who promote any form of extremism will not receive funding from Local Authorities</p>
<p>Ofsted's inspection framework for early years' provision reflects the requirement in the Statutory Framework for the Early Years Foundation Stage (Paragraph 76 of the Prevent Duty)</p>	<p>The Prevent guidance reaffirms the role of Ofsted in inspecting providers to ensure they meet the requirements of the EYFS.</p> <p>Ofsted will inspect how providers keep children safe. This now includes keeping children safe from the risk of radicalisation and extremism. Inspections will consider how the setting promotes PSED and British Values in line with the EYFS</p>

Prevent and the New Ofsted Framework 2022

Relevant sections include:

The section on safeguarding includes the following:

- Inspectors will always have regard to how well children are helped and protected so that they are kept safe. Although inspectors will not provide a separate grade for this crucial aspect of a provider's work, they will always make a written judgement in the report about whether the arrangements for safeguarding children are effective.
- We have published a document that sets out the approach inspectors should take to inspecting safeguarding in all the settings covered by the framework. It should be read alongside the EYFS and the early years handbook:
[‘Inspecting safeguarding in early years, education and skills settings’](#)
- It is also essential that inspectors are familiar with and take into account the statutory guidance in relation to safeguarding:
[‘Working together to safeguard children’](#)
- Where the expectations in the ‘Inspecting safeguarding in the early years, education and skills settings’ differ from those set out in the EYFS, settings should follow the EYFS requirements.

(Early Years Inspection handbook for Ofsted-registered provision, September 2022)

Personal development

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- Inspectors will evaluate the extent to which the provision is successfully promoting children's personal development. Inspectors must use their professional judgement to consider the effectiveness of the provision on children's all-round development. In doing so, inspectors must be mindful of the ages and stages of development of the children in the setting.

The provider prepares learners for life in modern Britain by:

- equipping them to be responsible, respectful, active citizens who contribute positively to society
- developing their understanding of fundamental British values
- developing their understanding and appreciation of diversity
- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Leadership and Management

Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which:

- leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services
- 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

The provider has a culture of safeguarding that supports effective arrangements to:

- identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation
- help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help
- manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.

Inspectors will always report on whether arrangements for safeguarding learners are effective.

Ofsted - Early years Equality, Diversity and 'British' values

The new Ofsted Education Inspection Framework 2019 includes reference to equality, diversity and 'British' values within the sections on:

Behaviour and attitudes

The provider meets all the criteria for good behaviour and attitudes securely and consistently. Behaviour and attitudes in this provision are exceptional.

In addition, the following apply.

- Children have consistently high levels of respect for others. They increasingly show high levels of confidence in social situations. They confidently demonstrate their understanding of why behaviour rules are in place and recognise the impact that their behaviour has on others.
- Children are highly motivated and are very eager to join in, share and cooperate with each other. They have consistently positive attitudes to their play and learning.
- Children demonstrate high levels of self-control and consistently keep on trying hard, even if they encounter difficulties. When children struggle with this, leaders and practitioners take intelligent, swift and highly effective action to support them.

(Outstanding, Early Years Inspection, September 2022)

Personal development

The provider meets all the criteria for good personal development securely and consistently. Personal development in this provision is exceptional. In addition, the following apply.

- The provider goes beyond the expected and is highly successful at giving children a rich set of experiences that promote an understanding of, and respect for, people, families and communities beyond their own. Opportunities for all children to develop their talents and interests are of exceptional quality.
- The provider ensures that these rich experiences are planned in a coherent way in the curriculum and they considerably strengthen the provider's offer.
- The way the provider goes about developing children's character is exemplary and is worthy of being shared with others

(Outstanding, Early Years Inspection, September 2022)

Looking at the EYFS framework and your setting, where can you provide examples of the areas suggested?

Area of Learning & Development	Aspect
PRIME AREAS	
Personal, Social & Emotional Development	Making relationships
	Self-confidence & self-awareness
	Managing feelings and behaviour
Physical Development	Moving & handling
	Health & self-care
Communication and Language	Listening & attention

	Understanding
	Speaking
SPECIFIC AREAS	
Literacy	Reading, Writing,
Mathematics	Numbers, Shape, Space and Measure
Understanding the World	People & Communities, the World, technology
Expressive Arts and Design	Exploring & using media & materials, Being imaginative

In fulfilling the Prevent Duty, providers are expected to demonstrate activity in the following areas.

Assessing Risk:

Providers are expected to be aware of the potential risk of children being exposed to extremist ideas that are part of a terrorist ideology or family members being drawn into terrorism. This should be based on an **understanding of the potential risks** in the local area.

Providers will need to demonstrate that they are protecting children by having **robust safeguarding policies** in place to identify children at risk and in need of services or protection.

Providers will need to consider the level of risk and **contact the Prevent Team** for advice, as per the provider's safeguarding policy.

Staff Training:

Providers should make sure that **staff have training** that gives them the knowledge and confidence to identify children and families at risk.

Prevent awareness training will be a key part of this - [Prevent Awareness eLearning](#)
Staff should know where and how to refer children and families for further help.

Working in Partnership:

Providers are required to work in partnership with relevant partners e.g. Local Safeguarding Children's Boards (which are due to transition to Safeguarding Partners in September 2019, in line with Working Together 2018), relevant Local Authority Teams (Children's Social Care, Community Safety, Early Years Improvement, Prevent), Police, parents and the wider community.

Supporting the Community:

It is important to establish clear protocols if groups or organisations request to use an early years' provider's site. Many providers offer their site to community groups to run their own events. If a provider is renting a premises, it is important the landlord follows a responsible lettings policy.

If a provider is operating in a shared premises, they should consider the following:

- does the other user/users have robust safeguarding policies?
- does the other user/users check the suitability of staff and volunteers?
- does the landlord/user/users have oversight of who will be visiting the premises?
- does the landlord/user/users run checks on those planning to attend or use the premises?

Prevent Checklist

Below are a number of questions to help providers consider how to embed the Prevent Duty. This is not intended to be a tick boxing exercise but to challenge providers to think about how to protect children and promote their welfare.

Prevent Checklist	YES/NO
Safeguarding:	
Does your safeguarding policy explicitly state that protection from radicalisation and extremist narratives is a safeguarding issue?	
Is it clear who is responsible for Prevent safeguarding concerns? This is usually the Designated Safeguarding Lead, who should have completed Prevent training.	
Is it clear who is responsible for checking visitors to the setting?	
Is it clear who is responsible for checking user/users operating in a shared premise?	
The Provider/Designated Safeguarding Lead understands the expectations and key priorities to deliver Prevent and that this is embedded within safeguarding procedures	
All staff are aware of the Prevent Duty and its objectives	
Contact details are held for the LA Prevent Team who would be consulted in case of a referral	
The Provider is aware of the extremism threat within the borough. Staff understand the potential risk of extremism or radicalisation.	
Training:	
Have all staff received training on Prevent as part of your safeguarding training?	
Has the Designated Safeguarding Lead been trained?	
Have Governors/Trustees/Managers received training on Prevent?	
The induction training for new staff covers the Prevent Duty	
Is safeguarding training including Prevent, renewed every two years and awareness updated annually?	
Referrals:	
The providers safeguarding policy makes it clear how safeguarding concerns, including Prevent concerns, should be reported within the setting.	
The manager/Designated Safeguarding Lead regularly checks whether staff know what they should do if they have a safeguarding concern and to whom it should be reported.	
Is the providers safeguarding referral pathway clearly displayed and included within staff literature?	
Is there a clear understanding of information sharing and when cases should be referred to Children's Social Care?	
Building resilience:	
The provider clearly understands how the Prevent Duty is addressed through the curriculum/other activities	
The provider evidences the delivery of British values	
Staff understand what the British values are and can give examples of how they are promoting them.	
Staff are confident in providing appropriate challenge to children, parents, carers and colleagues if opinions are expressed that are contrary to fundamental British values and the promotion of community cohesion	

ICT:	
Has the setting ensured that appropriate internet filtering systems are in place to prevent access to unauthorised or extremist websites?	
Is there an acceptable user agreement for staff and parents/carers when using ICT or provider's internet?	
Lettings and Visitors:	
Is there a clear lettings policy on the use of site premises and facilities by outside agencies and groups? This is the provider's responsibility even if the provider rents a space from a landlord. EYFS 3.62	
Is there a clear Visitors Policy that ensures visitors are monitored and follow the setting's values and policies? Regular visitors may require DBS checks.	
Have you ensured commissioned services are aware of and adhering to the Prevent Duty?	

If you are unsure about any of these areas or the questions asked, please contact prevent@coventry.gov.uk

Summary

Providers must ensure the welfare of all children and be able to recognise any concerning behaviour. Similarly, to other types of harm or abuse, if a child is exposed to extremist views, violent images or videos and/or are being radicalised whether within their family or through outside influences, we would consider this to **be harmful to a child's development and mental and emotional wellbeing.**

Children need to be protected from messages of violent extremism including, but not restricted to, those linked to Islamist ideology, the Far Right/Neo-Nazi/ White Supremacist ideology or extremist animal rights movements.

Contact details

For further guidance, support please check out:

Website: www.coventry.gov.uk/prevent

Team email: Prevent@coventry.gov.uk

Prevent Coordinator:

Manjeet Pangli – 07944 208499 manjeet.pangli@coventry.gov.uk

Prevent Education Officers:

Balbir Sohal – 07525 908786 balbir.sohal@coventry.gov.uk
 Viv Brosnahan – 07701 022994 viv.brosnahan@coventry.gov.uk

Prevent Team, March 2023