



PROMOTING BRITISH VALUES AND PREVENTING RADICALISATION **POLICY**

This Policy includes the EYFS, Junior School and Senior School

Links to other policies:

Safeguarding & Child Protection Policy; Pupil Welfare & PHSE Policy

Moorland Nursery and School believes that building the resilience of children and young people along with the promotion of fundamental British values is at the heart of preventing radicalisation. This policy should be read in conjunction with the School's Child Protection Policy.

From 1 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 "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. Moorland Nursery and School are already responsible for keeping children safe, however the Prevent duty reinforces these existing responsibilities in respect of radicalisation of children.

British Values

We actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths or beliefs. These are interpreted by our children as learning right from wrong; learning to take turns and share; and challenging negative views and stereotypes. These are already implicitly embedded in the Early Years Foundation Stage and furthermore throughout the curriculum in the School.

We do not promote views and theories that are contrary to established scientific or historical evidence and explanations.

By promoting British values, we can build children's resilience to radicalisation, as well as enabling them to challenge extremist views.

Teaching British values is about teaching children to be proud to be British and ensuring they are not being radicalised at an early age. It is our responsibility to ensure children are safe and healthy, always aspiring to be the best they can possibly be. British values are embedded in everything we do.

Democracy: making decisions together

- Encouraging children to know their views count, value each other's views and values, and talk about their feelings.
- 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.
- Support the decisions that children make and provide activities that involve turn-taking, sharing, understanding and collaboration.
- Give children the opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter

- Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Collaborate with children to create the rules and the codes of behaviour, for example in the EYFS, to agree the rules about tidying up. In the School, expectations of behaviour.
- Ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

- Provide opportunities for children to develop a positive sense of themselves, developing their self - knowledge and self-esteem by talking about their experiences and learning.
- Allowing children to take risks, increasing their confidence in their own abilities
- Provide 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.

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

- Management and Leadership 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, appreciation of, and respect for their own and other cultures. For example, by learning about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions. 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, by sharing stories that reflect and value the diversity of children's experiences.
- Staff should provide resources and activities that challenge gender, cultural and racial stereotyping.

What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community
- failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Preventing / Radicalisation and Tackling Extremism

Moorland Nursery and School has a duty to promote children's welfare and prevent radicalisation and extremism. Keeping children safe in education is our priority.

In line with the Prevent Duty (June 2015) we will ensure that all staff are trained, informed, recognises vulnerability and mitigate the risks. We will ensure the curriculum embeds British Values, teaching our staff, children and visitors to be tolerant and have respect for all faiths within our multi-cultural society.

This is underpinned by a range of other policies including 'Employment and Staffing, Early Years Foundation Stage', Achieving Positive Behaviour, Inclusion, Equality and Diversity.

Our Ethos values and respects diversity, encourages freedom and openness and aims to build resilience and self - confidence.

To ensure we are meeting the requirements of the Prevent Duty we will:

- Assess the risk of children being drawn into terrorism.
- Have robust safeguarding policies to protect children and young people from being drawn into terrorism.

- Ensure our safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- Ensure 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
- Be vigilant regarding children spreading information which might lead to radicalisation, either via social media or through the distribution of leaflets or notes.
- Work in partnership with the wider community to ensure children and their families are safeguarded from radicalisation and extremism.
- Provide a safe environment in which children can discuss controversial issues, and be given the knowledge and confidence to challenge extremist beliefs and ideologies.

To ensure we are meeting the requirements of the Channel Duty Guidance (2015) we will:

- Co-operate with the LSCB by participating in and working alongside any Channel panels which have we have been requested to join, to safeguard vulnerable individuals.
- Provide any and all information requested by the Police in connection with a referred individual
- Refer any concerns regarding vulnerable individuals to the local CPP, in line with Channel Duty Guidance, 2015,

Identification

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause Significant Harm.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified. Staff should be alert to changes in children’s behaviour, including even very young children, which could indicate they may be in need of help or protection.

Here are examples of indicators that may suggest vulnerability to violent extremism:

- Use of inappropriate language
- Behavioural changes;
- Out of character changes in dress, behaviour and peer relationships;
- Secretive behaviour;
- Losing interest in friends and activities;
- Showing sympathy for extremist causes;
- The expression of extremist views;
- Attempts to access extremist websites and associated password protected chat rooms;
- Seeking to recruit others to an extremist ideology;
- Advocating violent actions and means;
- Possessing illegal or extremist literature;
- Association with known extremists.

If you have a concern about a child

If you have a concern for the safety of a specific young person at risk of radicalisation, you should follow the safeguarding procedures, including discussing with your setting’s designated safeguarding lead.

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.

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 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.

If you are concerned that a child's life is in immediate danger, or that they may be imminently planning to travel to Syria or Iraq dial 999 or call the confidential Anti-Terrorist Hotline on 0800 789 321.

The non-urgent contact number (helpline) provided by the Department for Education is 020 7340 7264.

Other Useful Guidance

The Prevent Strategy, 2011

Prevent Duty Guidance, July 2015

Channel Duty Guidance, 2015

Working Together to Safeguard Children, July 2018

Keeping Children Safe in Education, September 2020

This Policy was devised by the Designated Senior Leadership Team with particular responsibilities for Safeguarding Children, in conjunction with Jonathan Harrison, Head Teacher and Lou Harrison, Head of the EYFS.

Policy Reviewed: September 2020

Next Review Date: 1 September 2021, or sooner should an incident arise