



# ToyBox Prevent & Fundamental British Values Policy

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## 1 Introduction

This policy is written in line with expectations from DfE, i.e. Section 26 of the Counter-Terrorism and Security Act 2015 and Ofsted, i.e. Education Inspection Framework (EIF) 2022. Section 26 states that for specified authorities, in the exercise of their functions, they must have due regard to the need to prevent people from being drawn into terrorism.

Education settings have a large part to play in this and to ensure that all children and families are protected and prevented from being radicalised. Certain extremist groups do attempt to radicalise young children and vulnerable people to have them hold extreme views, such as justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

ToyBox is committed to providing a safe environment for all our families and as such we ensure that all our safeguarding procedures and practices are of the highest quality. Protecting families from the risk of radicalisation falls within our safeguarding procedures and as such is linked with the practices from many of our policies including our Safeguarding & Child Protection Policy.



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Our setting has zero tolerance for any extremist opinions and behaviours from any of our community members which in any way may discriminate against others. It is important to note that we encourage healthy debate about many issues but always through an understanding and respect for the opinion of others and as long as they do not fall within those of extremist views as defined in the next section of this policy.

This policy draws on the advice and guidance of a variety of sources, including; the revised Prevent Duty Guidelines (2019), Prevent Duty for schools and childcare settings, Channel Duty Guidance, Channel Vulnerability Framework, Promoting British values as part of SMSC (Spiritual, Moral, Social and Cultural) development in schools, and Pacey (Professional Association for Childcare and Early Years).

## 2 Definitions

Extremism – (in this context) either 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. Also included is the call for deaths of armed forces, whether in this country or overseas (HM Gov 2011)

Radicalisation – Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It can result in a person becoming drawn into terrorism and is in itself a form of harm (NSPCC)

Terrorism – an action that endangers or causes serious violence or damage to people or property, or seriously interferes with, or disrupts, an electronic system. The action must be intended to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

## 3 Legislation and Guidance

The Prevent Duty guidance, revised by the Government in 2015, is part of the Government's overall counter-terrorism strategy. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism, simply expressed as the need to “prevent people from being drawn into terrorism”. The Prevent strategy has three specific strategic objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- prevent people from being drawn into extremism and ensure that they are given appropriate advice and support.
- work with sectors and institutions where there are risks of radicalisation that we need to address.

The Counter Terrorism and Security Act of 2015 placed ‘Prevent’ on a statutory footing and education settings have been given guidelines on implementing the Prevent Duty for Schools and Childcare Settings. In addition, responsibility was placed on Local Authorities to carry out the following, which is a key component of the work of Channel (see Reporting Concerns section of this document):

- Work in partnership with other agencies, including schools, to assess the risk of individuals being radicalised
- Ensure from this risk assessment, an action plan is produced
- Train staff appropriately to deal with these matters



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## 4 Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk
- assessing the nature and extent of that risk
- developing the most appropriate support plan for the individuals concerned

Each local authority is responsible for having Channel as one of their services to which anyone can make a referral including family members, and a wide range of services. Each referral is screened for suitability undertaken by the local authority and if deemed appropriate, further action will occur including communication and consent with the individual to initiate a Panel.

The Panel will then decide what, if any, support is needed to protect the individual. Each LA will have their own systems and forms for referrals.

## 5 Prevent Duty for Schools and Childcare Settings

The statutory guidance on the Prevent duty summarises the requirements on education settings in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

### Risk Assessment

Settings are expected to assess the risk of children and families 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. When a member of staff has concerns about a family who may be at risk of radicalisation, (details in section entitled, 'Identifying people who may be at risk of radicalisation') the normal safeguarding procedures of reporting are implemented and a risk assessment is conducted to determine the level of risk a child service user may be at and subsequent actions to be taken.

These actions may be anything from monitoring the child or service user further, to a referral to Channel due to serious concerns about radicalisation. Our risk assessment is at the end of this document in Annex A.

### Working in Partnership

The Prevent duty builds on existing local partnership arrangements. Multi-agency Safeguarding Partnerships which replaced Local Safeguarding Children Boards, 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. As such we, as a service ensure our lines of communication with the LA are effective. Other partners, in particular the police and also civil society organisations, are also able to provide advice and support to schools on implementing the duty. 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.



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### Staff Training

All staff at ToyBox receive regular safeguarding training including at induction which is updated regularly. This includes information and guidance about our role in protecting our families from the risk of radicalisation. Our Designated Safeguarding Lead receives further training to ensure that we have staff who can advise and support colleagues as well as parents/carers. An online general awareness training module on Channel is available. The module is suitable for staff and other front-line workers. It provides an introduction to the topics covered by this advice, including how to identify factors that can make people radicalised.

Prevent training can be accessed here: <https://www.gov.uk/guidance/prevent-duty-training>

### IT Policies

ToyBox ensures that suitable monitoring and filtering procedures of our network and IT systems are in place to ensure our children are not able to access and are safe from terrorist and extremist material if using the internet at our setting.

We have a comprehensive Online Safety Policy (E-Safety) which outlines the measures we take to educate and equip our families with the skills and knowledge of keeping safe online.

### 6 Identifying families who may be at risk of radicalisation

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. As with managing other safeguarding risks, staff should be alert to changes in a child's or parent/carers behaviour which could indicate that they may be in need of help or protection. Families at risk of radicalisation may display different signs or seek to hide their views. Staff should use their professional judgement in identifying families who might be at risk of radicalisation and act proportionately. 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.

The Channel Vulnerability Assessment Framework indicates some possible signs but emphasises that it should not be assumed that the characteristics necessarily indicate that a person is either committed to terrorism or may become a terrorist. It highlights three 'dimensions': engagement, intent and capability, which are considered separately. However, it must be noted that a children and families could be engaged with an extremist group but have neither the intent of capability to act. Likewise, a service users may have the engagement with a group, an intent but possibly not have the capability to act.

Staff are always vigilant to any sign that may concern them about a child. Possible signs of radicalisation are below but not exclusive only to this: children, service users and parents/carers exhibiting behaviour display:

- Withdrawal from family and/or friends, or a changing circle of friend
- Hostility towards others
- Talking as if from a script
- Being unwilling to discuss their views
- Increased levels of anger
- Being secretive, particularly around what they are doing on the internet
- Using extremist terms to exclude people or incite violence



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- Expressing the values of extremist or terrorist organisations (including political or religious based grievances)
- Supporting violence and terrorism towards other cultures, nationalities or religions
- Writing or creating artwork that promotes extremist values
- Talking about being a ‘martyr’
- Possession of extremist literature or other material, or trying to access extremist websites
- Possession of any material about weapons, explosives or military training

### Implementing the Prevent Duty in Early Years Settings

To efficiently implement the Prevent duty in our ToyBox early years settings, staff:

- Have clear safeguarding policies and procedures in place, outlining how staff will identify and manage any risks.
- Train to understand their role and responsibilities around protecting young children from extremism.
- Train on how to identify children who are at risk. This could relate to frequent periods of absence or changes in behaviour.
- Understand when and how to take action once we have identified a child who is at risk.
- complete professional training that provides them with up-to-date knowledge on how to identify vulnerable children.

### 7 Building Resilience against possible radicalisation

For early years, the statutory framework for the Early Years Foundation Stage Framework sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world. In addition, various guidelines/resources are available for the promotion of British values in early years: Action for Children, Pacey (Professional Association for Childcare and Early years)

We already promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

#### What are the four fundamental British values?

The fundamental British values are a set of values that help to promote welfare and keep children safe. It's a legal obligation to promote the following values in the work that you do as an early year or nursery educator:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance for those with different faiths.

These values link to the Prevent duty to establish a moral and ethical framework that instils ideology that opposes many radical beliefs. Put simply; these values can lay the foundations for decent morals and beliefs in the minds of young children, preventing them from the persuasion of radical views. Fundamental British values have been embedded in the Early Years Foundation Syllabus since 2014. At ToyBox we promote all of the values by embedding them into our practice in a holistic and organic way. For example by giving children the room to vote, debate and generate conversations, we invite children to ponder on rules and



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consequence. We believe that children should be taught about individual liberty from birth and this is encouraged through play, discussion and throughout our daily routines. We celebrate diversities and encourage children to be proud of these diversities. We encourage inquisition around cultural differences and how to be proud owners of what makes us individual. We have a strong sense of philosophy from thinkers such as A.S Neil, Steiner and Montessori as well as a Reggio Emilia inspired pedagogy, all of which strongly advocate our FBV. We also have our very own ambassadors that echo the fundamental values to which we promote.

### 8 Reporting concerns

If a member of staff has a concern about a child or service user, they will follow our normal safeguarding procedures, which initially is communication with our Designated Safeguarding Lead (DSL) and escalate this to the BWC Centre Safeguarding Lead. Individual staff can, if appropriate, go directly to The Brighton and Hove City Council Prevent Lead/Co-ordinator: [Nahida.Shaikh@brighton-hove.gov.uk](mailto:Nahida.Shaikh@brighton-hove.gov.uk) or call 01273 290584 or 07717303292 and the police (dial 101 non- emergency number), but the likely action would be that the DSL would assess the information and risk and, if deemed appropriate, take appropriate action. Action may range from continued monitoring, communicating with relevant staff, family and even the child, and/or communicating with the police and instigating a referral to Channel. The assessment of the risk will to an extent dictate the actions and consultation between senior staff and DSL will occur. If a referral is made to the police, the appropriate local procedure will be followed in terms of referral forms and subsequent communications which will then go forward to the Channel Panel. All of this information will be recorded on the safeguarding recording system.

### 8 Self-Assessment Tool

The link below takes the reader to a self-assessment tool which has been designed by DfE (Oct 2022) to assist schools in England to review their Prevent related responsibilities if they wish to use it. Tool is also included in Annex C



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ANNEX A – Risk Assessment			
PREVENT Risk Assessment (Written with reference to The Prevent Duty Guidance; duty in the Counter Terrorism and Security Act 2015 to have due regard to the need to prevent people being drawn into terrorism.)			
Potential Hazard	Who May be at Risk	Existing precautions to mitigate risk	Risk rate following implementation of precaution
Children/ Families being drawn into terrorism or radicalisation	<p>Families may be at risk but specifically those who may in anyway be ‘vulnerable’ including those exhibiting signs stated within our Prevent Policy.</p> <p>Those who:</p> <ul style="list-style-type: none"> <li>• Are lone families/ displaced/ no support network</li> <li>• Find it difficult to make friends</li> <li>• May have an SEN that means it is difficult to interact with other people</li> <li>• May be vulnerable due to family circumstances</li> </ul>	<ul style="list-style-type: none"> <li>- Safer Recruitment procedures are followed including appropriate DBS checks</li> <li>- Preventing radicalisation as a separate SG policy and reviewed periodically</li> <li>- Acceptable ICT use policy for adults, children and parents</li> <li>- All ToyBox staff undergo Prevent training on a regular cycle</li> <li>- All safeguarding aspects covered in staff induction</li> <li>- Relevant key staff trained to more advanced level</li> <li>- Communications and information available for parents/carers</li> <li>- Regular SG policy and procedure reviews in place.</li> <li>- Suitable curriculum in place to promote British values and the importance of respect, acceptance and understanding diversity</li> <li>- Suitable curriculum to teach children about diversity and other religions as well as challenging prejudices</li> <li>- BWC Internet is filtered so as to ensure staff/ children are not exposed to inappropriate materials</li> <li>- Visitors to be members or recognised organisations and content from any guest speakers deemed suitable. Any concerns around visitors are reported to senior member of staff.</li> </ul>	Low



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		<ul style="list-style-type: none"><li>- Ensure that within context of BWC equalities objectives there is support for anyone who might be identified by Prevent (ie: pro-active approach to avoiding stigma)</li><li>- Clear safeguarding processes for reporting concerns and onward referral</li><li>- As appropriate, make use of local intelligence information to identify and manage any possible risks, if relevant</li><li>-</li></ul>	
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**Written by Gemma Turner June 2023 to be reviewed Oct 2024**