



Prevent Policy

Introduction: The Prevent duty statutory guidance for England and Wales which places a duty on specific bodies to have 'due regard to prevent people from being drawn into terrorism'.

Prevent is part of the government's overall counter-terrorism strategy which is called CONTEST.

The aim of Prevent is to reduce the threat from terrorism by stopping people becoming terrorists or supporting terrorism.

This policy has been created and modified in accordance with the following documents:

- Keeping Children Safe in Education, 2014, DfE
- Counterterrorism and Security Act, 2015
- Guidance to the Prevent Duty, DfE
- Protecting children from radicalisation: the prevent duty; July 2015 é Equality Act 2010 and guidance on its implementation.

The Prevent strategy has three specific objectives:

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

Our setting will closely follow any locally agreed procedures as set out by the Local Authority and /or the Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. We are committed to providing a secure environment for children, where they feel safe and are kept safe. All adults in our setting recognise that safeguarding is everyone's responsibility irrespective of the role they undertake. This policy aims to give guidance on what prevent is and the ethos and practice in place to Prevent Radicalisation, Extremism and Terrorism at Creative Stars.

In adhering to this policy, all staff, including visiting staff, volunteers, students on placement and visitors will contribute to our setting's delivery of the outcomes for all children.

What is Extremism and what is Radicalisation? The Government define extremism as the '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. The definition of extremism also includes calls for the death of members of our armed forces, whether in this country or overseas'.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Who may be at risk? All terrorist groups need to radicalise and recruit people to their cause. Some want a few select, key people with what they see as the right capabilities; others seek to be mass movements and to transition from being terrorists to insurgents capable of overthrowing legitimate governments. Group bonding, peer pressure and indoctrination are necessary to encourage individuals to think that violence is a legitimate response to perceived injustice. There is no one way of identifying an individual who is likely to be susceptible to terrorist ideology. If extremist views are held within a family unit, even very young children may be vulnerable to radicalisation and display concerning behaviour. However, many studies show that radicalisation often occurs as people search for identity, meaning and community and therefore young people may be particularly vulnerable.



Ethos and Practice: There is no place for extremist views of any kind in our setting, whether from internal sources – children, staff or management, or external sources - school community, external agencies, or individuals. The children see our setting as a safe place where they can ask questions about the world and where our staff encourage and facilitate these opportunities.

As a setting we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our children.

We aim to provide a broad and balanced early years curriculum, delivered by skilled professionals, so that our children understand and become tolerant of difference and diversity; and also, to ensure that they thrive and feel valued and respected as individuals.

Children can be exposed to extremist influences or prejudiced views from an early age which originate from a variety of sources and media, including via the internet. There may be times when children may reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination, or extremist views, including derogatory language, displayed by children or staff will always be challenged and where appropriate supported through discussion with children and their families and the Code of Conduct for staff.

Where misconduct by a member of staff is proven the matter will be referred to the Local Authority.

Teaching Approaches: We will ensure our teaching approaches help children to build resilience to extremism and give them a positive sense of identity through Personal, Social and Emotional development and the promotion of critical thinking. We will aim to ensure that all our staff are equipped to recognize extremism and are skilled and confident enough to challenge it in a way appropriate to the child's age and level of development.

We will promote the values of democracy, mutual respect and tolerance for those with different faiths, cultures, ethnicities and beliefs. We will teach and encourage children to respect one another and to respect, tolerate and celebrate difference.

Whistle Blowing: Where there are concerns of extremism or radicalisation in children, families and/or staff, the company will encourage those concerned to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to our setting's Whistle Blowing Policy.

Safeguarding: Staff at our setting will be alert to the fact that whilst extremism and radicalisation is a safeguarding issue and there may be some instances where a child or children may be at direct risk of harm or neglect. For example, staff may be aware of information about a child's family related to extremism that may place a child at risk of harm. Therefore, all adults working in our setting are required to report instances where they believe a child may be at risk, which includes extremism or radicalisation, to the Designated Safeguarding Lead.

Training: Training on Safeguarding and Child Protection will be organised for staff and management at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and the Safeguarding Children Board. Staff will receive training on the Prevent Duty within their induction period at Creative Stars. The Designated Safeguarding Lead and Deputy Safeguarding Lead will attend training courses as necessary, and the appropriate inter-agency training organised by the Safeguarding Children Board at least safeguarding implications.

Recruitment: The arrangements for recruiting all staff, permanent and volunteers will follow LA guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.



Safer recruitment best practice principles and sound employment practice will be applied and in doing so will deny opportunities for inappropriate recruitment. We will be alert to the possibility that persons may seek to gain positions within our setting to unduly influence our setting's character and ethos.

By adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our setting and staff team we will minimise the opportunities for extremist views to prevail.

This policy was reviewed on: 26.06.24

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