

Prevent policy

Section 26 of the Counter-terrorism and Security Act 2015 places a statutory duty on publicly funded and private child care settings to have “ due regard to the need to prevent people from being drawn into terrorism”.

Prevent and radicalisation sits firmly with our safeguarding agenda. In the event we were concerned about the radicalisation of a young person/ child we would make our Lead Safeguarding Officer aware and follow child protection procedures as outlined in our Child protection policy.

Lead Safeguarding Officer for Sunbeams is : Sharon Hale.

When dealing with the possible radicalisation of a child in our care, we would also consider factors regarding the wider family circumstances, e.g., it may affect an older sibling, parent or relative of the child. We would look for the following indicators of possible radicalisation:

Emotional

Being short tempered or a change in emotional state, angry, withdrawn, depressed or tearful.

Verbal

Asking inappropriate questions, voicing inappropriate/ extreme views, change in language/ use of words. Fixating on a subject, changes in views. Expressing hatred of other groups.

Physical

Aggressive behaviour, change in appearance, absent from setting. Changes in normal behaviour.

We aim to make children in our care resilient to radicalisation by promoting fundamental British values in our setting. This is done in an age appropriate way.

Democracy: Making decisions together

As part of our focus on self-confidence and self awareness as cited in Personal, Social and Emotional Development in the EYFS.

We encourage children to see their role in the bigger picture, to know that their views count. We encourage children to value each other's views and values and talk about their feelings. When appropriate we demonstrate democracy in action, e.g.. children sharing views on what a role play area could be by a show of hands.

Staff support the 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 that rules matter as cited in Personal, Social and Emotional development.

As part of the focus on managing feelings and behaviour:

Staff can ensure that children understand their own and others behaviour and it's consequences and learn to distinguish right from wrong.

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

Individual Liberty: Freedom for all

As part of our focus on self-confidence and self awareness and People and Communities as cited in Personal, Social and Emotional Development and Understanding the World in the EYFS.

Children should develop a positive sense of themselves. Staff can 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, looking at their family photo books.

Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand that we are free to have different opinions.

Mutual respect and Tolerance

As part of the focus on People and Communities, managing feelings and behaviour and making relationships as cited in Personal, social and emotional development and Understanding the World.

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 of their own and others cultures: know about similarities and differences between themselves and others and 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 the diversity of children's experiences and providing resources that challenge gender, cultural and racial stereotyping.

It is hoped that by promoting the above policy, children in our setting will become resilient to radicalisation.