

## Prevent Duty and Radicalisation policy

### Links to Early Years Foundation Stage: Safeguarding and Welfare Requirements: Child Protection 3.4, 3.6, 3.7

Working Together to Safeguard Children (2018) defines extremism. It states *“Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.*

*Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist”*

Under the Counter-Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).

This may be a cause for concern relating to a change in behaviour of a child, family member or adult working with the children in the setting, comments causing concern or actions that lead staff to be worried about the safety of a child in their care.

Alongside this we will be alert to any early signs in children and families who may be at risk of radicalisation, on which we will act and document all concerns when reporting further.

The NSPCC states that signs of radicalisation may be:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use.

Early Years Providers have a critical role in the Prevent Duty. The Early Years Foundation Stage (EYFS) describes clear duties that Early Years Providers have 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). The Ofsted Common Inspection Framework implemented in September 2015 includes reference to “providers promoting children’s welfare and preventing radicalisation and extremism”.  
5 <https://www.gov.uk/government/publications/common-inspection-frameworkeducation-skills-and-early-years-from-september-2015>

The EYFS also sets standards for learning and development and care of children aged 0-5, thereby assisting their personal, social and emotional development and understanding of the world. The Foundation Years Web site has produced guidance on promoting fundamental British values which link to the EYFS requirements of learning and development.

<http://www.foundationyears.org.uk/2015/03/fundamental-british-values-in-theearly-years>

## **Expectations for Early Years Providers**

Early Years Settings have a responsibility to meet the following criteria:

- Keep children safe and promote their welfare
- Be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS)
- Make sure that staff have sufficient training that gives them the knowledge and confidence to recognise this vulnerability (radicalisation) and be aware of what action to take in response
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having clear policies and procedures for protecting children at risk of radicalisation
- Ensure their safeguarding arrangements take into account the policies and procedures of the Multi-Agency Safeguarding Partners
- Assess the risk of children being drawn into terrorism
- Understand when to make referrals into the 'Channel' process and where to get additional advice and support i.e. Local Authority Prevent Lead, Prevent Project Lead Officer and Regional Police Prevent and Channel Lead
- Focus on children's personal, social and emotional development
- Ensure children learn right from wrong, mix and share with other children and value others' views
- Ensure children know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes (in an age appropriate way)

Small World Nursery is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for childcare providers on preventing children and young people from being drawn into terrorism<sup>1</sup>.

## **Definitions and Indicators**

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views. There are a number of behaviours within families or in the children themselves which may indicate a child is at risk of being radicalised or exposed to extreme views.

These include:

- Spending increasing time in the company of other suspected extremists
  - Changing their style of dress or personal appearance to accord with the group
  - Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
  - Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
  - Possession of materials or symbols associated with an extremist cause
  - Attempts to recruit others to the group/cause
  - Communications with others that suggests identification with a group, cause or ideology
  - Using insulting or derogatory names for another group
  - Increase in prejudice-related incidents committed by that person – these may include:
    - Physical or verbal assault
    - Provocative behaviour
    - Damage to property
    - Derogatory name calling
    - Possession of prejudice-related materials
    - Prejudice related ridicule or name calling
    - Inappropriate forms of address
-

- Refusal to co-operate
- Attempts to recruit to prejudice-related organisations
- Condoning or supporting violence towards others

At Small World Nursery, we take safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent Duty we will tackle radicalisation by:

- Training all staff to understand what is meant by the Prevent Duty and radicalisation
- Ensuring staff understand how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures
- Completing a Prevent Risk Assessment
- Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate
- Ensure our nursery is an inclusive environment, tackle inequalities and negative points of view and teach children about tolerance through British Values
- Using the Government document Prevent Duty Guidance for England and Wales

### **Staff Training**

Staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation, aware of the process of radicalisation and how this might be identified early

Practitioners are aware of how settings can provide support to help families and children to be resilient and able to resist involvement in radical or extreme activities

It is recommended that practitioners with a safeguarding role complete WRAP training (workshop to raise awareness of prevent)

All staff will complete the Prevent eLearning is found at <https://www.elearning.prevent.homeoffice.gov.uk/>

### **Practitioner's Role**

- Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or seek to hide their views). The key person approach means we already know our key children well and so we will notice any changes in behaviour, demeanour or personality quickly.
- Be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS)
- Take action to protect children from harm and be alert to harmful behaviour by other adults in the child's life
- Be aware of how settings can provide support to help families and children to be resilient and able to resist involvement in radical or extreme activities
- We will be aware of the online risk of radicalisation through the use of social media and the internet
- Understand when to make referrals and where to get additional advice and support
- Work in partnership with our MULTI-AGENCY SAFEGUARDING PARTNERS for guidance and support
- Support children's personal, social and emotional development by helping children develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities
- Ensure 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, and challenge negative attitudes and stereotypes (in an age appropriate way)

### **Prevent Risk Assessment**

Childcare providers are expected to assess the risk of children 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.

## Referral Process

As with most safeguarding referrals it is advisable that you talk to the person you are referring first to inform them of your actions. However there is a rider to this, as taken from Parental Consultation of the Leicester, Leicestershire, Rutland Safeguarding Children procedures: “Professionals should seek, in general, to discuss concerns with the family and, where possible seek the family’s agreement to making a referral *unless* this may, either by delay or the behavioural response it prompts or for any other reason, place the child at increased likelihood of suffering Significant Harm. [http://llrscb.proceduresonline.com/chapters/p\\_referr.html#duty](http://llrscb.proceduresonline.com/chapters/p_referr.html#duty)”

Informing the person you are concerned about that you are referring also makes it easier for Prevent to work/ visit them. If the provider feels it is appropriate and safe to do so, the person they are concerned about can be asked questions [having professional curiosity], to obtain clearer information before contacting the Prevent team. However if you are unsure you can contact the team for advice.

Once a referral has gone in to Prevent they will carry out checks. They also do a home visit which is why it is useful for the person to know about the referral. Any involvement with the Prevent Team is voluntary, unless safeguarding overrides this. If the home visit reveals information that needs further work then a referral to Channel is made. A multi-agency meeting is then set up, which can consist of housing, mental health etc.

The Prevent team have received good feedback from people who have been referred to Channel as this has given them the opportunity to talk to other people to get a different view point and to be able to challenge and question what they had been previously told. There has been some concern from organisations about breakdown in relationships if they refer, but Prevent will work with both parties to facilitate this not happening. They would want the person/organisation that did the referral to still be able to offer support. The Prevent Team will get back to the referrer to explain what action has been taken as much as they can within Data Protection/information Sharing. For more information: **email the Prevent Team on [prevent.team@leicestershire.pnn.police.uk](mailto:prevent.team@leicestershire.pnn.police.uk)**

## Cultivating British Values

“Small World Nursery adheres to the Prevent Duty Guidance, July 2015 and actively promotes British Values within the nursery.

The best way to help children resist extremist views or challenge views such as creationism is to teach them to think critically and become independent learners, which is fundamental to the Characteristics of Effective Learning and Teaching embedded in the EYFS. We endeavour to support our children through the EYFS by providing playful learning opportunities to help them develop positive diverse and communal identities, as well as their well-being, their empathy and emotional literacy, while continuing to take action to eradicate inequalities, bullying, discrimination, exclusion, aggression and violence; all of which fosters and secures, children’s pro-social behaviours and responsible citizenship and real sense of belonging.

For further information with regards to how the EYFS can help children and staff understand British Values and The Prevent Duty, please refer to sections Personal, Social and Emotional Development (PSED) and Understanding the World (UTW).

Please see our Promoting British Values Policy for more information.

**What is not acceptable:**

- Actively promoting intolerance of other faiths, cultures and races/
- Failure to challenge gender stereotypes and routinely segregating boys and girls.
- Isolating children from the wider community.
- Failure to challenge behaviours (whether this is 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.

**What to do if you suspect that children are at the risk of radicalisation.**

Follow the nursery normal Safeguarding Procedures including discussing with the nursery designated safeguarding person, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support. The Safeguarding Lead can also contact the local police force or dial 101 (the non-emergency number). They will then talk in confidence about the concerns and help to access 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](mailto: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.

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|----------------------------------|-----------------------------------|
| This policy was adopted by       | Small World Nursery               |
| On                               | 15 <sup>th</sup> August 2019      |
| Date to be reviewed              | August 2020                       |
| Signed on behalf of the provider |                                   |
| Name and role of signatory       | Melanie Whitley (Nursery Manager) |

## **Promoting British values**

**Link to Every Child Matters: Make a Positive Contribution**

**Links to EYFS Requirements: Safeguarding and Equal Opportunities**

### **Policy statement**

Small World Nursery actively promote inclusion, equality of opportunity, the valuing of diversity and British values through their everyday practice.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. The nursery will make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

### **Procedures**

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

#### **Democracy, or making decisions together (through the prime area of Personal, Social and Emotional Development)**

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate 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.
- Staff can support the decisions that 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, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)**

- Practitioners ensure that children understand their own and others' behaviour and its consequence.
- Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.

### **Individual liberty, or freedom for all (through the prime areas of Personal, Social and Emotional Development)**

- 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, allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage 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, for example, in a small group discuss how they feel about the transition from nursery to nursery.

### **Mutual respect and tolerance, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)**

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect their own and other cultures: know about similarities and differences between themselves and other among families, faiths, communities, cultures and traditions and share practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other people's opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

*At Small World Nursery, it is not acceptable to:*

- actively promote intolerance of other faiths, cultures and races
- fail to challenge gender stereotypes and routinely segregate girls and boys
- isolate children from their wider community
- fail 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

#### *Prevent Strategy*

Under the Counter-Terrorism and Security Act 2015 we also have a duty *"to have due regard to the need to prevent people from being drawn into terrorism"*

#### **Legal framework**

- Counter-Terrorism and Security Act 2015

#### **Further guidance**

- Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)
- Fundamental British Values in the Early Years (Foundation Years 2015)
- Prevent Duty Guidance: for England and Wales (HMG 2015)
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

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|----------------------------------|-----------------------------------|
| This policy was adopted by       | Small World Nursery               |
| On                               | 20 <sup>th</sup> February 2018    |
| Date to be reviewed              | 20 <sup>th</sup> February 2019    |
| Signed on behalf of the provider |                                   |
| Name and role of signatory       | Melanie Whitley (Nursery Manager) |



## Prevent Duty Risk Assessment/Action Plan

| Date of risk assessment: 15 <sup>th</sup> August 2019  |                                     |                              |   | To be reviewed by: August 2020   |                                 |                                     |
|--|-------------------------------------|------------------------------|---|--|---------------------------------|-------------------------------------|
| Risk assessment conducted by: Melanie Whitley Job title: Nursery Manager   |                                     |                              |   | Signed:  |                                 |                                     |
| Prevent Duty vulnerability   | Y/N                                 | Risk level<br>1(H)-<br>3 (L) | What actions are in place to reduce the risk?   | Any further action required?   | By whom?                        | By when?                            |
| <p><b>Awareness and training</b></p> <p>Do the following people have a good awareness of their responsibilities under the Prevent Duty?</p> <ul style="list-style-type: none"> <li>• Manager/ Designated Person</li> <li>• Staff</li> <li>• Volunteers</li> </ul> <p>Do all staff and volunteers understand the procedures to be followed if they have concerns about the radicalisation of a child?</p> | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | <p>3</p> <p>3</p>            | <p>The Prevent Lead for Small World Nursery is the Designated Person for Safeguarding Melanie Whitley/ She is responsible for oversight of the Prevent Duty Policy, Risk Assessment and the following Action Plan.</p> <p>All manager's, designated people and practitioners have completed an online basic level Prevent Duty course and the certificates are included in their CPD file.</p> <p>A volunteers have been briefed</p> <p>Safeguarding policy includes how to recognise signs of radicalisation and what to do if a member of staff has a concern</p>                                       | <p>Ensure that any new staff and volunteers are given basic Prevent Duty Training</p> <p>To be include in Student handbook</p> <p>Prevent Duty to be added as ongoing agenda item for staff meetings</p> | <p>Manager</p>                  | <p>When new staff are appointed</p> |
| <p><b>Risk of radicalisation in the area</b></p> <p>Have you been informed by the Police, local authority or MULTI-AGENCY SAFEGUARDING PARTNERS that there is a high risk of radicalisation in your local area?</p> <p>Are you aware of incidents of radicalisation of young people in your local area?</p>  | <p>No</p>                           | <p>3</p> <p>2</p>            | <p>Ensuring that we continue to promote British Values as part of our day to day life as a nursery such as:</p> <p>PSED-</p> <ul style="list-style-type: none"> <li>• teaching right &amp; wrong</li> <li>• Mixing &amp; Sharing with others</li> <li>• Valuing other's</li> <li>• Recognising similarities &amp; differences</li> <li>• Challenging negative attitudes &amp; Stereotypes</li> </ul> <p>If we become aware that there is a risk of radicalisation in our area, we will put actions into place that will help to reduce the risk to the children at our nursery such as refreshing the</p> | <p>Contact the MULTI-AGENCY SAFEGUARDING PARTNERS to check whether our nursery is in an area of concern.</p>   | <p>All staff</p> <p>Manager</p> | <p>Completed</p>                    |

|  |   |   | signs of radicalisation and reporting any concerns promptly  |  |         |           |
|--|---|---|--|--|---------|-----------|
| <b>Safeguarding</b>  |   |   |  |  |         |           |
| Does the nursery's Safeguarding policy cover risks and signs of radicalisation in young people?                                | Y | 3 | The nursery's safeguarding policy includes the risks & signs of radicalisation in young people.  | Is there a referral process to pathway to Channel identifying a recognised pathway and threshold for referral?     | Manager | Completed |
| Does the Safeguarding policy include information on what to do if you are concerned that a child is at risk of radicalisation? | Y | 3 | The nursery's safeguarding policy includes information about what to do if you are concerned that a child is at risk of radicalisation.  |  | Manager | Completed |
| Does the Designated Person recognise the signs of radicalisation and know what action to take?                                 | Y | 3 | The designated person has undertaken a online course to learn about the Prevent Duty.  |  | Manager | Completed |
| Is the Designated Person familiar with the Channel Programme and how to access it?   | Y | 3 | The designated person has completed the Channel programme.   |  | Manager | Completed |
| Handling concerns for Safeguarding   | Y | 2 | <ul style="list-style-type: none"> <li>Staff receive a minimum safeguarding level 1 training on induction and this is renewed on a regular basis which includes the nursery's Prevent Duty</li> <li>All staff have read and have a copy of keeping children Safe in Education September 2018 Part 1 and Annex A</li> <li>Keeping children in Education document is kept on the safeguarding shelf in the office</li> <li>All staff have a copy of child protection policy § Safeguarding is always on the staff meeting agenda weekly</li> <li>All referrals are made to the Prevent Team § Police would be called straight away if concerns were more severe and people were at immediate risk</li> </ul> | Signature sheet showing staff declarations that they have read KISE 2018 Part 1 & Annex A and evidence of training | Manager |           |
| <b>Radicalisation</b>  | Y | 2 | <ul style="list-style-type: none"> <li>Children are encouraged to share their views and opinions with their peers</li> <li>All children are given the opportunity to express themselves in a safe and inclusive environment Expected behaviours are</li> </ul>   |  | None    |           |

|  |   |   |   |      |  |  |
|--|---|---|---|------|--|--|
| Extremism in the wider family                | Y | 2 | <p>shared and reinforced by staff e.g. sharing, being kind, being helpful, looking after our nursery</p> <ul style="list-style-type: none"> <li>We promote British Values through sharing food and drink, the law, respect and tolerance, community, table manners, the world, music and art and special days</li> </ul> <p>We work closely within the community and with different community centres such as Shree Ram Krishna Centre</p> <p>We invite parents in to share festivals and promote coffee sessions and stay and play days</p> <p>We hold termly celebration days where we work closely with our families</p>   | None |  |  |
| Extremist views by school staff and visitors | Y | 2 | <p>We adhere to safer recruitment policies</p> <p>We plan together</p> <p>Staff code of conduct</p> <p>Whistleblowing policies</p> <p>All staff are aware of LADO contact information</p> <p>School promotes shared vision of what we want for our children</p> <p>All staff working directly with the children hold child protection level 2 qualification. Visitors to the school who talk to children have qualifications in place and DBS e.g. musician, artists and dancers</p> <p>Extreme views are reported and dealt within a professional manner</p> <p>Nursery values are shared on our website</p> <p>The nursery adheres to government policies that are statutory and use guidelines for support e.g. prevent duty</p> | None |  |  |
| Nursery Culture                              |   |   | <p>Appropriate child protection training in place</p> <p>DSP attends safeguarding workshops to keep up to date with changes</p>   |      |  |  |

|   |   |   |  |  |  |  |
|---|---|---|--|--|--|--|
|   |   |   | <p>Safer recruitment are followed</p> <p>Induction</p> <p>Appropriate checks e.g. DBS</p> <p>Staff to agree to nursery policies and procedures</p> <p>Staff meetings discussions</p> <p>Appropriate inclusive and diverse curriculum</p> <p>Code of conduct</p> <p>Whistleblowing policy</p>   |  |  |  |
| <p>Curriculum, Teaching and Practice</p> <p>Does the nursery actively promote British values?</p> <p>How does it promote:</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Rule of law</li> <li>• Individual liberty</li> <li>• Mutual respect</li> <li>• Tolerance of other faiths and beliefs</li> </ul> | Y | 2 | <p>To ensure British Values are integrated into the curriculum and develop tolerance of others</p> <p>Mutual respect and tolerance of each other</p> <p>Children learn about and respect other cultures and beliefs</p> <p>The nursery promotes the British Values through it daily life.</p> <p>Democracy is promoted through children's personal, social and emotional development by giving children the opportunity to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they are going to use the resources available to them.</p> <p>Rule of Law is promoted through learning about and managing our feelings and behaviour, learning right from wrong, about behaving within agreed and clearly defined boundaries: and dealing with consequences.</p> <p>Individual Liberty is promoted through Personal, Social and Emotional Development and Understanding the World. We focus on children's self-confidence and self-awareness and people and communities. Providing opportunities to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. Giving opportunities to explore their own feelings and having responsibility; reflect on their differences and understand that we are all free to have our own opinion.</p> |  |  |  |

|  |     |   |   |   |  |  |
|--|-----|---|---|---|--|--|
|  |     |   | Mutual Respect and Tolerance is promoted through our equality and diversity and Behaviour policy. It is where we learn to treat others as we would like to be treated. How to be part of a larger community, manage our feelings and behaviour; and form relationships with others.   |   |  |  |
| <b>IT systems</b><br>What filtering systems are in place to prevent children from accessing extremist material online?         | Y   | 3 | All staff follow e - safety policy<br>Only certain laptops and desktops have permission internet access<br>All staff adhere to Acceptable Use Policy § Behaviour policy   |   |  |  |
| How do you monitor internet use?   | Y   | 3 |   |   |  |  |
| Does your Internet Safety policy include how to respond to exposure to extremist material in accordance with the Prevent Duty? | N/A | 3 |   |   |  |  |
| <b>Partnership working</b><br>Have you identified the relevant partner organisations in your area?                             | Y   | 3 | The nursery has identified potential partner organisations within our local area, such as Nurersys, MULTI-AGENCY SAFEGUARDING PARTNERS, Prevent Coordinator and Police<br><br>The MULTI-AGENCY SAFEGUARDING PARTNERS and the Prevent co-ordinator offer support for parents if they have concerns regarding radicalisation and extremism.<br><br>The nursery works very hard to promote positive open relationships with parents. Please see our partnership with parent's policy about how we do this. | Will Baldet is the Prevent Co-ordinator in Leicester and based in St Philip's Centre<br>Phone: 07403 727727 |  |  |
| Have you identified where parents can go to for support if they have concerns about radicalisation or extremism?               | Y   | 3 |   |   |  |  |
| Does your nursery foster good relations with parents?  | Y   | 3 |   |   |  |  |
| Terrorist Actions  | Y   | 3 | Parents are requested to put their holiday requests in writing, we ask further questions if it is an extended holiday request<br>A record is kept in a file and monitored when child comes back from an extended holiday.<br>A visit that would concern staff would be reported straightaway  |   |  |  |