

British Values & The Prevent Duty

September 2019

The Statutory Framework for the Early Year Foundation Stage (2017) links with the expectation that early years practitioners will promote fundamental British values and comply with the Prevent Duty. The extracts below show what the expectations are and how practitioners meet the requirements.

Early years settings have responsibility to meet the following:

- provide staff with sufficient training to be able to recognise this vulnerability (Radicalisation) and be aware of what action to take in response
- understand when to make referrals to the Channel programme and where to get additional advice and support. (Report concerns to MASH in Oxfordshire)
- 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)
- take action to protect children from harm and be alert to harmful behaviour by other adults in the child's life.
- focus on children's personal, social and emotional development
- 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)

To do this practitioners will:

- Listen to children
- Share appropriate information with parents
- Listen to parents
- Report concerns
- Challenge negative behaviour
- Focus on what children need
- Support **children's Personal, social and emotional development** by helping children to 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.

Extracts to explain the meaning of British Values and Statutory Duties of Local Authorities (From 1 September 2017)

Fundamental British values are defined as

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of different faiths and beliefs

The [Early Education and Childcare Statutory guidance for local authorities](#) states that Local Authorities should:

A1.39 Take action over concerns about providers that do not actively promote fundamental British values, or promote as evidence-based views or theories which are contrary to established scientific or historical evidence and explanations. Further details on this are set out in section A4b. We define fundamental British values as democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

A3.9 Not fund providers who do not actively promote fundamental British values or if they promote views or theories as fact which are contrary to established scientific or historical evidence and explanations.

A4.29 Local authorities **should** respond to substantive and well-evidenced concerns regarding fundamental British values or the promotion of views and theories contrary to established scientific or historical evidence and explanations brought to their attention. Where the local authority has reasonable grounds to believe that one or more of the criteria set out in A4.28 applies, the local authority should withdraw funding.

Oxfordshire County Council [Early Education Fund Terms and Conditions](#)

Extracts from the Revised [Prevent Duty Guidance 2015](#) relating to Early Years

The Prevent Duty came into force on 1 July 2015, one of its provisions was to place a duty on certain specified authorities and organisations to prevent people from being drawn into terrorism.

The Prevent Duty Guidance defines **extremism** as “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.” Such staff should have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response. This will include an understanding of when to make referrals to the Channel programme and where to get additional advice and support. (Report concerns to MASH in Oxfordshire).

60. Early years providers serve arguably the most vulnerable and impressionable members of society. The Early Years Foundation Stage (EYFS) accordingly places clear duties on providers 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). Early years providers must take action to protect children from harm and should be alert to harmful behaviour by other adults in the child’s life.

61. Early years providers already focus on children’s personal, social and emotional development. The Early Years Foundation Stage framework supports early years providers to do this in an age appropriate way, through ensuring 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.

62. This guidance should be read in conjunction with other relevant guidance. In England, this includes [Working Together to Safeguard Children](#), [Keeping Children Safe in Education](#) and [Information Sharing](#): Her Majesty’s Government advice for professionals providing safeguarding services to children, young people, parents and carers.

Education and childcare specified authorities

65. The education and childcare specified authorities in Schedule 6 to the Act are as follows:

- the proprietors of maintained schools, non-maintained, special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies
- pupil referral units
- registered early years childcare providers
- registered later years childcare providers
- providers of holiday schemes for disabled children

- persons exercising local authority functions under a direction of the Secretary of State when the local authority is performing inadequately; and
- persons authorised by virtue of an order made under section 70 of the Deregulation and Contracting Out Act 1994 to exercise a function specified in Schedule 36A to the Education Act 1996.

66. In fulfilling the new duty, we would expect the specified authorities listed above to demonstrate activity in the following areas.

Risk assessment

67. Specified authorities are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.

68. Specified authorities will need to demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening as appropriate. Institutions will need to consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care, for example. These policies should set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.

Working in partnership

69. In England, governing bodies and proprietors of all schools and registered childcare providers should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board (LSCB).

Staff Training

70. Specified Authorities should make sure that 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 and are shared by terrorist groups. They should know where and how to refer children and young people for further help. *Prevent* awareness training will be a key part of this.

Training can be accessed via:

Prevent Awareness



This offers an introduction to the Prevent duty, and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves.

<http://www.elearning.prevent.homeoffice.gov.uk>

Prevent Referrals

This package builds on the Prevent awareness eLearning training. It is designed to make sure that when we share a concern that a vulnerable individual may be being radicalised, that the referral is robust, informed and with good intention, and that the response to that concern is considered, and proportionate.

<https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

Channel Awareness

This training package is for anyone who may be asked to contribute to, sit on, or even run a Channel Panel. It is aimed at all levels, from a professional asked to input and attend for the first time, to a member of staff new to their role and organising a panel meeting.

<https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

IT Policies

71. Specified authorities will be expected to ensure children are safe from terrorist and extremist material when accessing the internet in school by establishing appropriate levels of filtering

Monitoring and Enforcement

72. The Office for standards in Education, Children's services and Skills (OFSTED) inspects the specified authorities in England Listed above, with the exception of some privately funded independent schools . When assessing the effectiveness of schools the specified authorities in England listed above with the exception of some privately funded independent schools. When assessing the effectiveness of schools, Ofsted

inspectors already have regard to the school's approach to keeping pupils safe from the dangers of radicalisation and extremism, and what is done when it is suspected that pupils are vulnerable to these. Maintained schools are subject to intervention, and academies and free schools may be subject to termination of their funding agreement, if they are judged by Ofsted to require significant improvement or special measures, or if they fail to take the steps required by their local authority, or for academies or free schools by the Secretary of State pursuant to their funding agreement, as applicable, to address unacceptably low standards, serious breakdowns or governance

75. Early education funding regulations in England have been amended to ensure that providers who fail to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs do not receive funding from local authorities for the free early years entitlement.

76. Ofsted's current inspection framework for early years provision reflects the requirements in the Statutory Framework for the Early Years Foundation Stage.

For Specific advice relating to Early Years download the [Home Office's guidance on the Prevent Duty](#) departmental advice for schools and childcare.

Local Authority information can be found at <http://www.oscb.org.uk/safeguarding-themes/prevent/>

To report concerns, contact the Multi-Agency Safeguarding Hub MASH on 0345 050 7666

Further Information

- [NSPCC – Protecting Children from Radicalisation](#)
- [Educate Against Hate](#)

If you are interested in attending further training on Prevent, please email: fire.safeguarding@oxfordshire.gov.uk

Extract from Ofsted, Early Years inspection handbook includes. September 2019

Grade descriptors	Grade 1 Outstanding	Grade 2 Good	Grade 3 Requires improvement	Grade 4 Inadequate
Behaviour and attitudes	Children have consistently high levels of respect for others. They increasingly show high levels of confidence in social situations. They confidently demonstrate their understanding of why behaviour rules are in place and recognise the impact that their behaviour has on others.	The provider has high expectations for children's behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in children's positive behaviour and conduct. They are beginning to manage their own feelings and behaviour and to understand how these have an impact on others. ... Children are developing a sense of right and wrong. Relationships among children, parents and staff reflect a positive and respectful culture. Children feel safe and secure.	Children's behaviour and attitudes are not good. Any breaches of the statutory requirements do not have a significant impact on children's behaviour and attitudes.	Children persistently demonstrate poor self-control and a lack of respect for others, leading to children not feeling safe and secure.
Personal Development	Practitioners teach children the language of feelings, helping them to appropriately develop their emotional literacy. Practitioners value and understand the practice and principles of equality and diversity. They are effective at promoting these in an age-appropriate way, which includes routinely challenging stereotypical behaviours and respecting differences. This helps children to reflect on their differences and understand what makes them unique.	The provider prepares children for life in modern Britain by: equipping them to be respectful and to recognise those who help us and contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for different people.	Provision to support children's personal development is not good. Any breaches of the statutory requirements for safeguarding and welfare and/or learning and development do not have a significant impact on children's safety, well-being and personal development.	Children have a narrow experience that does not promote their understanding of people and communities beyond their own or help them to recognise and accept each other's differences.

Leadership and Management	The provider meets all the criteria for good leadership and management securely and consistently .	The provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding. Leaders protect staff from harassment, bullying and discrimination. The provider has a culture of safeguarding that facilitates effective arrangements to: identify children who may need early help or are at risk of neglect, abuse, grooming or exploitation; help children to reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to children.	Leadership and management are not yet good. Any breaches of statutory requirements do not have a significant impact on children's safety, well-being or learning and development	Leaders do not tackle instances of discrimination. Equality, diversity and British values are not actively promoted in practice.
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Equalities Act 2010

The British Values and Prevent duty relate to the Equality Act 2010, as the Organisations that perform 'public functions' (such as a PVI setting offering the Free Entitlement) are also covered by these duties to:

- eliminate unlawful discrimination, harassment or victimisation
- advance equality of opportunity between people who share a protected characteristic, and those who do not
- foster good relations between people who share a protected characteristic, and those who do not.

Protected Characteristics

- race/ethnicity
- gender
- gender reassignment/
- gender identity
- disability
- religion and belief
- pregnancy/ maternity
- sexual orientation
- **(age and marriage/civil partnerships)**
- are also protected under employment' within the Act).

Glossary

'Having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

'Extremism' is defined in the 2011 Prevent strategy as 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

'Interventions' are projects intended to divert people who are being drawn into terrorist activity. Interventions can include mentoring, counselling, theological support, encouraging civic engagement, developing support networks (family and peer structures) or providing mainstream services (education, employment, health, finance or housing).

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence.

'Prevention' in the context of this document means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

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

'Safeguarding' is the process of protecting vulnerable people, whether from crime, other forms of abuse or (in the context of this document) from being drawn into terrorist related activity.

The current UK definition of **'terrorism'** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

'Vulnerability' describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

