THE PREVENT DUTY AND PROMOTING BRITISH VALUES POLICY.

Please also refer to Child Protection Policy

Legislation

Counter- Terrorism and Security Act 2015 (the CTSA 2015),

Prevent Duty Guidance for England and Wales

Keeping children safe in Education 2026

Working together to Safeguard Children 2026

From the 1st July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism" This is duty is known as the Prevent Duty.

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of an educational institution's safeguarding approach.

- **Extremism**- is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** - refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism**- is 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.

As a small rural pre-school, we know our children and families well and value the close relationships we build with them. We recognise that every child and family is different and that safeguarding concerns can arise in any community.

We will consider the risk of children being exposed to extremist ideas or being drawn into terrorism as part of our wider safeguarding arrangements. Our annual Prevent risk assessment will take account of our children's ages, our activities, staff awareness, online safety, any relevant local information and the support available through Wiltshire safeguarding services and the police.

We will review our assessment if circumstances change or a concern arises. We will take a proportionate approach and seek advice when needed, rather than making assumptions about a child or family based on their background, beliefs or circumstances.

Our DSL will keep up to date with relevant local safeguarding advice and guidance.

At Box Pre School Playgroup, we ensure that we adhere to and achieve the Prevent Duty by:

Staff awareness and training

We will ensure that all staff understand their responsibilities under the Prevent Duty and know how to recognise and report safeguarding concerns.

We will provide appropriate Prevent awareness training as part of our safeguarding training arrangements, including when staff join us and through refresher training as needed. Our DSL will undertake suitable training for their role and keep their knowledge up to date.

We will ensure that staff understand that changes in a child's behaviour or demeanour may indicate that the child needs help or protection, but that no single sign proves that a child is at risk of radicalisation.

We will encourage staff to ask for advice whenever they are unsure how to respond to a concern.

Responding to concerns and making referrals

If we have a concern that a child may be vulnerable to radicalisation or may be at risk of harm, we will treat it as a safeguarding concern and follow our Child Protection Policy.

Our staff will report concerns promptly to our DSL and record the facts accurately, including what they have seen or heard, the date and time, and any relevant words spoken by the child. Staff will not investigate the concern themselves or make assumptions about the child or family.

Our DSL will consider the information, record the action taken and seek advice from the appropriate safeguarding professionals where necessary. Where a concern indicates a risk of radicalisation, we will seek advice from the relevant local Prevent or police team and make a referral where appropriate.

If our DSL is unavailable, staff will follow our safeguarding procedures for contacting the deputy DSL or appropriate safeguarding services. If the concern relates to our DSL, staff will report it to the appropriate alternative person or safeguarding authority.

If a child is in immediate danger, we will contact the emergency services. We will not delay necessary protective action while waiting for internal discussions or a referral to be made.

We will handle information sensitively, share it only with those who need it to safeguard the child, and keep appropriate records in accordance with our safeguarding and confidentiality procedures.

Information Sharing

We understand that sharing relevant information promptly can be essential to safeguarding children and promoting their welfare.

We will follow the relevant information-sharing requirements under the Children Act 2004, including the Information Sharing Duty introduced in 2026. We will also follow current statutory guidance on information sharing and safeguarding.

If we hold information that may help another relevant organisation assess a child's needs, make decisions, provide support or take action to safeguard the

child, we will share that information when required and appropriate under the relevant legal framework.

We will ensure that information we share is relevant, accurate, proportionate and limited to what is necessary for the safeguarding purpose. We will record significant information-sharing decisions, including the reasons for sharing information or deciding not to share it.

We will not assume that consent from parents or carers is always required before sharing information for safeguarding purposes. We will follow the relevant data protection requirements and seek advice if we are unsure.

Where it is safe and appropriate to do so, we will be open with parents and carers about information sharing. However, we will not delay necessary safeguarding action or inform someone in advance if doing so could place a child or another person at risk or compromise safeguarding enquiries.

We will work cooperatively with relevant safeguarding partners and services, respond appropriately to requests for information, and continue to support the child and family in line with our safeguarding responsibilities.

Working in partnership with families

We value our close relationships with parents and carers and will work in partnership with families to promote children's safety, wellbeing and development.

We will provide appropriate information and advice to families who raise concerns about online safety, extremist influences or their child's wellbeing. Where possible and appropriate, we will help families access relevant advice and support.

If we have a safeguarding concern, we will follow our Child Protection Policy and seek advice from the appropriate professionals. We will normally work openly with parents and carers, but we will not share information with them in advance if doing so could place a child or another person at risk, prejudice an investigation or conflict with safeguarding advice.

Online safety

We recognise that children may be exposed to inappropriate or harmful content through the internet, social media or the devices used by adults around them.

We will ensure that any internet access provided to children at pre-school is supervised and appropriate to their age and stage of development. We will use suitable resources, supervise children's access and follow our online safety arrangements.

We will help children develop safe habits through age-appropriate conversations and activities. We will also share relevant online safety information with parents and carers when appropriate.

If we become concerned that a child may have been exposed to harmful or extremist content, we will follow our safeguarding procedures and seek advice where necessary.

How our curriculum helps to promote fundamental British Values:

Democracy: Making decisions together: PSED

- Managers and staff should 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 should 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: Understanding rules matter: PSED

- Staff should ensure that children understand their own and other's behaviours and its consequences, and to distinguish right from wrong.

- Staff should collaborate with children to create the rules and codes of expected behaviour, for example, to agree the rules about tidying up and ensure all children understand rules apply to everyone.

Individual Liberty: Freedom for all: PSED & UTW

- Children should develop a positive sense of themselves. Staff should 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 school.

Mutual Respect and Tolerance: treat others as you want to be treated: PSED & UTW

- 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.

Our expectations

We will promote an inclusive environment where all children and families are treated with dignity and respect.

We will not tolerate behaviour that encourages hatred, intolerance or discrimination towards people because of their faith, culture, race or other characteristics.

We will challenge inappropriate behaviour, language and stereotypes in an age-appropriate and proportionate way, whether these arise during children's activities or involve adults in our setting.

We will ensure that children have opportunities to learn about similarities and differences, develop empathy and feel that they belong.

We will respond to any safeguarding concerns in line with our Child Protection Policy and seek professional advice where necessary.