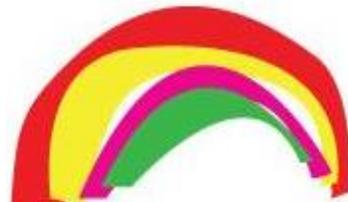


# Thomas Coram Centre and Nursery School

## British Values, Prevent Duty & Anti-Radicalisation Policy



Thomas Coram Centre  
and Nursery School  
49 Mecklenburgh Square  
London WC1N 2NY



Reviewed and Approved: October 2020

Next review: October 2022

Reviewed bi-annually

In July 2015 the Prevent Duty became law. This is a duty on all schools and registered early years providers to have due regard to preventing people being drawn into terrorism. Ever since the Ofsted Common Inspection Framework has included reference to "providers promoting children's welfare and preventing radicalisation and extremism".

- **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. The government has defined extremism in the 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."
- **British Values are:**
  - Democracy:** making decisions together, for example giving opportunities to develop enquiring minds in an atmosphere where questions are valued.
  - Rule of law:** understanding rules matter as cited in Personal Social and Emotional development for example collaborating with children to create rules and codes of behaviour.
  - Individual liberty:** freedom for all, for example reflecting on their differences and understanding we are free to have different opinions
  - Mutual respect and tolerance:** treat others as you want to be treated, for example sharing and respecting other's opinions.

### **Aims & Principles**

Our British Values, Prevent Duty and Anti-Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. It clearly sets out how Thomas Coram Centre will deal with such incidents and identifies how the curriculum and ethos underpins our actions. The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

### **The principle objectives are that:**

- All governors and staff will have an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
- All governors and staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

Thomas Coram Centre is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation & extremism is no different from

safeguarding against any other vulnerability. At Thomas Coram all staff are expected to uphold and promote the fundamental principles of British values. In order to protect children in our care, we are alert to any reason for concern in the child's life at home or elsewhere. This includes awareness of the expression of extremist views.

### **Supporting Children and the Role of the Curriculum**

Children's wellbeing, confidence and resilience are promoted through our planned curriculum and all aspects of their time in the school. Children are encouraged to share their views and recognise that they are entitled to have their own beliefs and should respect those of others. Children are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.

While the age range of the children attending the centre makes it unlikely that they themselves will be radicalised they could be influenced by adults or older children they know leading them to express views or act in ways that are not in keeping with this policy. If such incidents occur the Child Protection/ Safeguarding Co-ordinator or other senior member of staff will investigate and talk to parents, seeking advice from external agencies if appropriate.

At Thomas Coram Centre, we understand the need to be vigilant and noticing possible signs of children at risk. Our curriculum promotes respect, tolerance and diversity, emphasising respect for oneself and others. Children are encouraged to express themselves through discussion and consultation. Children participate in local community events and festivals so that they appreciate and value their neighbours and friends including those who may not share their cultural or faith background.

We ensure children are safe from terrorist and extremist material when accessing the internet. Children have limited access to the internet while at the centre and are only able to use it when in classrooms with an adult present. The children and their parents are taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. Children are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

Irregular attendance can be a possible sign that children may be at risk. It is practitioner's responsibility to observe children's attendance and notify the head teacher/office team who will then look into this further.

Staff are alert to harmful behaviours by influential adults in the child's life. This may include discriminatory and/or extremist discussions between parents, family and/or staff members.

### **Staff Training**

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early.

### **What to Do If You Have a Concern**

Schools should always be a safe space for young people to explore new ideas and perspectives, and develop their critical thinking skills. Where a school may have concerns would benefit from specialist support to challenge extremist ideologies, they should discuss

these concerns internally and also consider external advice and guidance where necessary and appropriate.

### **Procedures for Referrals**

Although incidents involving radicalisation have not occurred at the centre to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (Child Protection/ Safeguarding lead). The DSL will decide the most appropriate course of action on a case-by-case basis, with discussion with Camden's Prevent Co-ordinator if appropriate, and will decide when a referral to external agencies is needed.

### **Use of Premises**

If an agreement is made to let the premises to people from outside of the staff, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the anti-radicalisation & extremism policy, Thomas Coram Centre will contact the police and terminate the contract.

### **Links To Other Policies**

This policy statement links to the following policies:

- Child Protection and Safeguarding
- Public Sector Equality Duty information
- Anti-Bullying Policy
- Positive Behaviour Policy

### **Additional Materials**

- Further information on preventing extremism and radicalisation can be obtained from Camden's Safeguarding team.
- Camden's Prevent Co-ordinator: Jane Murphy Prevent Education Officer  
Jane.Murphy@camden.gov.uk Telephone: 02079741008. To make a referral the school should first refer to the MASH team.
- Prevent strategy, GOV.UK - Home Office (Adobe pdf file)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)
- Learning Together to be Safe: a Toolkit to Help Schools Contribute to the Prevention of Violent Extremism was published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education

## Examples of best practice in promoting British Values in Early Years

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| <p>Democracy: Making decisions together</p> <ul style="list-style-type: none"> <li>• Build children's self-esteem by advocating their identity.</li> <li>• Build children's self-awareness through descriptive commentary. Build children's self-confidence by having a sound key-person system which shows you have a bond with them.</li> <li>• Build children's ability and willingness to say what they want/need and speak up for themselves, knowing they will be listened to.</li> <li>• Support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration.</li> <li>• Value each other's views and values and talk about their feelings, *or example when they do or do not need help.</li> </ul>                                                                                                                                                                                                                                          | <p>Rule of Law: Understanding rules matter</p> <ul style="list-style-type: none"> <li>• Ensure all staff have sound knowledge on understanding children's behaviours and what is developmentally typical.</li> <li>• Help children understand why boundaries need to be in place and work with them to identify what is considered acceptable and unacceptable.</li> <li>• Help children think about keeping safe/keeping away from danger.</li> <li>• Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.</li> <li>• Collaborate with children to create rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.</li> <li>• Support children to understand some rules are non-negotiable in order to keep them safe and others are in collaboration with children.</li> </ul> |
| <p>Individual Liberty: freedom for all</p> <ul style="list-style-type: none"> <li>• Help children understand that they have the right to feel safe and not be frightened.</li> <li>• Help children to develop a secure base where they can express themselves without fear of reprisal.</li> <li>• Guide children in an appropriate way if they exhibit opposing behaviours.</li> <li>• Teach children to value of saying no if they don't like something/don't want to do something.</li> <li>• 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.</li> <li>• Develop a positive sense of the self through effective praise and acknowledgement of their unique characteristics through meaningful interactions.</li> <li>• Provide opportunities for children to develop self-esteem and increase their confidence in their own abilities</li> </ul> | <p>Mutual respect and tolerance: treat other as you want to be treated</p> <ul style="list-style-type: none"> <li>• Label, name and talk about emotions and feelings.</li> <li>• Acknowledge differences and be responsive to children's questions regarding what makes themselves and others unique.</li> <li>• Help children deal with conflicts by talking through, explaining their motives and negotiating using active listening.</li> <li>• Teach children to treat others as they would want to be treated themselves through the development of empathy.</li> <li>• Share stories in print and discussion that reflect and value the diversity of children's experiences and provide resources activities that challenge gender, cultural and racial stereotyping.</li> </ul>                                                                                                                                                                  |