



Fyfield Village Pre-School

8.1 The Prevent Duty and British Values Policy

The Prevent Duty and British Values

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values

From 1 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, under section 26 of the Counter-Terrorism and Security Act 2015.

In order to protect children in our care, we must be alert to any reason for concern in the child's life at home or elsewhere. This includes awareness of the expression of extremist views. (Extremism is the term given for vocal or active opposition to the Fundamental British Values).

To ensure we adhere to and achieve the Prevent duty:

- Staff participate in training online in Prevent duty awareness, part of this training will enable staff to identify children who may be at risk of radicalisation. This training is cascaded at staff meetings. (Radicalisation is the term given to the process by which someone becomes supportive of terrorism and extremist ideologies associated with terrorist groups).
- We will build the children's resilience to radicalisation by promoting fundamental British values.
- We will assess risk and ensure staff understand the risks so that they can respond in an appropriate way of children being drawn into terrorism (including supporting extremist ideas).
- As with managing other Safeguarding risks, all staff will be alert to changes in children's behaviours which could indicate that they may be in need of support or protection. Our Key Person approach means we already know our key children well and will notice any changes in behavior, demeanor or personality quickly.
- We will work in partnership with our LSCB team for guidance and support.
- We will build up an effective engagement with parents/carers and families.
- We will not carry out unnecessary intrusion into family life but we will take action if we observe behaviour of concern.
- We will assist and support families who raise concerns with us.

The best way to help children resist extremist views or to challenge views 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.

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*”

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

Follow the settings normal Safeguarding Procedures including discussing with the Designated Safeguarding Officer, Lisa Carey and if required Children’s social care.

Other ways to raise concerns –

Family Operations Hub – 0345 603 7627. Email FOH@essex.gcsx.gov.uk

Police - 101

Anti-Terrorist Hotline – 0800 789 321

The Department of Education has a dedicated telephone helpline – 0207 340 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.

These helplines are not emergency contacts, therefore if a child is at risk of harm then follow the normal emergency procedure.

“British Values” are a set of four values introduced to help keep children safe and promote their welfare – as is the duty of all providers following the EYFS; specifically to counter extremism.

Although the term ‘Fundamental British Values’ is a new requirement, it is not a new concept and has been securely embedded within the Early Years Foundation Stage and within the day to day teachings of our pre-school. The British Values are universal aspirations for equality and help children become compassionate, considerate adults.

The Fundamental British Values are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance

How do we promote these?

Although these terms seem a little daunting, the way in which we implement them in pre-school is actually quite simple.

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

Democracy in our pre-school is ensuring that we are a setting where everyone is treated equally and has equal rights. We continuously encourage democracy through activities and experiences that support your child’s Personal, Social and Emotional development. We organise and provide opportunities for children to develop their ability to make choices and decisions about what they want to explore, how they are going to use the resources we offer

to achieve what they have planned and develop their self-confidence and self-awareness. This is the way we help develop their skills in turn taking, collaborating and making decisions together. All these are skills that are essential to progress in the adult world. We encourage children to see their role in the bigger picture, assisting them to understand their views count, value each other's views and values and talk about feelings (ie, when they do or do not help), this is demonstrated with the mosaic approach which allows children to give their views and expand on their likes and dislikes and to have their opinion valued.

- **Rule of Law** or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)

This element is also linked to Personal, Social and Emotional development and is continuously catered for within our pre-school. The Rule of law is about helping our children to manage their feelings and behaviour, ensuring that they learn right from wrong, mix and share with others, encouraging children to behave within clear, age appropriate boundaries and about dealing with the consequences of their actions. Children are involved with creating rules and codes of behavior (ie. Rules regarding walking feet, indoor voices) and understanding that rules apply to everyone. This is promoted used the behavior board, use of sand timer, and discussions at group times.

- **Individual Liberty** or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)

Individual liberty is embedded within the Personal, Social and Emotional and Understanding the World areas of development where we focus on our children's self-confidence and self-awareness as well as people and communities. By providing opportunities for our children to make their own artistic creations, taking risks with colour mixing, talking about their experiences or taking part in bikes races, we are supporting them to have confidence in themselves and their abilities. It is also about teaching our children that they have similarities and differences that connect them and distinguish them from others and confirming that this is perfectly acceptable. We provide a range of activities and 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.

Our recent 'Holiday Sheets' explore individual liberty perfectly as our children were able to remember and talk about special times in that they have shared with friends and family and talk about what their families do and explore different occupations and ways of life. This was also the perfect opportunity for the children to challenge negative attitudes and stereotypes such as "The mummy stays at home and daddy goes to work".

- **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)

This is where we encourage our children to be part of a community, manage their own feelings and behaviour, form positive relationships with others and essentially, to treat others as they wish to be treated themselves. These values are again strongly embedded in the Personal, Social and Emotional and Understanding the World areas of learning and development of the Early Years Foundation Stage.

As you are aware, we are a setting which actively encourages its families to share their cultures, beliefs and traditions. We help our children to gain knowledge and acceptance of these by including them within our planning and giving our children the opportunity to celebrate these first hand. We celebrate many festivals to give the children a diverse learning experience, for example making candles for Diwali, drawing themselves to discuss similarities and differences, making Easter cards, making lanterns and trying new foods for Chinese new year. Again, this element also highlights the importance of challenging stereotypes. We are continuously promoting positive images through the sharing of stories, resources, activities and role play opportunities that challenge gender, cultural and racial stereotyping. We create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

What is not acceptable

- Actively promoting intolerance to other faiths, cultures and races
- Failure to challenge gender stereotypes and routinely segregate girls and boys
- Isolating children from their wider community
- Failure to challenge behaviours that are not in line with the fundamental British Values

Legal Framework

Childcare Act 2006

The Counter Terrorism and Security Act 2015

Education Act 1996

Safeguarding vulnerable groups Act 2006

Further Guidance

- Working Together to Safeguard Children (revised HMG 2015)
- What to do if you're Worried a Child is Being Abused (HMG 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework (2006)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Good practice in Information Sharing in the Foundation years (HMG 2013)
- Fundamental British Values in the Early years (2015)
- Revised Prevent Duty Guidance for England and Wales 2015

This policy was adopted at a meeting of	Fyfield Village Pre-School Ltd
Held on	August 2019
Date to be reviewed	August 2020
Signed on behalf of the provider	
Name of signatory	Lisa Carey
Role of signatory (e.g. chair, director or owner)	Director