

Prevent Duty and Promoting British Values



Mereworth Pre-School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Prevent Duty & Promoting British Values. From the 1st July 2015 all Schools, Registered Early Years care providers and registered later years 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 duty is known as the Prevent Duty. At Mereworth Pre-School we take Safeguarding very seriously to protect and ensure that we adhere to and achieve the Prevent duty we will: -

- Provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify children who may be at risk of radicalisation.
- We will promote the children's resilience to radicalisation by ensuring fundamental British values and encouraging them to challenge extremist views for us as a pre-school this is part of the statutory framework for the EYFS sets standards for learning, development and care for children from 0-5, thereby assisting their Personal, Social and Emotional development and understanding of the World.
- We will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- We will ensure that our staff understand the risks so that they can respond in an appropriate way.
- We will be aware of the online risk of radicalisation through the use of social media and the internet.
- As with managing other safeguarding risks, our staff will be alert to the 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.
- We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. We will continue to work in partnership with our safeguarding team. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

Staff Responsibilities

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, but staff should be alert in the changes in children's behaviour, which could indicate they may be need of help or protection,

People from any walks of life can be drawn into radicalisation and not necessarily from a particular religion or ethnicity. Terrorism is not promoted by any religion.

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Cultivation British Values

The best way to help children to resist extremist views is to teach them to think critically and become independent learners, which is a 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 attitudes, while continuing to take action to eradicate inequalities, bullying, discrimination and exclusion. All of which fosters and secures, children's sense of belonging.

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

Follow the setting normal Safeguarding Procedures including discussing with the Designated Safeguarding Officer 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 Officer can also contact the local police or dial 101 (the non-emergency number). They will discuss the matter in confidence.

The Department for Education has a dedicated helpline (020 7340 7264) to enable staff to raise concern relating to extremism directly.

Fundamental British Values in the Early Years

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).

To help understand how this is put into practice a few examples are as follows:

- Democracy: Making decisions together: PSED
 - 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 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 and using their opinions during circle time to decide on child-initiated activities.
 - Staff can support the decisions that children make and provide activities that involve turn taking, sharing and working together in friendship groups. Children should be given opportunities to develop in an atmosphere where questions are valued and opinion are sought.

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- **Rule of Law: Understanding rules matter: PSED**
 - Staff can ensure that children understand their own and other's behaviours and its consequences, and to distinguish right from wrong. This will be promoted through the Behaviour Management Policy and strategies within the setting.
 - Staff can 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. Older children will discuss the settings "Golden Rules" and how these are put in place with younger children.

- **Individual Liberty: Freedom for all: PSED & UTW**
 - 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 school.

- **Mutual Respect and Tolerance: treat others as you want to be treated: PSED & UTW**
 - Managers and leaders will 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 demonstrate 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 will encourage and explain the importance of good behaviours such as sharing and respecting other people's opinions.
 - Staff will 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.

- **What is not acceptable?**
 - Actively promoting intolerance of other faiths, cultures and races within the community
 - 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 and tolerance for those with different faiths and beliefs.

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Date of Policy:	May 2018
Date to be reviewed:	May 2020
Signed by the Manager:	
Signed by the Committee:	
Name of signatory:	
Role of signatory:	

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I confirm that I have read and understood the Prevent Duty and Promoting British Values Policy.

Name	Date	Signature
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