



PREVENT DUTY & BRITISH VALUES POLICY

Policy Statement

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

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

The Prevent Duty

The 'Prevent Duty' became law in 2015. It places duties on schools and registered childcare providers around keeping children safe from the dangers of radicalisation and extremism, and promoting their welfare. In particular, the Prevent Duty requires us to *'have due regard to prevent people from being drawn into terrorism'*.

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."

To fulfil our obligations under the Prevent Duty, we:

- assess the risk of children being drawn into terrorism;
- protect children and young people from being drawn into terrorism by having robust safeguarding policies;

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- ensure our safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board;
- ensure 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
- ensure children are safe from terrorist and extremist material when accessing the internet.

British Values

The Prevent Duty sets out the need for 'British Values' to help everyone live in safe and welcoming communities where they feel they belong. These British Values are already embedded in the Early Years Foundation Stage and defined as:

- **Democracy**, or making decisions together (through the prime area of Personal, Social and Emotional Development)
 - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
 - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- **Rule of Law**, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
 - Practitioners ensure that children understand their own and others' behaviour and its consequence.
 - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.

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- **Individual Liberty**, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
 - Practitioners 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 discussing in a small group what they feel about transferring to Primary School.

- **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)
 - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
 - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
 - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
 - Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.

Not unique to Britain, these values are universal aspirations for equality. As such they are fundamental to helping all children become compassionate, considerate adults who form part of a fair and equal society.

Procedures

We demonstrate these values through the management and implementation of the EYFS, and through policies and procedures relating to equality, behaviour and safeguarding, with which the Prevent Duty is consistent.



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We ensure that we share these values, and that they are understood and applied by all staff, regular volunteers, and where appropriate, parents.

To fulfil the Prevent Duty, we:

- require all staff to complete an online Channel General Awareness course to increase their knowledge in relation to their duties and responsibilities;
- focus on children's personal, social and emotional development, ensuring children learn right from wrong, mix and share with other children, value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes;
- ensure 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;
- take action when we observe behaviour of concern;
- ensure staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified;
- assess the risk of children being drawn into terrorism, and work in partnership with local partners such as the police, Prevent Co-ordinators, Channel Police Practitioners and their LSCB, to take account of local risks and respond appropriately;
- make referrals to local Channel Panels, Channel Police Practitioners or the LSCB, if there are concerns that an individual may be vulnerable to being drawn into terrorism or extremism; and
- assess our training needs in the light of our assessment of the risk.

In our setting it is not acceptable to:

- actively promote intolerance of other faiths, cultures and races;
- fail to challenge gender stereotypes and routinely segregate girls and boys;
- isolate children from their wider community; and
- fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.