

The Prevent Duty and British Values

The Prevent Duty

‘At Dickory Docks Educational Day Nursery we acknowledge that we have a duty of care to prevent people being drawn into terrorism.’ In line with The Prevent duty (section 26 of the counter-Terrorism and Security Act 2015) and the setting’s Safeguarding Policy (2015).

British Values are a set of four values introduced to keep children safe and promote their welfare – we follow guidelines within the EYFS, in particular focus specifically to counter extremism.

British Values are firmly embedded in our on going planning within the EYFS.

British Values: 2015

We find that the best way to help children resist extremist views or challenge views such as creationism 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. Our mission is to help children develop good social skills will also help as isolated individuals are more vulnerable to the techniques often used by radicalising groups.”

Teaching British values means providing a curriculum which ‘actively promote(s) the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs’. For early years providers, teaching British values is about teaching children to be proud to be British and ensuring they are not being radicalised at an early age. Whether you live in a predominantly white, middle class suburb or a multicultural inner city, it is your responsibility to ensure children are safe and healthy, always aspiring to be the best they can possibly be.

You don’t need to plan specific ‘lessons’ to teach children British values – they should be embedded in everything you do. Britain has undergone rapid economic and social change in the last few decades and we live in an increasingly diverse society. We need to teach our children that it is possible to live together peacefully, each of them a valuable part of our multicultural world.

British Values

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development of the EYFS, we see that:

- Staff encourage children to see their role in the bigger picture, and letting 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 can support 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 encouraged.

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Rule of Law: understanding rules matter as cited in Personal Social and Emotional Development – As part of the focus on managing feelings and behavior.

- Staff ensure that children understand their own and others behaviour and its consequences, and learn to distinguish right from wrong.
- Staffs collaborate with children to create the rules and codes of behaviour, for example to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: Freedom for all

As part of the focus on self-confidence and self-awareness and people and communities as cited in P.S.E. and Understanding the World we are able to plan a learning and meaningful curriculum for all of our children.

- Children are encouraged to develop a positive sense of them. Staff are able, via training and commitment to develop their self-knowledge, self-esteem and increase their confidence and abilities, such as children taking risks in outdoor

plan, mixing their own choices of colour, talking about their own experiences in reflection time and throughout the day.

- Staff are able to encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and realise we can have our own opinions, for instance discussing moving onto school or a new key person.

Mutual respect and tolerance: treat others as you want to be treated.

As part of our focus on People and Communities managing feelings and behaviour and making relationships as cited in Personal Social and Emotional Development and Understanding the World.

We create an ethos of inclusivity and tolerance where view, faiths and cultures and races are valued and children are engaged with the wider community

Children learn to acquire a tolerance and appreciation of and respect for their own and other cultures, know about similarities and differences between themselves and others amongst families, faiths and communities, cultures and traditions and share and discuss practice and celebrations and experiences.

Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting others opinions.

Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

A minimum approach is just having books and pictures on wall – we must actively promote and challenge.

WHAT IS NOT ACCEPTABLE

- Actively promoting intolerance of other faiths, cultures and races
- Failure to challenge gender stereotypes and routinely segregate girls from boys
- Isolating children from their wider community
- Failure to challenge behaviour, whether of staff, children or parents that are not in line with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Safeguarding – Terrorism Policy

Nurseries are required to track and report any child that shows signs of sympathy with terrorists or is a risk of potential radicalisation, according to the government's plans aimed at preventing extremism.

The Willows management ensures that all staff, students and parents are trained to give them the ***“knowledge and confidence to identify” and “challenge extremist ideas which can be used to legitimize terrorism and are shared by terrorist groups,”***

Young children will never be asked leading questions and only their behaviour or words will be assessed. All staff *know where and how to refer children and young people for further help to the Designated Safeguarding Officer.*

“Schools, including nurseries, have a duty of care to their pupils and staff. The new duty in the Counter-Terrorism and Security Bill, to have due regard to the need to prevent people from being drawn into terrorism will be seen in a similar way to their existing safeguarding responsibilities.”

Terrorist Attack or National Emergency Policy

In light of recent incidents, we feel it is necessary to have a procedure in place on what to do in the event of a terrorist attack or a national disaster.

Your child is paramount and we will do everything within our powers to protect, comfort and support your child in the event of a major incident, National Emergency or Terrorist Attack.

If for any reason we are involved or caught up in the incident we will comply fully with the instructions from the emergency services and constantly reassure the children in our care. If you are caught up in an incident we will continue to look after your child until you are able to return or a person nominated is able to collect them.

We understand that during major incidents the mobile phone networks are often not available and even landlines can be cancelled to free up communication systems for the emergency services. We will, however, attempt to contact you on a regular basis and ask that you try to do the same.

We will keep up to date on the situation using any media source available to us, radio, television, Internet etc. We will endeavour to protect your child from information or images that may alarm or distress them.

We sincerely hope that we never have the need to put this procedure into practice but am happy to discuss with you any aspects of this policy.

'Counter-Terrorism and Security Act 2015 ' HM Government (2015), 'Working together to safeguard children' (March 2015).

Reviewed 15th July 2024