

**Introduction**

The Prevent Duty Guidance for England and Wales March 2015, introduced guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need 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’

The guidance states that all early years providers must understand the risk of radicalisation and implement the Prevent Duty effectively. This information must be shared with all staff. We must also know who to contact to raise a concern if we are worried about a child being drawn into terrorism or radicalised.

The Prevent Duty guidance identifies best practice for early years providers including early years settings on pages 10 -12 and describes ways in which we can comply. The guidance also refers to an ‘explicit requirement to promote fundamental British Values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils’. British Values of ‘democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs’ must be promoted in age appropriate ways in all early years settings.

**The EYFS and British Values**

The Early Years Foundation Stage (EYFS) places duties on Fazeley Pre-school to keep children safe and promote their welfare. It makes clear that to protect children in our care we must be alert to any issues for concern in the child’s life at home or elsewhere (paragraph 3.4 EYFS).

Our diagram illustrates how the EYFS supports British Values starting with the importance of the Unique Child. Each child in our care will learn and engage in different ways, they will be active in their play and have their own ideas. The sensitive and warm relationships which we build with our children supports them to be strong and independent. The basis of an Enabling Environment is that it values all people and recognises the value of learning.

The Areas of Learning provide us with many opportunities to capture the values. Our children learn right from wrong, mix and share with other children and value others’ views. They discover similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

**The Unique Child  
Characteristics of Effective Learning  
Positive Relationships  
Enabling Environments  
Areas of Learning & Development  
Safeguarding & Welfare Requirements  
British Values**

### What's in Place?

In England schools are inspected by Ofsted against how they support children's spiritual, moral, social and cultural development (SMSC). The EYFS was updated in September 2015 to reference providers' responsibilities in the light of the Prevent Duty and Ofsted will begin to include this in their inspection of settings such as ours.

The Early Education Funding Regulations in England have been amended to ensure that settings who fail to promote the four fundamental British Values of Democracy, the Rule of Law, Individual Liberty and Mutual Respect and Tolerance for those with different faiths and beliefs do not receive funding from Local Authorities for the Free Early Years Entitlement

Democracy	The Rule of Law	Individual Liberty	Mutual respect & tolerance of Different Faiths and Beliefs
Social	Moral	Spiritual	Cultural
Unique child-recognise and model respect for each child and their family			
SE- Self-confidence and self-awareness	PSE- Managing feelings and behaviour	PSE- Self-confidence and self-awareness Understanding the World- people and Communities	PSE- Making Relationships, Managing feelings and behaviour Understanding the World- people and Communities
We involve the children in decision making here at Fazeley Pre-school, such as decisions food at snack time, play and rules	We support children in managing their feelings and behaviour, for example by providing books that show characters help and support each other. We give the children lots of opportunities to talk about their emotions. We use different music to capture different moods	We consider how we can support children's personal, Social and Emotional wellbeing, in particular areas such as Self-confidence and Self-awareness	We support the children's understanding of diversity and we always challenge any negative attitudes and stereotypical behaviour that is displayed.
We make sure that the children are aware that their decisions count and that they will be listened to.	We arrange visits from various people from the local community such as the Fire Service	We allow children to take risks, for example, during outdoor play and when trying out new ideas	We model an inclusive attitude to different faiths, cultures and beliefs
We think about the Characteristics of Effective Learning when observing the children and how they are motivated to learn, are engaged and are thinking critically	We talk about why rules are important and consequences	We think about the Characteristics of Effective Learning when observing the children and how they are motivated to learn, are engaged and are thinking critically	We provide many activities that encourage turn taking and sharing
We involve parents in decision making at Fazeley Pre-school by listening to feedback provided by them in questionnaires etc. and via parents serving on our committee	We talk to the children and give them the tools they need to encourage and help them resolve conflicts	We encourage the children to recognise and celebrate success and share their successes with others	We provide lots of role play activities
		We allow activities to be completed and discuss their outcomes	We involve the children to become involved in Fundraising
		We encourage group discussions to talk about feelings and recognise that everyone has different opinions	We work in partnership with parents to share their knowledge and experiences
			We provide resources and activities that challenge gender, cultural and racial stereotyping

### This is how we promote British Values

### What is the Prevent Duty?

The Government has defined extremism in the Prevent Strategy as:

Vocal or active opposition to fundamental British Values.

The Counter Terrorism and Security Act also places a duty on early years providers **"to have due regard to the need to prevent people being drawn into terrorism"**

The Prevent Duty became effective from 1<sup>st</sup> July 2015

To fulfil the Prevent Duty, we strive to:

- Focus on children's Personal, Social and Emotional development, ensuring children learn right from wrong, mix and share with other children, value each other's views, know about similarities and differences between themselves and others and challenge negative attitudes and stereotypes
- Make sure that 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 behaviour of concern is observed
- That staff are able to identify children who may be vulnerable to radicalization, and know what to do if 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 if necessary 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
- Assess training in light of assessment of risk

This policy sits alongside our Safeguarding Children Policy

The designated Safeguarding Officer is Paula Thompson and in her absence Mrs Teresa Cox

This Policy was adopted on September 16<sup>th</sup> 2015 and reviewed at a meeting on November 9<sup>th</sup> 2016. It will be reviewed again in November 2018 unless it is considered necessary beforehand because of changes in legislation etc.

Signed on behalf of Fazeley Pre-school Committee

Maria Haden

Chairperson