

British Values and Prevent Duty

This policy sets out the frameworks in which the Preschool Centre will ensure that is actively.

promotes the fundamental British values of democracy, the rule of law, individual liberty,

mutual respect and tolerance for this with different faith and beliefs.

This includes:

Within the Pre-School Centre environment, we will demonstrate strong British Values such as;

Democracy

Rule of Law

Individual Liberty and mutual respect

Tolerance of those with differing faiths and beliefs

Procedures

Democracy or making decisions together (through the prime of personal social and emotional development)

As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their roles in a bigger picture, encourage them to know their views count, to value each other's views and value, and talk about their feelings, for example recognising 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 where questions are valued.

Rule of Law or understanding that rules matter (through the prime area 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.

Individual Liberty, or freedom for all (through the prime area personal social and emotional development and understanding of 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 their feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in small groups how they feel about change.

Mutual respect and tolerance, or treating others as you want to be treated (through the prime area personal social and emotional development and understanding of 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 and communities, cultures and traditions.

Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting others' opinions.

Practitioners 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.

In our setting it is not acceptable to

Actively promote intolerance of other faiths, cultures and race

Fail to challenge gender stereotypes and routinely segregate girls and boys

Isolate children from their wider community

Fail to challenge behaviors (whether staff, parent's children that are not in line with the fundamental

British Values of democracy, rule of law, individual respect, mutual respect and tolerance for those with different faiths and beliefs)

Within these guidelines we will be helping children to become compassionate, considerate adults

They will form part of a fair and equal society

We will demonstrate these values through the management and implementation of the Early Years Foundation Stage. Through this policy and the procedures, we will bring equality, behaviors, safeguarding and British Values which the prevent duty is consistent with.

Through this policy we will share these values and make sure our staff understand said policy and act appropriately within it. We will at all times share this policy with parents/carers.

We will 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.

Staff will be alert to harmful behaviors by influential adults in the child's life. This may include discriminatory and/or extremist discussions between parents, family and/or staff members.

We will act when they observe behavior of concern. Staff can identify children who may be vulnerable to radicalisation and know what to do when they are identified.

We will assess the risk of children being drawn into terrorism, and work in partnership with local partners such as the police, prevent coordinators, channel police practitioners and their LSCB, to take account of local risks and respond appropriately.

We will 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.

We will also assess their training needs in the light of their assessment of the risk.

Prevent Strategy

Under the Counterterrorism and Security Act (2015) we also have a duty "to have due regard to the need to prevent people from being drawn into terrorism."

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