

# BRITISH VALUES AND PREVENT DUTY

## Policy

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On July 1<sup>st</sup> 2015, the government made it law that all education establishments and early years settings across the United Kingdom have a duty to keep children and adults safe from harm and the potentials of radicalisation. Settings also have a duty to promote the welfare of each child, as required by law to 'have a regard to preventing people being drawn into terrorism'. (PSED, UW).

Early years settings must meet specific legal duties (which are set out in the Prevent Duty: England and Wales, Prevent Duty: Scotland, and Prevent Duty: Protecting Children from Radicalisation). It is essential that we plan and implement activities, discussion points and displays in conjunction with the Prevent Duty guidance and any training that we have undertaken. (PSED, UW, CL,)

We all know that values that we share as UK citizens are universally accepted, and this is why it is imperative to ensure that the children in our care are exposed to such values on a daily basis. Our setting encourages this thinking and ultimately provides children with an understanding of compassion, consideration and tolerance of living in a free, equal and fair society.

We demonstrate these values on a daily basis through the implementation of early years activities, through our policies and procedures, our behaviour management techniques, and our safeguarding policies.

Our activities support us in focusing in on the children's personal, social and emotional development. We support children to think about how they belong in a community, how they react and interact with other people. Children engage in sustained shared thinking and, of course, through role playing.

To support our practice, we have compiled a short illustration of what Prevent Duty/British Values may look like in practice. This policy reflects those core values.

As practitioners, we need to remember that we incorporate these values into our practices on a daily basis, and they are firmly supported and embedded within the Early Years Foundation Stage.

The central ethos of our policy is centered upon the core British Fundamental Values as described below, and we as practitioners fully support the promotion of British Values.

The incorporation of some common British images, including the image/and fabric of the British flag in our setting simply adds some tradition and culture, as we believe all of this goes hand in hand and promotes further understanding of what living in Britain is all about. Such 'token' resources can act as a visual aid for babies and toddlers. We sometimes use such resources as

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a starting point for discussion by asking children if they know what it is, what it stands for, and why we have such icons and symbols. Visual resources allow for the promotion of the 'real subject matter' to emerge, the actual embodiment of what our fundamental values of Great Britain are. Such visual resources used as a 'standalone' do not lend themselves adequately enough to our purpose, which is to promote British Values.

How we use visual aids is vital, and more significantly they must be used in the right context. Simply having a flag or two, or an image of the King and Royal Family is not sufficient. In our setting we have a 'deeper understanding' of the values behind them, an understanding of what makes our United Kingdom a place where children can grow and thrive and live in peace.

It is important that children have an understanding of their culture and the cultures within the United Kingdom. They also need to appreciate the traditions of the United Kingdom so they can learn to respect them. These values, are, of course embedded within the ethos of our setting, and furthermore they help support the building of 'resilience' within our children.

The capacity for children to think for themselves, to foster their understanding of moral thinking, and draw their conclusions as they grow. This in turn helps them to develop the necessary skills required to stave off potential radicalisation threats within their minds, as they grow.

In our setting, we incorporate the British Values everyday. Here are some examples of how this may look in practice.

### **DEMOCRACY**

#### **Personal, Social and Emotional Development – supporting and encouraging children's self-awareness, confidence and understanding that their opinions are valued**

Decision making is an integral part of our everyday practice. This is something we all do with the children, helping them make healthy choices, supporting their activity decisions and encouraging them to think about their role within our Nursery community.

Encouraging children to see the wider picture, and how they fit in, is an everyday occurrence at Grassroots, children are encouraged to speak out about their feelings, to value one another's views and opinions, to recognise when they need support or when they can or cannot do things for themselves. We also promote democracy in the setting by voting for stories to be read and through offering a choice of two dinners; for which the children vote.

Through practices of circle time, and group time, children are instantaneously invited into the world of democracy. This is democracy in action, a perfect example.

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The role of the practitioner is to ensure that children are provided with such opportunities that enable children to share, to take turns, to value one another's differences of opinions, thought process and beliefs.

Children are given opportunities to, through play and activities, enhance their understanding when they are allowed to explore who they are, and enquire freely about who they are, how they feel and how they see themselves in the wider community.

### **RULE OF LAW**

**Personal, Social and Emotional Development – supporting children to manage their feelings and behaviours, and respect the boundaries and expectations within the setting**

Grassroots have rules that staff and the children are expected to adhere to.

Sometimes staff and children are involved heavily in the creation of such rules.

The main purpose is to establish a general rule of law within Grassroots which enables Nursery to run smoothly, and allow everyone to coexist and enjoy their time at Grassroots. Children are encouraged to take part in the decision-making process, for example:

**Here it is essential that we think about the rules that we currently have, for example, who created them and who wrote them?**

**Involving children in creating and writing rules?**

**Supporting children to understand the boundaries?**

**Making children aware of the consequences of breaking the rules?**

**All children are encouraged from the beginning to foster a development of 'what is right and what is wrong'?**

**We offer many activities that lend themselves nicely to understanding the concept of 'Rule of law'.**

These activities can be anything from role play activities, 'people that help us' activities, story time, circle and discussion time; all perfect opportunities to promote 'Rule of law' and help children foster an understanding of what it really means. Early years practitioners also play their part by modelling good behaviour, demonstrating 'right from wrong' and supporting children with their developing understanding.

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## INDIVIDUAL LIBERTY

**Personal, Social and Emotional Development – supporting children to develop their self-awareness and self-esteem.**

**Understanding the World – developing positive attitudes about the differences between people**

The Statutory framework for the early years foundation stage (September 2021) states that we should focus our attentions on supporting children to develop a ‘positive sense of themselves’. This is exactly what ‘individual liberty’ is about.

- **How do we at Grassroots help children with this?**

We provide opportunities for children to develop their understanding of themselves, their self-esteem, by simply valuing and supporting a child in their everyday activities.

We encourage children to reach their full potential, to have confidence in their abilities, and more significantly encouraging them to discuss their experiences and learning, so you can help support their understanding of the world, and their place and role within it.

Do we celebrate success with the children in our setting?

- **We promote adequate risk taking**
- **We promote and encourage the process of self-awareness**
- **Children praised within the setting and supported in their growth when things do not always go their way**

We encourage children to reflect on their similarities and differences to one another, as well as people in the wider community, and to understand that we are all free to have different opinions.

## MUTUAL RESPECT AND TOLERANCE

We encourage children to treat others how they wish to be treated; we learn how to be part of a community, manage our feelings and behaviour, and how to form relationships with others (Personal, Social and Emotional Development and Understanding the World).

We foster an ‘**ethos of inclusivity and tolerance**’. In practice this means to have a regard and respect for different views, faiths, beliefs, cultures and races, and that all children and practitioners are valued for who they are, both within the setting and the wider community.

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There are many activities which children can take part in which supports their development in this area, for example, encouraging children to take turns, to share with one another, to engage in role play and work together in groups.

As practitioners, we promote inclusivity and diversity, and celebrate and value individual's views, faiths and beliefs, cultures and races, and encourage children to engage in their wider community.

We support children in appreciating and respecting their own culture and the culture of others. We do this by thinking about our role play areas, the books we have in our setting, the posters that we display and, of course, the behaviour that we, as early years practitioners, promote.

### RISK ASSESSMENT

It is essential that we have a sound understanding of the types of risk that children may be affected by. The advice given by the government and by local authorities is that we take into account the age and locality of the children.

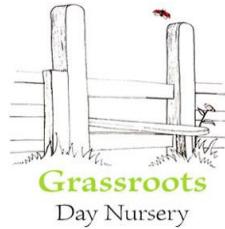
#### There are key things to consider:

Practitioners are alert to signs that a child/family may be at risk to the potentials of extremism and terrorism?

We understand how we would make a referral to the relevant authorities. We would do this by contacting our LSCB/LADO.

Further information on Prevent Duty can be obtained via the government website and through the government initiative 'Channel'. Channel links into the government's counter-terrorism strategy and will support us in identifying possible people who are at risk of radicalisation.

Children need direction; they need activities to stimulate their understanding, to make concepts real and to feel a part of their learning process. Everything we do within the foundation stage will compliment this.



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## WORKING IN CONJUNCTION WITH FAMILIES:

At Grassroots we:

- Ensure children are **active within their communities** - visits to nursery by police, fire etc, as well as trips to local places in our community, such as the church.
- Continue to unite both sexes within the setting, and **challenge gender stereotypes** when and where appropriate.
- Continue to **challenge behaviours that contradict British Values**.
- Actively **promote tolerance of other faiths, races, cultures, beliefs and traditions**.
- Promote **positive behaviours** with everyone and create and foster a genuine approach to following the **Fundamental British Values** provided by the British Government's Department of Education.
- Continue ensuring that children are indeed receiving care and education that supports their **Personal, Social and Emotional Development**.

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Signed: ..... (Proprietor/Manager)	
Signed: ..... (Deputy Manager)	