



Policy

Safeguarding children: The Prevent Duty and Promoting British Values

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. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

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.

British Values

Democracy: 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: understanding rules matter: Through the prime area of Personal, Social and Emotional.

- 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: freedom for all: Through the prime area of Personal, Social and Emotional & through the specific area of Understanding the World.

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example: allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experience that allow children to explore the language of feeling and responsibility, reflect on their differences and understand we are free to have different opinions, for example, in a small group discuss about how they feel about transition between nursery and school.

Mutual respect and tolerance: treat others how you want to be treated: Through the prime area of Personal, Social and Emotional & through the specific area of 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.

What is not acceptable in our setting;

- Actively promoting intolerance of other faiths, cultures and races.
- Failure to challenge gender stereotypes and routinely segregate boys and girls.
- Isolating children from the wider community
- Failure to challenge behaviours (whether this is 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.

Prevent Duty

Policy Statement

Under the Counter-Terrorism and Security Act 2015, we also have a duty *“to have due regard to the need to prevent people from being drawn into terrorism.”*

Procedures

Safeguarding is taken seriously at our setting. To support the Prevent Duty we ensure the following:

- Provide annual training for staff to update and refresh knowledge. This training will include the ability to identify children who may be at risk of radicalisation.
- We will build the children’s resilience by promoting fundamental British Values and enable them to challenge extremist’s views.
- We will assess the risk, by means of formal risk assessment, of children being drawn into terrorism, including support for extremist’s ideas that are part of the terrorist ideology.
- We will ensure staff understand the risks so they can respond in an appropriate and proportionate way.
- We will be aware of the online risk of radicalisation through the use of social media and the internet
- As with managing our safeguarding risks, our staff will be alert to changes in children’s behaviour which could indicate that they maybe in need of help or protection (children at risk of radicalisation may display different signs or may seek to hide their views). The key person approach means we already know our children well and so we will notice any changes in behaviour, demeanour or personality quickly.
- We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern.
- We will work in partnership with our Local Safeguarding Children’s Board (ESCB) for guidance and support.
- It is important to assist and advise families who raise concerns and be able to point them in the right direction and the right support mechanisms.
- We will ensure that our Designated Safeguarding Officers will undertake prevent awareness training to ensure they can offer advice and support to staff.

This policy was adapted by

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CAROUSEL DAY NURSERY

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