



SAFEGUARDING AND WELFARE REQUIREMENT: SAFETY AND SUITABILITY OF PREMISES, ENVIRONMENT AND EQUIPMENT

9.5 Prevent and 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.

We have a public sector 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.

Our nursery is committed to providing a safe and secure environment for children, staff, parents, carers and others associated with us. We recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children. For the purposes of this policy we acknowledge the UK Government's definition of extremism which is: '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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

Procedures

British Values

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- **Democracy**, or 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**, or understanding that rules matter (through the prime area of 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 areas of Personal, Social and Emotional Development, and Understanding 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 the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
- **Mutual respect and tolerance**, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and 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.

- *In our setting it is not acceptable to:*
 - actively promote intolerance of other faiths, cultures and races
 - fail to challenge gender stereotypes and routinely segregate girls and boys
 - isolate children from their wider community
 - fail to challenge behaviours (whether of 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 Strategy

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*”

Prevent

There is no place for extremist views of any kind in our nursery from whatever source. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing in our duty of care to everyone here at the nursery. We support and develop the children at our nursery through the EYFS (Early Years Foundation Stage) by providing playful learning opportunities to help them develop positive, diverse and communal identities, as well as their well-being, their empathy and emotional literacy. We will continue to take action to eradicate inequalities, bullying, discrimination, exclusion, aggression and violence, all of which promotes and secures children’s positive social behaviours, responsible citizenship and real sense of belonging.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Any prejudice, discrimination or extremist views, including derogatory language, displayed by children, parents, carers or staff will always be challenged and actioned as appropriate. As part of wider safeguarding and protection responsibilities our staff will be mindful of:

- Disclosures by children of their exposure to extremist actions, views or materials of others outside of nursery, such as in their homes or community groups.
- Graffiti symbols, writing or creative expression promoting extremist messages or images.
- Anyone accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Neighbouring nurseries, schools, local authority services and police reports of radicalisation issues affecting other settings.
- Use of extremist or ‘hate’ terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Anti-British views or attempts to undermine cultures of a peaceful and civilised nature.

Legal framework

Counter-Terrorism and Security Act 2015

Further guidance

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Fundamental British Values in the Early Years (Foundation Years 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

<p>POLICY NUMBER 44</p> <p>The policy was adopted at a meeting of.....</p> <p>Held on.....</p> <p>Date to be reviewed.....</p> <p>Signed on behalf of the provider.....</p> <p>Name of signatory.....</p> <p>Role of signatory.....</p>
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Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2015)