



1.9 Prevent Duty and Promoting British Values

Policy statement

Prevent Duty - This is a duty on all early years providers to have due regard to preventing people being drawn into terrorism. In order to protect children in our care at The Rocking Horse, we support an ethos to be alert to any reason for concern in a child's life at home or elsewhere. This includes awareness of the expression of extremist views.

British values - are a set of four values introduced to help keep children safe and promote their welfare.

The Rocking Horse has followed guidance from the HM Government website:

Revised Prevent Duty Guidance: for England and Wales 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.

What is the Prevent duty?

The Rocking Horse Nursery has regard to the need to prevent people 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."

In line with the Prevent duty, The Rocking Horse Nursery will:

1. assess the risk of children being drawn into terrorism.
2. protect children and young people from being drawn into terrorism by having robust safeguarding policies.
3. ensure that our safeguarding arrangements take into account the policies and procedures of the Department for Education and Kent Safeguarding Children's Multi-Agency Partnership.
4. make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism.

What are British values?

1. Democracy
2. The rule of law
3. Individual liberty
4. Mutual respect and tolerance of different faiths and beliefs

At The Rocking Horse we promote British Values in the following ways:

- We follow the EYFS (the government believes the principles arising from British values are implicitly imbedded in the EYFS and Early Years Outcomes. The most relevant areas of learning are Personal Social and Emotional and Understanding of the World).
- We celebrate traditional British Festivals such as Christmas, Easter, significant British events such as Royal Weddings.
- We support and encourage a good sense of 'right' and 'wrong'.
- We teach and demonstrate that we respect others' views.
- We give and encourage mutual respect between every person in the setting.
- We offer protection from discrimination.
- We support and encourage individuals to share and take turns and to listen to others and show that this is as important as having our own views heard.
- We give and encourage children to make choices.
- We believe and encourage tolerance for others' faiths, races and customs.
- We take an interest in people and countries from around the world.
- We welcome everyone to our setting whatever their background.
- We have high expectations for and of everyone in the setting (including those with disabilities).

The Rocking Horse staff help children by:

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in *Personal, Social and Emotional Development*:

1. We encourage children to see their role in the bigger picture, encouraging them to know their views count and to value each other's views and values and talk about their feelings. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
2. We 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 as cited in Personal Social and Emotional development

As part of the focus on *managing feelings and behaviour*:

1. Staff ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
2. Staff collaborate with children to create the rules and the codes of behaviour.

Individual liberty: freedom for all

As part of the focus on *self-confidence & self-awareness* and *people & communities* as cited in *Personal Social and Emotional development* and *Understanding of the World*:

1. 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.
2. Staff 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.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on *people & communities*, *managing feelings & behaviour* and *making relationships* as cited in *Personal Social and Emotional development* and *Understanding of the World*:

1. Managers and leaders create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
2. Children should acquire a tolerance and appreciation of 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 and share and discuss practices, celebrations and experiences.
3. Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
4. Staff promote diverse attitudes and challenge stereotypes.

What is not acceptable at The Rocking Horse:

1. actively promoting intolerance of other faiths, cultures and races.
2. failure to challenge gender stereotypes and routinely segregate girls and boys
3. isolating children from their wider community
4. failure 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.