



Appendix to Safeguarding Policy

The Prevent Duty & Promoting British Values

From the 1st July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism” This is duty is known as the Prevent Duty.

Here at St Bede’s Childcare Ltd we take safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent Duty we will endeavour to:

- Provide appropriate training for staff as soon as possible, when this becomes available through the local authority. Part of this training will enable staff 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 views (In early years, the statutory framework for the EYFS sets standards for learning, development and care for children 0-5, thereby assisting personal, social and emotional development and understanding of the world)
- We will assess the risk, by means of formal risk assessment, of children being drawn into terrorism, including support for extremist 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. This will be monitored by the settings E-safety co-ordinator.
- As with managing our safeguarding risks, our staff will be alert to changes in children’s behaviour which could indicate that they may be 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 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 LSCB for guidance and support.
- We will build up an effective engagement with parents/carers and families (This is important as they are in a key person position to spot signs of radicalisation)
- We will assist and advise families who raise concerns with us. 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 should they need this.
- Details of who to call in the event of having a concern are listed below.



- We will ensure that our senior staff will undertake Prevent Awareness training online (as a minimum) so that they can offer advice and support to other members of staff.
- We will ensure that any resources used in the nursery are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.

For further information with regards to how the EYFS can help children and staff understand British Values and The Prevent Duty, please refer to sections Personal, Social and Emotional Development (PSED) and Understanding the World (UTW)

To help understand how this is put into practice a few examples are as follows:

Democracy: Making decisions together: PSED

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and talk about their feelings, for example when they do or do not need help. 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 and using their opinions during circle time to decide on child initiated activities.
- Staff can support the decisions that children make and provide activities that involve turn taking, sharing and working together in friendship groups. Children should be given opportunities to develop in an atmosphere where questions are valued and opinion are sought.

Rule of Law: Understanding rules matter: PSED

- Staff can ensure that children understand their own and other's behaviours and its consequences, and to distinguish right from wrong. This will be promoted through the Behaviour Management Policy and strategies within the setting.
- Staff can collaborate with children to create the rules and codes of expected behaviour, for example, to agree the rules about tidying up and ensure all children understand rules apply to everyone. Older children will discuss the settings "Golden Rules" and how these are put in place with younger children.

Individual Liberty: Freedom for all: PSED & UTW

- 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 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, in a small group discuss how they feel about the transition from nursery to school.



Mutual Respect and Tolerance: treat others as you want to be treated: PSED & UTW

- Managers and leaders will create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community.
- Children should demonstrate a tolerance and appreciation of and respect their own and other cultures: know about similarities and differences between themselves and other among families, faiths, communities, cultures and traditions and share practices, celebrations and experiences.
- Staff will encourage and explain the importance of good behaviours such as sharing and respecting other people's opinions.
- Staff will promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

What is not acceptable?

- Actively promoting intolerance of other faiths, cultures and races within the community
- Failure to challenge gender stereotypes and routinely segregating 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 and tolerance for those with different faiths and beliefs.

Any concerns regarding prevent duty in Wigan should be referred to:

Paul Whitemoss 01942 487691

Information taken from The Prevent Duty, DFE, June 2015

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