



# Ladybirds Pre-School



## BRITISH VALUES AND PREVENT DUTY POLICY

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 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 focussing 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 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 2014.

The central ethos of our policy is centred 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 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.



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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 Queen 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. This is why our setting centres all activities on the core values of **Democracy**, **Rule of Law**, **Individual liberty**, **mutual respect** and **tolerance** – values that are held by many countries throughout the world.

These values, are, of course, are embedded within our 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 help them to develop the necessary skills required to stave off potential radicalisation threats within their minds, as they grow!

How does this look like in practice?

In our setting we incorporate the British Values everyday here are some example of how this may look like in practice.

## Democracy

### PSED – supporting and encouraging self-awareness and self-confidence

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 the pre school community.

Encouraging children to see the wider picture, and how they fit in, is an everyday occurrence throughout UK settings, children are encouraged to speak out about their feelings, to value one another views and opinions, to recognise when they need support or when they can or cannot do things for themselves. Independence and independent thinking (PSED).

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 share, to take turns, to value one another differences of opinions, thought process and beliefs.

The opportunities through the activities that you provide are key to a child's development and enhances 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

### Managing feelings and behaviour (PSED)

Most settings 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 the setting which enables to day to day business of the setting to run smoothly, and allowing everyone to coexist and enjoy their time during part of that community. 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'?

There are many activities that the children already engage in which 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, storytime, 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 can also play their part by modelling good behaviour, demonstrating 'right from wrong' and supporting children with their developing understanding. We do this everyday!



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## Individual liberty

### Self-confidence and self-awareness (PSED) People and Communities (UW)

The EYFS 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 as practitioners 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

## Mutual Respect and tolerance

### People and communities (UW)

### Managing feelings and behaviour (PSED)

### Making relationships (PSED)

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 within the wider community.

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 already promote inclusivity and diversity and celebrate children's individual faiths and beliefs as directed by their parents.

- We encourage children to acquire an understanding of 'tolerance and appreciation' for other people's beliefs and cultures? 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.



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## 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 GVT 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 Governments counter-terrorism strategy and will support us in identifying possible people who are at risk of radicalisation.

This is the link to the free training online workshop:

[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

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

## Working in conjunction with families:

- Ensure children are **active within their communities**- outings and trips!!!
- 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**, in your early years setting.
- 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 the **Personal, Social and Emotional Development!**



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References and further research:

[www.gov.uk/government/Prevent\\_Duty\\_guidance\\_England\\_Wales.PDF](http://www.gov.uk/government/Prevent_Duty_guidance_England_Wales.PDF)

[www.gov.uk/government/Prevent\\_Duty\\_guidance\\_Scotland.PDF](http://www.gov.uk/government/Prevent_Duty_guidance_Scotland.PDF)

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[http://www.foundationyears.org.uk/files/2015/03/Fundamental\\_British\\_Values.pdf](http://www.foundationyears.org.uk/files/2015/03/Fundamental_British_Values.pdf)

This policy was adopted by      Ladybirds Pre School      *(name of provider)*

On      26<sup>th</sup> November 2020      *(date)*

Signed on behalf of the provider

Name of signatory      Gerard O'Neill

Role of signatory (e.g. chair, director or owner)      Trustee