

**Safeguarding and Welfare Requirement: Child Protection**  
**Providers must have and implement a policy, and procedures, to safeguard children.**  
**Suitable People - Providers must ensure that adults looking after children, or having unsupervised access to them, are suitable to do so.**



## **2.7 THE PREVENT DUTY and PROMOTING BRITISH VALUES**

### **Policy Statement**

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 duty is known as the Prevent Duty.

### **Procedures**

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 to enable them to identify children who may be at risk of radicalisation.
- 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)
- 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.
- Ensure staff understand the risks so they can respond in an appropriate and proportionate way.
- Be aware of the online risk of radicalisation through the use of social media and the internet.
- Not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. The key person approach means we already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly.
- Work in partnership with the Norfolk Safeguarding Children’s Board (LSCB) for guidance and support.
- 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)
- Assist and advise families who raise concerns with us and point them in the right direction and to the right support mechanisms.
- Ensure that our safeguarding officers can undertake prevent awareness training (as a minimum) so that they can offer advice and support to other members of staff.
- Ensure that any resources used in Feltwell Playgroup are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.

As when managing our safeguarding risks, our staff will be alert to notice 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). Again, the key person approach means we already know our children well and so will notice any changes in behaviour, demeanour or personality quickly.

For further information with regards to how the Early Years Foundations Stage (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**

- Staff and committee can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other’s views and values 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.

- Staff can support the decisions that children make and provide activities that involve turn taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

#### **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.
- 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.

#### **Individual Liberty: Freedom for all: PSED and 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 Playgroup to school.

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

- Staff and committee should 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 acquire a tolerance and appreciation of and respect their own and other cultures: know about similarities and differences between themselves and others among families, faiths, communities, cultures and traditions and share practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other people's opinions.
- Staff should 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.
- 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 of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

This policy was adopted by

Feltwell Playgroup

On

03.05.2022

Date to be reviewed

(on or before) 03.05.2023

Signed on behalf of the provider

J.I.

Name of signatory

Jonathan Irving

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

Committee Chairperson