



## Kings Road Nursery Fundamental Prevent and British Values Policy

### Early Years Welfare requirements

#### 1.3-1.5 Areas of Learning & Development

3.1-3.8 Safeguarding and Welfare Requirements

3.9-3.13 Suitable people

#### Key Themes:

Positive Relationships

Unique Child

Enabling Environments

### Statement of Intent

Extremism is defined as the holding of extreme political or religious views. It is a vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty, mutual respect and the tolerance of different faiths and beliefs. Radicalisation is the process by which people come to support terrorism, violent extremism, and in some cases, to the participate in terrorist groups, which can mean leaving their country to pursue this.

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, staff at Kings Road Nursery will be mindful of:

- Disclosures by children of their exposure to extremist actions, views or materials of others outside the nursery, such as home or community.
- Writing promoting extremist messages or images.
- Anyone accessing extremist material online, including 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.

## Methods

Throughout the nursery we implement and promote British Values by

- Understanding & recognising we live in a multicultural and diverse world
- Work with parents and carers to ensure values are consistent
- Learning about the world in which we live and be proud of what we see around us.
- Teach children right from wrong using 'Good' and 'Sad' choices, praise, positive encouragement, and how to value each other.
- Promote a sense of belonging in our local community
- Learning about our own and respect other faiths and belief's, whether theistic, agnostic or non-religious.
- Teaching children to be kind, helpful and respectful to others.
- Celebrating festivals and marking special days from the world around us.
- Teaching children about compromise- that some of us believe one thing, some of us believe something totally different and that's ok.
- Teaching children about shared values and working together towards a common goal.

### **British Values consists of:**

**Democracy:** making decisions together:

Encourage children to see their role in the bigger picture, to know their views count, value each other's views and values and talk about their feelings, for example when the do or do not need help, eg vote with a show of hands.

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:

Ensure that children understand their own and other's behaviour and its consequences, and learn to distinguish right from wrong.

Collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone

**Individual Liberty:** freedom for all:

Help children develop a positive sense of themselves. 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. 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 what they feel about transferring into Reception Class.

**Mutual Respect and Tolerance:** treat others as you want to be treated.

Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Discuss similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

Explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

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 and racial stereotyping.

### What is NOT acceptable:

- Actively promoting intolerance of other faiths, cultures, and races
- Failure to challenge gender stereotypes and routinely segregate girls and boys.
- Isolating children from the wider community
- Failure to challenge behaviours (whether of staff, children or parents) that are not in line with fundamental British values of Democracy, rule of Law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

### How do we celebrate and educate children on the British Fundamental Values?

Through books and stories about people and communities, children from around the world, and faiths and religions.

Inviting our family and people from the community into our nursery

Going on outings and trips within our local community

Having meals from around the world, to celebrate each other's culture

Use rewards and praise for positive behaviour.

### Legal Framework

Prevent Duty Guidance for specified local Authorities 2015

Counter Terrorism & Security Act 2015

The Prevent Duty, Dfe Departmental advice for schools and child care providers 2015

CONTEST (Counter Terrorist Strategy) 2011

Section 26 of the Counter Terrorism and Security Act 2015 places a duty upon Local Authorities and all specified settings including nurseries in the exercise of their functions to have "due regard to the need to prevent people from being drawn into terrorism". We are required under Section 26 to :

- Know about and identify early indicators in children, staff and others associated with the nursery.
- Develop the confidence to challenge and intervene
- Assess the risk of our children being drawn into terrorism and terrorist ideology.
- Have clear protocols & keep records
- Be monitored by Ofsted in how we exercise these duties

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| Date of review – January 2020  | Signature of proprietors         |
| Date to be reviewed – Jan 2021 | Anna Brecht:<br><br>Tracy Mabbs: |