

Prevent Duty (promoting British values)

What is it?

The prevent duty is the duty in the Counter-Terrorism and Security act 2015 (section 26) on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

How can we protect children from the risk of radicalisation?

- We teach children that it is possible to live together peacefully and that everyone is a valuable part of our multicultural world.
- It is part of the school's wider safeguarding duties.
- Our job is to build children's resilience to radicalisation by promoting fundamental British values.
- It should not feel burdensome as it's entirely consistent with existing responsibilities.
- The revised Common Inspection framework (September 2015) makes specific reference to the need; "to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism."

DFE statement re: the Prevent duty and Early Years Foundation

Stage

The fundamental British values of;

- DEMOCRACY
- RULE OF LAW
- INDIVIDUAL LIBERTY
- MUTUAL RESPECT
- TOLERANCE - for those with different faiths and beliefs

Are already implicitly embedded in the statutory framework for the Early Years Foundation Stage.

Appendix 1

Personal development, behaviour and welfare

- 3.1 Inspectors will make a judgement on the personal development, behaviour and welfare of children and learners by evaluating the extent to which the provision is successfully promoting and supporting children's and other learners':
- pride in achievement and commitment to learning, supported by a positive culture across the whole provider
 - self-confidence, self-awareness and understanding of how to be a successful learner
 - choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance
 - choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance
 - where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training
 - prompt and regular attendance
 - following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others
 - understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
 - knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
 - personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.

Appendix 2

Some samples/ideas

DEMOCRACY - making decisions together

P.S.E.D. self-confidence, self-awareness

- encourage children to know their views count, to value each other's views
- talk about feelings, when they do or don't need help

STAFF CAN

- provide activities that involve turn-taking, sharing and collaboration
- give children opportunities to develop enquiring minds in an atmosphere where questions are valued

RULE OF LAW - respond to appropriate boundaries and aware of behavioural expectations

P.S.E.D. Managing feelings and behaviour

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

STAFF CAN

- collaborate with children to create rules and codes of behaviour and understand that rules apply to everyone

INDIVIDUAL LIBERTY - a positive sense of themselves

P.S.E.D. self-confidence, self-awareness, manage feelings and behaviour

STAFF CAN

- provide opportunities for children to develop self-knowledge, self-esteem and increased confidence in their own abilities
- provide a range of experiences that allow children to explore the language of feelings and responsibility, reflect on differences and understand we are free to have different opinions.

MUTUAL RESPECT AND TOLERANCE

P.S.E.D. Managing feelings and behaviour, making relationships

- school should create an ethos of inclusivity and tolerance, where views, faiths, culture and race are valued
- children should acquire appreciation, tolerance and respect for their own and other cultures
- children should know about similarities and differences and share celebrations and experiences

STAFF CAN

- encourage the importance of tolerant behaviours such as sharing, respecting other's opinions and turn-taking
- share stories which challenge stereo types, reflect and value diversity
- provide resources that challenge gender, cultural and racial stereotyping

NOTICES ON WALLS/BOOKS ON SHELVES/RESOURCES IN THE ROOM do not "actively promote British values." It needs to be part of planning and it needs to be shared with parents.

SOME EXAMPLES FOR PARENTS;

Valentine's Day

- Parents look at cards in the shops with their children - British Value/EYFS - "Making links in the local community"
- Design cards for family and friends - British Value/EYFS - valuing family
- Talk about how children across the world will be sending cards - British value/EYFS - we live in a multi-cultural world

Outing to the Park

- Parents take children to look at flowers, trees, plants - British value/EYFS - learn about the world we live in and be proud of what we see
- Pick up litter if they have a picnic - British value/EYFS - respect the natural world, teach right from wrong, have social responsibility

BRITISH VALUES ARE EMBEDDED IN THE DAY TO DAY CURRICULUM AT SCHOOL

- Children are taught to be kind, helpful and respectful of others
- Children are taught to be part of their local community
- We celebrate all festivals and special days from around the world
- Children are taught about compromise, that we can all believe in different things but we can all play together
- We teach children to work together - group times where children listen, take turns, value contributions and
- Children are taught about the world they live in, seasons, weather, special days