**The Prevent Duty and Fundamental British Values**

**Prevent duty Lead: Alex Pearson, Head of Centre.**

The Prevent Duty became law in July 2015. This is a duty on all schools to have due regard to preventing people from being drawn into extremism. In order to protect children in our care we are “alert to any issues for concern in the child’s life at home or elsewhere” (EYFS Statutory Framework p.23). This includes awareness of the expression of extremist views. Statutory guidance on the Prevent Duty (see below) has subsequently been reissued, coming into force on 31st December 2023.

The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. The objectives of Prevent are:

* Tackle the ideological causes of terrorism
* Intervene early to support people susceptible to radicalisation
* Enable people who have already engaged in terrorism to disengage and rehabilitate

**Revised Prevent Duty Guidance**

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Paragraphs 141-146 of the guidance are concerned specifically with schools and childcare providers.

**The Prevent Duty**

[https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)

Preventing and protecting children from extremism fits within our duty of child protection and safeguarding;

**Working Together to Safeguard Children**

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

and

**Keeping Children Safe in Education**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The government has defined extremism in the Prevent strategy as: “vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs."

All classroom staff have been briefed on the Prevent Duty and a number of staff have undertaken online training (<https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal>). Staff will continue to renew training regularly.

School staff will use their professional judgement in identifying children who might be at risk of radicalisation or exposed to terrorist ideology. They will assist and advise families who raise concerns and direct them to the Prevent Lead. The Prevent Lead will seek advice from the Education Child Protection Service or the Multi-Agency Safeguarding Hub as appropriate and report to the Channel programme as appropriate. Channel guidance; <https://www.gov.uk/government/publications/channel-guidance>

The **statutory guidance** on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes: **risk assessment, working in partnership, staff training and IT policies**. As a result of this guidance we have:

* assessed the risk of children in our care being radicalised
* demonstrated that we are protecting children from being drawn into terrorism by our robust safeguarding policies
* ensured our safeguarding arrangements take into account the policies and procedures of our Local Safeguarding Children Board (LSCB)
* made sure that staff have the knowledge and confidence to identify children at risk of radicalisation
* ensured children are safe from terrorist and extremist material including on the Internet.

A key strategy is the promotion of fundamental British values.

**Fundamental British Values in the early years**

British values are a set of four values introduced to help keep children safe and promote their welfare to counter extremism.

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in the **2024 Early Years Foundation Stage.**

We have considered the Early Education document **Fundamental British Values in the early years** to guide us in appropriately identifying fundamental British values within our own practice and to identify any areas for development:

https://early-education.org.uk/fundamental-british-values-in-early-years/

We deliver fundamental British values through the Early Years Foundation Stage curriculum and specifically in the areas of learning for personal, social and emotional development (PSED) and understanding the world. We also deliver fundamental British values through promoting the spiritual, moral, social and cultural development of pupils and our focus on Equality and Diversity.

**Democracy – making decisions together**

Children are responded to in ways that help them know their views count. They are encouraged to value each other’s views and values and talk about their feelings, for example when they do or do not need help, a ‘feelings board’, listening to each other both in groups and individually, particularly when there is conflict.

When appropriate we demonstrate democracy in action, for example, children vote on what role play they would like to add to their pretend area.

Turn-taking, sharing and collaborating are taught e.g. through strategies on sharing the iPad.

We plan for following children’s interests. This gives them opportunities to develop their curiosity and knowledge in an atmosphere where questions are valued.

**Rule of law: understanding rules matter, for example collaborating with children to create rules and codes of behaviour.**

Staff ensure that children understand their own and others’ behaviour and its consequences and learn to distinguish right from wrong, for example through discussion with children when they have experienced conflict – encouraging the children to listen and talk with each other expressing their views and feelings.

Rules and codes of behaviour are shared with children so that they agree common rules e.g. procedures for tidying up, using equipment safely and fairly, not hurting. Children understand rules apply to everyone as they see these followed through. Children negotiate and make up their own rules within their play, for example what must be worn to join in the role play. Sometimes these rules are implicitly agreed by the group; sometimes there is disagreement or using rules to unfairly discriminate e.g. ‘only boys can play’. Staff lead on challenging, and help children to challenge these rules so that all children are heard, feeling and views are expressed and all are included.

**Individual liberty:** freedom for all, for example reflecting on their differences and understanding we are free to have different opinions

We encourage all children’s independence which helps them to make choices and builds confidence. We use ‘specific praise’ e.g. we praise the actions we want to develop, ‘I like the way you…’. We recognise every child as an individual and plan for developing their interests. All of these contribute to children’s positive sense of themselves.

Children’s self-knowledge, self-esteem and confidence in their own abilities is increased through their relationships and the learning environment e.g. achieving at risky play, reflecting on their learning through their ‘Special Books’, building curiosity through stimulating activities that are personal to their interests, talking about their experiences and learning from good child and adult role models.

Staff 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 ‘Circle time’ discussions about transitions or celebrations, at snack and lunch time choosing foods, having a ‘Homerton Owl’ - child with particular responsibilities for the day.

**Mutual respect and tolerance:** treat others as you want to be treated, for example sharing and respecting other’s opinions.

Staff promote tolerance and appreciation of and respect for children’s own and other cultures and faiths through, for example, adults as role models, displays, cooking, books, celebrations, information sharing, parents, volunteers in the centre using their first languages. Parents recognise that at Homerton there is an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. On being asked ‘How well do you think we foster inclusion and equal opportunities? (for example boys and girls, different cultures, religions and languages, special needs, dads as well as mums) 100% of parents found Homerton to be an inclusive environment. A parent commented; “My son is very aware of diversity in his class and values this. He knows people celebrate different things and enjoys being part of this”.

Children are encouraged to share and to respect each other’s opinions. This is part of our settling-in process. Staff focus on building children’s tolerant behaviours such as sharing and respecting other’s opinions as well as helping them to express themselves through, for example, group discussion at Circle time, talking and listening to each other during play, learning to manage the indoor and outdoor environments.

Staff promote diverse attitudes and challenge stereotypes e.g. through our extensive library. We value diversity and reflect this through providing resources and activities that challenge gender, cultural and racial stereotyping. An example of this is asking a same sex couple for feedback on our provisions. They felt included but made some recommendations for our library which we bought.

Our work on promoting fundamental British values is age appropriate and encourages children to learn right from wrong, collaborate and share with other children, value other’s views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.