Prevent Duty Policy

I comply with the requirements of the Prevent Duty Guidance and its aim to protect children from radicalisation, extremism and being drawn into terrorism. I have taken training on this (see certificate).

Alongside the PREVENT strategy, the government has stated that all early-years providers must teach children about and actively promote fundamental British Values. Fundamental British values include democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

To ensure I comply with these government requirements I have reflected on my teaching and curriculum and considered how we promote British Values in my setting.

**Democracy** –

* Children are treated with respect and dignity.
* Their views are requested and always considered.
* They are given choices about where they want to go and what they are doing.
* When we buy new resources or make changes to the provision children are consulted.
* Believe in free speech for all.
* When a child says ‘no’ we stop and think more carefully about what we are asking them to do.

**The rule of law –**

* Children are taught about right and wrong and contribute to our behaviour goals.
* Children are encouraged to reflect on their behaviour during group activities using props and books appropriate for their ages and stages of learning.
* Themes such as ‘people who help us’ support children to learn about the police and emergency services and their role in our society.

**Individual liberty and personal responsibility** –

* Children understand the need for rules to keep them safe.
* They support the younger children.
* They recognise the need to respect resources and equipment.
* Children are given shared responsibility for ensuring the provision is safe for everyone.
* Independence is promoted from the earliest age.

Prevent Duty Policy (cont.)

**Mutual respect –**

* We use role play and group sessions to teach children how to show empathy for and understanding of others.
* Personal, social and emotional development is embedded in our day-to-day curriculum.
* Children learn how they can share and take turns with others in respectful ways.
* Adults and older children are positive role models.
* Positive images and stories of disability promote equality of opportunity for all.
* Children are always spoken to respectfully.
* Close working partnerships with parents and other settings children attend help us to raise outcomes for all children.

**Tolerance of those of different cultures, faiths and beliefs –**

* Children are taught about modern Britain through group activities which help them to learn in age appropriate ways about their local area, art, history, special days and the country in which they live.
* They learn about Christianity as the major religion of the country in which they live.
* We plan activities to help children mark special days from other religions, countries and cultures to teach them to respect the views and beliefs of others.
* The children learn about their place in the wider world through books, multicultural and diverse resources, displays and themed activities.
* The children are taken on outings to learn about the area of Britain in which they live.

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