**PREVENT DUTY, RADICALISATION AND PROMOTING BRITISH VALUES**

We believe the safeguarding of children to be of paramount importance. We recognise the value of working together to prevent children, families and staff/students being radicalised or subjected to extremism, including:

* Terrorism
* Intentional targeting of the vulnerable
* Sowing division between communities
* Justifying discrimination
* Calling for the death of our armed forces
* Those who argue against democracy and the rule of law.

We follow guidance as set out within Working Together to Safeguard Children (2018) and the Counter Terrorism and Security Act (2015).

We discuss the prevent duty as part of a staff meetings, then hold a British Values focus week to raise staff and family awareness of the subject, highlighting our everyday practice. For staff members who remain unsure of the subject we will provide additional training and support. If any staff member feels that they are unsure of the signs and symptoms of radicalisation, they are to raise this with their line manager and seek further training.

**Signs of radicalisation:**

* Isolating themselves from family or friends
* Talking as if from a scripted speech
* Unwillingness or inability to discuss their views
* A sudden disrespectful attitude towards others
* Increased levels of anger
* Increased secretiveness, especially around internet use

If we suspect radicalisation we will report this in line with our usual safeguarding procedures (refer to safeguarding policy).

We recognise that the British Values are interlinked into the EYFS and are embedded in our everyday practice. We encourage our Amberley family to be respectful to each other’s beliefs and celebrate our differences, tackling discrimination every time it occurs.

We:

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| **British Value** | **Description** | **Some of the things we do to support this…** |
| **Democracy** | This is about making decisions together. Children are actively encouraged to express their opinions and value others. | * The children are encouraged to choose what they would like at snack times. The 3-5 side also have a snack bar where the children can choose what time to eat. * Children are encouraged to select activities, free-flow operates for a large part of the day. * Helping to choose activities for group times and adult-led activities. * Children’s interests are recorded on their PLODs and reflected in our activities and acquisition of new resources. * Choosing if they would like to be indoors or outdoors. * Helping to decide choices about their rooms, looking through catalogues of resources or selecting what to make in the role-play area. |
| **Individual Liberty** | This is about encouraging children to have a positive view of themselves and celebrating differences. | * Turn taking and kindness are actively promoted. * Self-care skills are encouraged and children are supported to develop their independence. * All children’s work is valued and praised. * Displays of children’s work/achievements. * Children help to make our group rules and these are displayed in the classrooms. * Providing opportunities for risk-particularly through Forest School. * Encourage children to share ideas and news. * Celebrating each other’s beliefs, similarities and differences. * Allowing children who want to help to do so; this could be to have a turn helping in the younger class, or to give the plates out at lunchtimes. * Child-led activities. * Resources at child height where possible. |
| **Rule of Law** | This is about children understanding the need for, and following, social rules and expectations. | * Activities which explore emotions, including giving emotions a name. * Demonstrating to children ways to deal with their emotions appropriately. * Practitioners modelling and praising manners, kindness and happy choices. * Giving children specific praise and using positive reinforcement. * Children helping to create a set of group rules, having these rules displayed. * Visual timetables to help children who are struggling to settle, or those who may have a SEN. |
| **Mutual Respect and Tolerance of Those with Different Faiths** | This is about children respecting their own and other’s cultures and beliefs, creating an ethos of inclusivity. | * We ask each family (including staff and volunteers) who join our setting about their celebrations and include these within our planning. * Trying a variety of foods, we often link this to a celebration or festival. * Supporting and developing children’s social skills. * Promoting an inclusive and respectful environment through actions and words. * Inviting people from the local community to visit our setting, these include visits form emergency services and charitable organisations. * Recognising, discussing and celebrating our similarities and differences. * Where possible we do short trips out to our local community. * Providing opportunities for group play. |

Policy revised December 2021 Lisa Gray