**Policy on Prevent Duty and British Values**

**Prevent Duty**

Becoming law in 2015, all schools and childcare providers must have due regard to the need to prevent people being drawn into terrorism.

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."

Childcare and Early Years Providers subject to the Prevent duty will be expected to demonstrate activity in the following areas:

* assessing the risk of children being drawn into terrorism.
* demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
* ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
* make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
* expected to ensure children are safe from terrorist and extremist material when accessing the internet

**What does this mean in practice?**

As a childcare and early years provider, Monique’s Montessori has a critical part to play. Early years providers serve arguably the most vulnerable and impressionable members of society.

In England, the Early Years Foundation Stage (EYFS) accordingly places clear duties on providers to keep children safe and promote their welfare.

It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child’s life at home or elsewhere (paragraph 3.4 EYFS).

**Strategies for Preventing Extremism**

The Office for Security and Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST. The strategy is based on four areas of work:

* *Pursue* To stop terrorist attacks.
* *Prevent* To stop people becoming terrorists or supporting terrorism.
* *Protect* To strengthen our protection against terrorist attack.
* *Prepare* To mitigate the impact of a terrorist attack - see our Dynamic Lockdown Policy

**Fundamental British Values**

Monique’s Montessori Day Nursery, we respect and embed the fundamental British values

* Democracy
* Rule of law
* Individual liberty
* Mutual respect and tolerance for those with different faiths and beliefs.

**Democracy**: As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development all staff at Moniques will:

- Motivate children to see their role in the bigger picture

- Make children understand that *their views count*

* Lead by example to teach children to value each other’s views and values and talk about their feelings
* When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands. •
* Support the decisions that children make and provide activities that involve turn taking, sharing and collaboration.
* Give opportunities to develop enquiring minds in an atmosphere where questions are valued.

**Rule of law**: As part of the focus on managing feelings and behaviour, Staff will:

* Ensure that children understand their own and others’ 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**:  As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

* At Monique’s children are taught to develop a positive sense of themselves.
* Staff can 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.
* Staff should 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*

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

* Managers and leaders at Monique’s create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
* Children are taught to acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
* Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting others opinions.
* Staff 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 at Monique’s**:

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

**Channel**

Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children’s and youth services and offender management services), the police and the local community to:

* Identify individuals at risk of being drawn into terrorism
* Assess the nature and extent of that risk
* Develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs. Channel is one tactical option employed by Prevent and has recently been placed on a statutory footing. To understand more about the Channel Programme further information can be found here – [www.gov.uk/government/publications/channel-guidance](http://www.gov.uk/government/publications/channel-guidance)

This policy works alongside the following policies:

* safeguarding
* Anti-bullying
* code of conduct