

Bow Lane Pre-school

The Safeguarding and Welfare Requirements: Safeguarding and Promoting Children's Welfare

The provider must take necessary steps to safeguard and promote the welfare of children.

1.9 British Values Policy

The Prevent Duty Guidance came into force on 1 July 2015. It places duties on schools and registered childcare providers around keeping children safe and promoting their welfare. Providers are required to 'have due regard to prevent people from being drawn into terrorism'

To be both effective and lawful, Bow Lane Pre-school must meet specific legal duties including those arising from the Prevent Duty. This sets out the need for 'British Values' to help everyone live in safe and welcoming communities where they feel they belong. These British Values are defined as

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of those with different faiths and beliefs

At Bow Lane Preschool we believe that the EYFS already provides a solid foundation to encourage a child's understanding, promotes respect, tolerance, diversity and acceptance that we live in a diverse community with many different cultures and lifestyles.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 Personal, social and emotional development

Promoting democracy:

Everyone has a voice and is listened to; children's learning journeys include their comments and their parents are also encouraged to contribute. Parents are involved through the parent's voice, questionnaires and weekly updates. Children are given opportunities to make choices and decisions e.g. being involved in choosing activities, choosing their own breakfast and snacks and their favourite stories or songs. We listen to children's and parent's voices, value others views and learn about similarities and differences between themselves and others.

Promoting the rule of Law:

Children are taught the value and reasons behind our golden rules, that they are there to keep us safe, that everyone has a responsibility and that there are consequences when rules are broken. We teach children right from wrong. We promote people who help us through books, visits and displays.

Individual Liberty:

Children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for the children to make choices safely, through

our provision of a safe enabling environment and effective teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms.

Mutual respect and Tolerance: We teach children about the world in which they live; linking children's learning so they understand they are part of a much wider world; displaying posters and reading books which show world religions and cultures, blended families, disability,

We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Children have the opportunity to dress-up, try different foods from other cultures and learn about other cultures festivals, religions and celebrations.

British values forms part of the day-to-day curriculum:

- We teach children to be kind, helpful and respectful of others;
- We teach children to be part of their local community;
- We plan to celebrate festivals and mark special days from the world around us;
- We teach the children about compromise, some of us believe one thing, some of us believe something totally different but we can all play together.
- We teach children to work together – we provide them with projects that involve everyone in the provision and we plan group times, where children learn to listen, take turns and value contributions from others.
- We teach children about the world in which they live – the world on their doorstep and the wider world – through books, posters, planned activities, resources, outings and much more
- We teach children to listen and respect others
- Teaching children to listen to each other and wait before speaking, how to have a conversation
- Table manners
- Learning about our heritage and history
- Being polite, saying please and thank you
- Listening during story and song time
- Teaching empathy and understanding
- Appropriate behaviour and learning right from wrong
- Taking turns and sharing
- Making friends and friendship
- Tolerating others and mutual respect

Preventing Radicalisation and Extremism

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. We also include in our definition of extremism calls for the death of members of our armed forces”.

‘Early years providers serve arguably the most vulnerable and impressionable members of society. 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). Early years providers must take action to protect children

from harm and should be alert to harmful behaviour by other adults in the child's life. Early years providers already focus on children's personal, social and emotional development. The Early Years Foundation Stage framework supports early years providers to do this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes'. (Prevent Duty Guidance in England and Wales 2015)

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that (1) reject or undermine the status quo or (2) reject and/or undermine contemporary ideas and expressions of freedom of choice.

Extremism is defined as the holding of extreme political or religious views.

At Bow Lane Pre-school we are committed to safeguarding and promoting the welfare of all children. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including **democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.**

PSED provision is embedded across the curriculum. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip children with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for all children.

If a child is thought to be at risk of radicalisation or concerns arise from a child's behaviour within the setting. The staff will follow the safeguarding procedure and report all concerns to the Manager, who will follow the Safeguarding flow chart, notifying London Borough of Merton's MASH team if necessary.

If a staff member feels that another staff member is behaving in an inappropriate way they would follow the whistle blowing procedure.

Staff training- The setting has a designated Prevent lead that will ensure that all staff are:

- fully aware of the threats, risks and vulnerabilities that are linked to radicalisation
- aware of the process of radicalisation and how this might be identified early
- are aware of how we can provide support to help families and children to be resilient and able to resist involvement in radical or extreme activities
- Staff will need to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society.
- Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, following the appropriate procedures for recording and passing on information

There are a number of behaviours within families or in the child themselves which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - Condoning or supporting violence towards others.

Counter-Terrorism and Security Act 2015

This policy was adopted at a meeting of	Bow Lane Pre-school	name of setting
Held on	<u>3rd September 2019</u>	(date)
Date to be reviewed	<u>3rd September 2020</u>	(date)
Signed on behalf of Bow Lane Pre-school		
Name of signatory	<u>Gaye Hooker</u>	
Role of signatory	<u>Owner</u>	