

Promoting British Values Policy

Introduction

The Prevent Duty Guidance for England and Wales March 2015, introduced guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from 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 and calls for the death of members of our armed forces.'

The guidance states that all early years providers must understand the risk of radicalisation and implement the Prevent Duty effectively. This information must be shared with all staff. We must also know who to contact to raise a concern if we are worried about a child being drawn into terrorism or radicalised.

The Prevent Duty guidance identifies best practice for early years providers including early years settings on pages 10 -12 and describes ways in which we can comply. The guidance also refers to an 'explicit requirement to promote fundamental British Values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils'. British Values of 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs' must be promoted in age appropriate ways in all early years settings.

The EYFS and British Values

The Early Years Foundation Stage (EYFS) places duties on Grafton Childcare to keep children safe and promote their welfare. It makes clear that to protect children in our care we must be alert to any issues for concern in the child's life at home or elsewhere (paragraph 3.4 EYFS).

Our diagram illustrates how the EYFS supports British Values starting with the importance of the Unique Child. each child in our care will learn and engage in different ways, they will be active in their play and have their own ideas. The sensitive and warm relationships which we build with our children supports them to be strong and independent. the basis of an enabling environment is that it values all people and recognises the value of learning.

The areas of learning provide us with many opportunities to capture the values. Our children learn right from wrong, mix and share with other children and value others' views. They discover similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

The Unique Child
Characteristics of Effective Learning
Positive Relationships
Enabling Environments
Areas of Learning & Development
Safeguarding & Welfare Requirements
British Values

What's in Place?

In England schools are inspected by Ofsted against how they support children's spiritual, moral, social and cultural development (SMSC). In England the EYFS will be updated in September 2015 to reference providers' responsibilities in the light of the Prevent Duty and Ofsted will begin to include this in their inspection of settings such as Grafton Childcare.

The Early Education Funding Regulations in England have been amended to ensure that settings who fail to promote the four fundamental British Values of Democracy, the Rule of Law, Individual liberty and Mutual Respect and Tolerance for those with different faiths and beliefs do not receive funding from Local Authorities for the Free early Years Entitlement.

This is how we will be demonstrating that we are promoting British Values

Democracy	The Rule of Law	Individual Liberty	Mutual Respect & Tolerance of Different Faiths & Beliefs
Social	Moral	Spiritual	Cultural
Unique Child - recognise and model respect for each child and their family.			
PSE - self confidence and self awareness	PSE - managing feelings and behaviour	PSE - self confidence and self awareness Understanding the World - people & communities	PSE - making relationships, managing feelings and behaviour Understanding the World - people & communities
We involve the children in decision-making here at Grafton Childcare, such as decisions on food, play and rules.	We support the children in managing their feelings and behaviour. For example by providing books that show how characters help and support each other. Talking about our emotions, and using music that captures different moods.	We consider how we can support children's Personal, Social and Emotional development, in particular self confidence and self awareness.	We support the children's understanding of diversity and challenge any negative attitudes and stereotypes displayed
We teach the children that their decisions count.	We arrange visits to and from our local police, fire and ambulance services.	We allow children to take risks, for example, during outdoor play and when trying out new ideas.	We model an inclusive attitude to different faiths, cultures and beliefs.
We think about the Characteristics of Effective Learning and how children are engaged, motivated and thinking critically.	We talk about why rules are important, and consequences.	We think about the Characteristics of Effective Learning and how children are engaged, motivated and thinking	We provide many activities that encourage turn taking

We involve parents in decision-making about Grafton Childcare, by listening to feedback received and using it to improve practice.	We talk to the children about how to encourage them to resolve conflicts.	We encourage the children to recognise and celebrate success.	We provide lots of role play activities
		We plan to allow enough time for activities to be completed and discuss their outcomes.	We help the children to recognise and respect both similarities and differences.
		We encourage group discussion to talk about feelings and recognise that everyone has different opinions.	We involve the children in the wider community through fundraising for Children in Need, Comic Relief, Red Nose Day and learning about the two Children whom the setting has sponsored in the Gambia since 2010.
			We work in partnership with parents to share knowledge and experience.
			We provide resources and activities that challenge gender, cultural and racial stereotyping.

Assess the risk of children being drawn into terrorism

We will work in partnership with others to develop a shared understanding of the risk, for example, we would begin by referring to the Local Safeguarding Children Board (LSCB). Staff have attended Safeguarding Training in May 2015 at which time no advice was available from the LSCB staff other than to contact our local Multi Agency Safeguarding Hub (MASH) for advice if we had any Safeguarding or Prevent Duty concerns about a particular child and potentially make a MASH referral.

We will review our safeguarding policy again once the Devon LSCB provide us with a formal policy, advice or training and ensure that our safeguarding arrangements take into account the policies and procedures of the LSCB