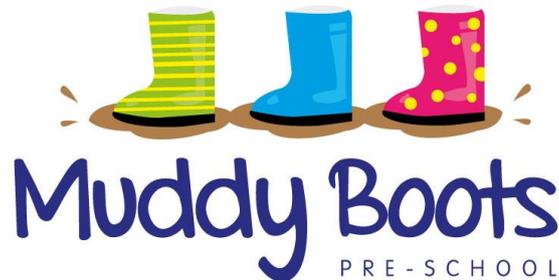


# Muddy Boots Pre-School

Child Protection -

Prevent Duty and Promoting  
Fundamental British Values



## **Child Protection**

### **Prevent Duty and Promoting Fundamental British Values**

#### **Policy Statement**

From the 1st July 2015 all schools, registered early years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism” This duty is known as the Prevent Duty.

Safeguarding is at the heart of everything we do at Muddy Boots; therefore, to ensure that we adhere to and achieve the requirements of Prevent Duty, we will;

- Provide appropriate training for staff as soon as possible, and ensure that they fully understand their duties. Part of this training will enable staff to identify children who may be at risk of radicalisation.
- Build children’s resilience by promoting fundamental British values, enabling them to develop the courage and confidence to challenge extremist views. The EYFS sets standards for learning, development and care, which are embedded within children’s PSED, Communication development and Understanding the World.
- We will assess the risk, by means of formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of the terrorist ideology. This will begin as we aim to develop respectful and open relationships with parents, using information gathered from registration forms, and our knowledge of families gained from home visits.
- We will ensure staff understand the possible risks so they can respond in an appropriate and proportionate way.
- We will be aware of the online risk of radicalisation through the use of social media and the internet.
- As with managing our safeguarding risks, our staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or may seek to hide their views). Our key person approach means we already know our children well and so we will notice any changes in behaviour, demeanour or personality quickly.
- We will not carry out unnecessary intrusion into family life, but we will take action when we observe behaviour of concern. Our key person approach means we already have a rapport with our families, so we are well-placed to notice any changes in behaviour, demeanour or personality quickly.
- We will work in partnership with our Local Safeguarding Partners for guidance and support.
- We will assist and advise families who raise concerns with us, in order to be able to signpost appropriate support mechanisms.
- We will ensure that our Designated Safeguarding Lead, Deputy Designated Safeguarding Lead will undertake Prevent Duty awareness training (as a minimum) so that they can offer advice and support to other members of staff. We will also ensure that a minimum of one member of our Management Committee will undertake Prevent Duty awareness training in order to support the Designated Safeguarding Lead in their role and responsibilities related to the Prevent Duty.
- Staff will have an on-going and open discussion about their own beliefs around British values, and what they mean to staff, children and families using the setting, ensuring that there is a balance

- created between celebrating and respecting difference, whilst being aware of the dangers of radicalisation.

### **“Fundamental British Values”**

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the Early Years Foundation Stage.

To help understand how this is put into practice on a daily basis at Muddy Boots Pre-school, a few examples are listed below:

#### **Democracy:** Making decisions together- PSED

We listen to the voices of children and parents/carers. Our “Promoting Positive Behaviour” policy explains how children are expected to contribute and co-operate, and think of others. Educators encourage children to see the bigger picture, children know their views count, value each other’s views and values and talk about feelings e.g., when they do or do not need help. This is encouraged during small group games and experiences. During group time, rule cards are shown and children are asked to explain the rules and what they mean, with adult guidance. Staff support the decisions children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds, where questions are valued and prejudice attitudes less likely. Our Learning Journeys reflect the child’s voice, and children have the opportunity to air their ideas and have their voices heard during group time.

#### **The Rule of Law:** Understanding rules matter: PSED

Staff at Muddy Boots ensure children understand their and others’ behaviour and consequence. The children learn to understand the difference between right and wrong in all aspects of pre-school life. Staff collaborate with children to create rules and codes of behaviour, e.g., rules about tidying up and ensure all children understand that rules apply to everyone. They are taught the value and reasoning around our rules and the outcomes when rules are broken. Children are taught what is expected of them and staff work hard to ensure the children’s understanding in an age-appropriate manner. Children are visited by local members of the community (e.g., the local vicar, community connector and local police officers), where they are taught about those roles and how their jobs build communities and keep us safe.

#### **Individual Liberty:** Freedom for all: PSED and UTW

Children should develop a positive sense of themselves. Staff 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, exploring facets of their own identity, talking about their experiences and learning. Educators encourage a range of experiences, allow children to explore the language of feelings and responsibility, reflect on 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.

Within pre-school, children are encouraged to make choices and feel safe and secure to make those choices in a supportive environment. Children get to know what resources are available to them and are confident when asking staff to help access a chosen activity based on their own interests. We have a rolling snack time where children choose when they would like to have their snack. We reward and praise children's achievements whether they occur in pre-school or outside.

**Mutual Respect and Tolerance:** treat others as you want to be treated: PSED and UTW

Staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community.

Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves, others and among families, faiths, communities, cultures and traditions.

Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's 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/racial stereotyping.

Our ethos at Muddy Boots emphasises how we join together and support each other. Rules such as sharing, taking turns and following routines are a daily occurrence and run through the entire day. Children are supported by staff in learning these values in early years, to enable children to understand how actions/words can affect others.

Through knowledge and understanding of the world, we actively support and promote diversity by celebrating different faiths and cultures. This helps children to respect other cultures while developing a sense of identity. We give the children opportunities to dress-up in clothes and sample foods from different cultures and encourage parents to participate and share their knowledge and understanding of diversity, especially encouraging parents of non-British nationality to share some of their cultural traditions. This helps to give the children an insight into some of their friends' lives and appreciate that everyone is different. We regularly celebrate events such as Remembrance Day, Royal special events, Harvest festival, Christmas, Easter, special family days, Chinese New Year and Diwali. We share stories that reflect and value diversity of children's experiences and families and provide resources and activities that challenge gender, cultural and racial stereotyping.

**It is not acceptable to:**

- Actively promoting intolerance of other faiths, cultures and races
- Failure to challenge gender stereotypes and routinely segregating boys and girls.
- Isolate children from the wider community.
- Fail to challenge behaviours (whether this is staff, children or parents/carers) 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.
- Treat any child less favourably than another, for any reason. All children and families will be treated with unconditional positive regard.