

## Rosemary Nursery School and Children's Centre

### PREVENT AND BRITISH VALUES: WHAT ARE THEY AND HOW HAVE WE RESPONDED?

#### What is 'Prevent'?

The Prevent strategy was first published by the government in 2011, as part of its overall counter-terrorism strategy. It aims to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. The government states that terrorists often draw on extremist ideology and organisations. It defines extremism 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'.

#### Our duty under the 'Prevent' Strategy

All schools and settings, including nursery schools and children's centres, have a specific duty, under section 26 of the Counter-Terrorism and Security Act 2015, to have 'due regard to the need to prevent people from being drawn into terrorism'.

The fundamental British values that were first set out by the government in its 'Prevent' strategy in 2011 are:-

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of different faiths and beliefs

#### How do we actively promote British values?

- **Training and professional development:** all staff will be made aware of this duty through induction and knowledge will be refreshed annually through Safeguarding in-service training. All staff have a duty to refer any concerns about extremism or vulnerability to radicalisation in the same way that they report other safeguarding concerns - to the Designated Safeguarding Leads or to the Police. Designated Safeguarding Leads will receive specific training in Prevent.
- **Partnership work:** multi-agency approaches, partnership with parents and local community knowledge are key to our ethos and practice. We believe these three strands provide strong foundations for safeguarding children. Working in partnership

is one of three key themes set out in the 'Revised Prevent Duty Guidance for England and Wales' in July 2015.

- **Promoting democracy:** Parents who are recent arrivals to the UK- and all Rosemary Nursery School and Children's Centre parents and carers- are carefully introduced to local and national democratic structures and opportunities, in order to maximise their access to resources, understanding of systems and sense of belonging. Examples of how this is done include structured support for school applications, a programme of visits to local places of cultural and educational interest, facilitated engagement in governance at a variety of levels and support for English language learning. Please refer to our children's centre programmes, external notice boards and Centre Improvement Plans for more detail.
- **Promoting understanding of the rule of law and individual liberty:** We use conflict resolution to help children learn how to behave. Conflict resolution sits within a broader restorative justice-style approach to resolving conflict at all levels of our learning community. For example, all staff are trained in how to share sensitive news with parents and mediation is offered for adults whose relationships have broken down. Firm boundaries within a creative, child-centred curriculum help children to learn to balance individual liberty with the rule of law.
- **Promoting mutual respect and tolerance of different faiths and beliefs:** This is the cornerstone of our work. For example, each room in the nursery displays photographs of children with their families, with captions that highlight the uniqueness of each child and family and our commitment to respecting this. Please refer to our Celebration of Festivals policy for more detail.
- **Further references:** Annual Leave, Safeguarding, Inclusion, Induction and Transition, Communication and Language and other policies and displays provide more detail.

This summary of practice and commitments in relation to the Prevent Duty was drawn up by the Head of Centre in September 2015. Parents, staff and governors were consulted in October 2015 and it was published on the setting's website in the same month.

It will be reviewed annually at the start of each school year.