



British Values and Prevent Duty

Policy statement

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

Procedures

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 embedded within the Early Years Foundation Stage (EYFS) statutory framework.

At Barkway Preschool, we promote these values in an age-appropriate way through our curriculum, relationships, interactions and everyday practice. We support children to develop positive attitudes towards themselves and others, understand that their views and feelings are valued, develop independence and show respect and kindness towards others.

We promote equality, inclusion and respect for diversity and challenge discriminatory or stereotypical attitudes and behaviour.

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
 - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
 - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
 - Practitioners ensure that children understand their own and others' behaviour and its consequence.
 - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual liberty*, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)

- 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, talking about their experiences and learning.
- Practitioners 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 discussing in a small group what they feel about transferring into Reception Class.
- *Mutual respect and tolerance*, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Practitioners 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 and others, and among families, faiths, communities, cultures and traditions.
 - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
 - Practitioners 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 or racial stereotyping.
- *In our setting it is not acceptable to:*
 - actively promote intolerance of other faiths, cultures and races
 - fail to challenge gender stereotypes and routinely segregate girls and boys
 - isolate children from their wider community
 - fail 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

Prevent Strategy

Under the Counter-Terrorism and Security Act 2015 we also have a duty "*to have due regard to the need to prevent people from being drawn into terrorism*"

Barkway Preschool is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Prevent Duty & Promoting British Values

From 1st July 2015 all schools, registered early years childcare providers and registered later 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. Here at Barkway Preschool we take Safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent duty we will:

1. Provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify children who may be at risk of radicalisation.
2. We will build the children’s resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views (for early years providers the statutory framework for the EYFS sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world).
3. We will assess the risk, by means of a formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
4. We will ensure that our staff understand the risks so that they can respond in an appropriate and proportionate way.
5. We recognise that children, families and adults may encounter harmful or extremist content online. Staff will remain alert to safeguarding concerns relating to online activity and will follow the setting’s safeguarding and online safety procedures where concerns arise.
6. As with managing other 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 seek to hide their views). The Key

Person approach means we already know our key children well and so we will notice any changes in behaviour, demeanour or personality quickly.

7. We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. The key person approach means that we already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly.
8. We will work in partnership with Hertfordshire's safeguarding partners, local safeguarding arrangements and the appropriate Prevent professionals for guidance and support where concerns arise.
9. We will build up an effective engagement with parents/carers and families. (This is important as they are in a key position to spot signs of radicalisation).
10. We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.
11. We will ensure that our staff will undertake Prevent awareness training every 2 years (as a minimum) so that they can offer advice and support to other members of staff.
12. We will ensure that any resources used in Barkway Preschool are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.
13. Any concerns about a child's welfare or possible vulnerability to radicalisation will be discussed with the DSL and managed proportionately, taking into account the child's age, development and individual circumstances.

This Policy is intended to serve as a guidance for Practitioners to recognise the signs of those who are at risk and also to inform parents of our legal requirement to put this policy into operation. The Prevent duty of care policy is part of our wider safeguarding duties in keeping

children safe from harm, and this new policy reinforces our existing duties by spreading understanding of the prevention of radicalisation.

Staff Responsibilities

All practitioners must be able to identify children who may be vulnerable to radicalisation.

- There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, but staff should be alert to changes in children's behaviour, including even very young children, which could indicate they may be in need of help or protection.
- People from any walks of life can be drawn into radicalisation and not necessarily from a particular religion or ethnicity. Terrorism is not promoted by any religion. The Prevent duty does not require childcare providers to carry out unnecessary intrusion into family life but we are required to take action when we observe behaviour of concern.
- We endeavour to support our children through the EYFS by providing playful learning opportunities to help them develop positive, diverse and communal identities, as well as their well-being, their empathy and emotional literacy, while continuing to take action to eradicate inequalities, bullying, discrimination, exclusion, aggression and violence; all of which fosters and secures children's pro-social behaviours and responsible citizenship and a real sense of belonging.

If a member of staff has a concern that a child or family may be vulnerable to radicalisation or extremist influence, they must follow Barkway Preschool's safeguarding procedures and speak to the Designated Safeguarding Lead (DSL).

The DSL will consider the concern and, where appropriate, seek advice from children's social care, the police, Hertfordshire Safeguarding partners or the appropriate Prevent professionals.

Where there is an immediate risk of harm, the settings emergency safeguarding procedures will be followed.

This policy was adopted by	Barkway Preschool	
On	September 2026	(date)
Date to be reviewed	When needed	(date)

Legal framework

Counter-Terrorism and Security Act 2015

Further guidance

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Fundamental British Values in the Early Years (Foundation Years 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

Guidance EYFS Commitment Cards (2008) –

Keeping Children Safe and Key Person Children Act 1989 Section 17

Children in Need, Section 47

Child Protection Children Act 2004 Section 11 Channel Duty Guidance: Protecting Vulnerable People from Being Drawn into Terrorism (HMG 2015) Prevent Duty Guidance: for England and Wales (HMG 2015) Counter-Terrorism and Security Act 2015
HM Gov doc 'What to do if you're worried a child is being abused'
Hertfordshire Safeguarding Children's Board Working Together to Safeguard Children 2018
Multi Agency Safeguarding Hub MASH Meeting the Needs of Children and Families in Herts
Safeguarding Partners