



1.2.1 THE PREVENT DUTY & PROMOTING BRITISH VALUES

POLICY STATEMENT

From the 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.

Meadow Nursery School takes safeguarding very seriously, and as a result, will ensure that this policy is adhered to in order to achieve the Prevent Duty.

Procedures

- The nursery 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.
- The nursery will ensure that all members of staff and all members of the management committee undertake Prevent awareness training (as a minimum) so that they can offer advice and support to other members of staff or the committee. This will enable identification of staff, committee members, children and parents who may be at risk of radicalisation.
- The nursery will build the children’s resilience by promoting fundamental British values and enable them to challenge extremist views. In early years, the statutory framework for the EYFS sets standards for learning, development and care for children up to the age of 5, thereby assisting personal, social and emotional development and understanding of the world.
- The setting 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.
- Staff are given support and training to ensure that the risks are understood so they can respond in an appropriate and proportionate way.

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- Concerns should be raised with the Designated Person (Nursery Manager) or the Designated Officer (Chairperson) and documented appropriately. The Nursery will act in accordance with its Safeguarding Children and Child protection policy.
- The nursery is aware of the online risk of radicalisation through the use of social media and the internet. The nursery's Facebook page is a closed group and only parents/carers of nursery children are approved.
- As with managing safeguarding risks, 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. The nursery's key person approach means that children are well known and changes in behaviour, demeanour or personality are identified quickly.
- The nursery and its staff will not carry out unnecessary intrusion into family life but will take action when the behaviour observed is a concern. The nursery's key person approach means that the staff have a rapport with families so that changes in behaviour, demeanour or personality are identified quickly.
- The nursery will work in partnership with the local LSCB for guidance and support.
- The nursery manager will assist and advise families who raise concerns. It is important to assist and advise families who raise concerns and be able to point them in the right direction and the right support mechanisms.
- The nursery ensures that any resources used are age appropriate for the children and that staff have the knowledge and confidence to use the resources effectively.

Use of the EYFS

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The EYFS sections on Personal, Social and Emotional Development (PSED) and Understanding the World (UTW) can help children and staff understand British Values and The Prevent Duty.

The following are examples of how this is put into practice:

Democracy: Making decisions together: PSED

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate, democracy will be demonstrated in action for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of Law: Understanding rules matter: PSED

- Staff can ensure that children understand their own and other's behaviours and their consequences, and to distinguish right from wrong.
- Staff can collaborate with children to create the rules and codes of expected behaviour, for example, to agree the rules about tidying up and ensure all children understand rules apply to everyone.

Liberty: Freedom for all: PSED & UTW

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example, allowing children to take risks on an obstacle course; mixing colours and talking about their experiences and learning.

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- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility; to reflect on their differences and understand we are free to have different opinions, for example, in a small group discuss how they feel about the transition from nursery to school.

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

- Managers and leaders should create an ethos of inclusion and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of their own and other cultures. This includes knowing about similarities and differences between themselves and others among families, faiths, communities, cultures and traditions; sharing practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours, such as sharing and respecting other people's opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value diversity and providing resources and activities that challenge gender, cultural and racial stereotyping.

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What is not acceptable:

- Actively promoting intolerance of other faiths, cultures and races.
- Failure to challenge gender stereotypes and routinely segregating boys and girls.
- Isolating children from the wider community.
- Failure to challenge behaviours (whether this is 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.

This policy was adopted at a meeting of the Meadow Nursery School Parents' Association Committee	
Held on	31 st March 2014
Policy reviewed	September 2025
Date to be reviewed	September 2027
Signed by Chair	
Name	Samantha Foster-Kennedy
Signed by Nursery Manager	
Name	Debbie Hill

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