

# Prevent Guidance for Early Years Providers

Working with individuals vulnerable to extremism -  
a step by step guide for managers

June 2019

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## Introduction

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The purpose of this document is to provide guidance for Early Years providers on the Prevent Duty.

The Prevent Duty aims to stop people from becoming terrorists or supporting terrorism. While it remains rare for children and families to become involved in terrorist activity, children from an early age can be exposed to terrorist and extremist influences or prejudiced views. As with other forms of safeguarding, early intervention is always preferable.

This handbook will:

- Provide clarity around the Prevent Duty and the statutory responsibilities to keep children safe from extremism or radicalisation
- Suggest best practices and activities to help providers follow the Prevent Duty
- Act as a toolkit of ideas to promote British values in early years.

This guidance sits alongside the EYFS statutory guidance and your safeguarding policy, which should cover all applicable government legislation and guidance.

This guidance has been divided into two main sections followed by links to [policy guidance](#), [your key contacts](#) and a [staff crib sheet](#):

Section 1 [Prevent Duty: Safeguarding Responsibilities – Page 5](#)

Section 2 [Prevent Duty: Promoting British Values – Page 18](#)

# Section 1 Prevent Duty: Safeguarding Responsibilities

## The Prevent Duty

The Prevent Strategy became a [statutory duty](#) with the passing of the Counter-Terrorism and Security Act in June 2015.

Section 26 of the Counter-Terrorism and Security Act places a duty on certain bodies to have "**due regard** to the need to prevent people from being drawn into terrorism".

## DfE guidance

The DfE published [guidance on the Prevent Duty for schools](#) and childcare providers. The guidance is concerned with protecting individuals from being drawn into terrorism and situates this as part of a provider's wider safeguarding duties. Providers should make sure they are familiar with both of these documents.

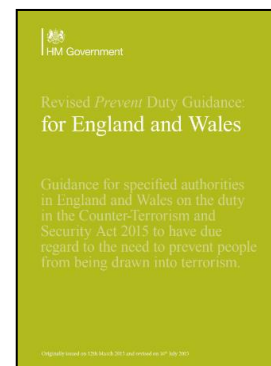
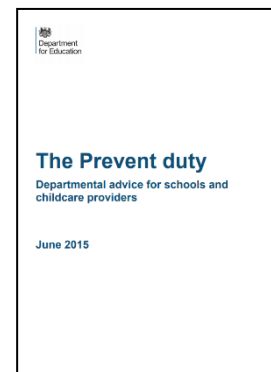
The Prevent Duty has three main aims:

1. Respond to the ideological challenge of terrorism and the threat we face from those who promote it;
2. Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
3. Work with sectors and institutions where there are risks of radicalisation that we need to address.

## What do we mean by extremism?

The UK government 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. Extremism also includes calls for death of members of the armed forces.”***



**Prevent is concerned with violent extremism.** This includes those who advocate violence on behalf of an ideology (set of ideas or values).

### What do we mean by radicalisation?

Radicalisation refers to the **process** by which a person comes to support terrorism and extremist ideologies associated with terrorists. This process can happen very quickly or can happen over a long period of time due to a number of contributing factors, often referred to as vulnerability factors. Radicalisation can be more common during times of uncertainty, a change in circumstances or period of transition.

### What are the risks?

There are two main threats to the UK. The main threat comes from a number of groups that follow an Islamist extremist ideology, Da'esh, Al Qaeda or Al-iMuhajiroun for example. The extreme right wing (XRW) also poses a threat to the UK from groups such as National Action and Generation Identity, among others.

A list of all [proscribed terrorist groups is on the gov.uk website](#).

The following explanations are intended to be brief.

**Islamist Extremist Ideology** is a perverse (the changing of something so that it is not what it was or should be) interpretation of Islam created to support a political agenda. This is anti-Western, hostile to other religions and strains of Islam, totalitarian in nature and extremely violent.

Da'esh (Islamic State of Iraq and Syria) for example, want to create an Islamic state, known as the caliphate, which would be governed by an interpretation of Islamic law.

**Extreme Right Wing or Far Right Ideology** often follows an anti-Islam, white nationalist, anti-Semitic and neo-Nazi ideology. This could include believing that those who support multiculturalism are race traitors. It could include believing in the white genocide conspiracy theory. This is where people see policies such as immigration as intentionally trying to reduce white power and eventually ensure white people are a minority.

Staff are not expected to understand these extreme ideologies or the ideas that are promoted. They need to understand the ways groups attempt to hook in the vulnerable and exploit or manipulate their personal or emotional vulnerabilities. This is similar to grooming in the context of child sexual exploitation or gangs.

Staff are expected to understand the risks to children and families that they work with, for example that:

- The risk of online grooming remains high and access to online Islamist and extreme right wing material remains high - especially for young people and children
- The risk of families traveling abroad to Da'esh held territory has decreased. Individuals are being encouraged to commit attacks within their home country
- Within Leicester there is a risk that children and families may become influenced by Da'esh related extremism
- Far right and extreme right wing also have a footprint within Leicester.

## The Prevent Duty and Early Years

The following paragraphs of the Prevent Duty are relevant to Early Years Providers:

The Early Years Foundation Stage (EYFS) places clear duties on providers to **keep children safe and promote their welfare**. It makes clear that to protect children in their care, providers must be **alert to any safeguarding and child protection issues** in the child's life at home or elsewhere (paragraph 3.4 EYFS). Early years providers must **take action to protect children** from harm and should be alert to harmful behaviour by other adults in the child's life. **(Paragraph 60 of the Prevent Duty)**

This means a provider should consider the **risk of extremism and radicalisation** as a safeguarding and child protection issue. The Prevent Duty reaffirms your duties under the EYFS to keep children safe and promote their welfare.

Early years providers already focus on children's personal, social, health and emotional development. The Early Years Foundation

Stage framework supports early years providers to do this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value others' views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes. **(Paragraph 61 of the Prevent Duty)**

Part of the Prevent Duty requires providers to promote British values as a way to challenge extremism. British values include democracy, the rule of law, individual liberty and mutual respect for others with different faiths and beliefs. This is embedded in the EYFS so the Prevent Duty reaffirms the importance of providers focusing on children's personal, social, health and emotional development.

Early education funding regulations in England have been amended to ensure that providers who fail to promote the 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. **(Paragraph 75 of the Prevent Duty)**

Providers who promote any form of extremism will not receive funding from Local Authorities. To find out more about how providers can promote British values please refer to Section 2 of this guidance.

Ofsted's current inspection framework for early years' provision reflects the requirements in the Statutory Framework for the Early Years Foundation Stage. **(Paragraph 76 of the Prevent Duty)**

The Prevent Guidance reaffirms the role of Ofsted in inspecting providers to ensure they meet the requirements of the EYFS. Ofsted will inspect how providers keep children safe. This now includes keeping children safe from the risk of radicalisation and extremism. Inspections will consider how the setting promotes PSED and British values in line with the EYFS.



In fulfilling the Prevent duty, providers are expected to demonstrate activity in the following areas. This is outlined in the [Prevent Duty Guidance](#)

### Assessing risk

- Providers are expected to be aware of the potential risk of children being exposed to extremist ideas that are part of a terrorist ideology, or family members being drawn into terrorism. This should be based on an **understanding of the potential risks** in the local area.
- Providers will need to demonstrate that they are protecting children by having **robust safeguarding policies** in place to identify children at risk and in need of services or protection.
- Providers will need to consider the level of risk and **contact DAS or the Prevent Team** for advice, as per the provider's safeguarding policy.

### Staff training

- Providers should make sure that **staff have training** that gives them the knowledge and confidence to identify children and families at risk.
- Prevent awareness training will be a key part of this:  
[Prevent Awareness eLearning](#)
- Staff should know where and how to refer children and families for further help.

### Working in partnership

- Providers are required to work in partnership with relevant partners e.g. Local Safeguarding Children's Boards, relevant Local Authority Teams (DAS, Children's Social Care, Community Safety, Early Education Development Team, Prevent Education Officer), Police, parents and the wider community.

### Supporting the community

- It is important to establish clear protocols if groups or organisations request to use an early years' provider's site. Many providers offer their site to community groups to run their own events. If a provider is renting premises it is important the landlord follows a responsible lettings policy.

## Shared premises

If a provider is operating in shared premises, they should consider the following:

- Does the other user or users have robust safeguarding policies?
- Does the other user or users check the suitability of staff and volunteers?
- Does the landlord or other users have oversight of who will be visiting the premises?

## Prevent checklist

Below is a checklist of questions to help providers consider how to embed the Prevent Duty. This is not intended to be a box-ticking exercise but to challenge providers to think about how to protect children and promote their welfare.

Prevent checklist	YES/NO
<b>Safeguarding</b>	
Does your safeguarding policy explicitly state that protection from radicalisation and extremist narratives is a safeguarding issue?	
Is it clear who is responsible for Prevent safeguarding concerns? This is usually the Designated Safeguarding Lead, who should have completed Prevent training	
Is it clear who is responsible for checking visitors to the setting?	
Is it clear who is responsible for checking user/users operating in shared premises?	
The Provider or Designated Safeguarding Lead understands the expectations and key priorities to deliver Prevent and this is embedded within safeguarding procedures	
All staff are aware of the Prevent Duty and its objectives	

Contact details are held for DAS and the LA Prevent Team who would be consulted in case of a referral	
The Provider is aware of the extremism threat within the local area. Staff understand the potential risk of extremism or radicalisation	
<b>Training</b>	
Have all staff received training on Prevent as part of your safeguarding training?	
Has the Designated Safeguarding Lead been trained?	
Have governors, trustees and managers received training on Prevent?	
Does the induction training for new staff cover the Prevent Duty?	
Is safeguarding training, including Prevent, renewed regularly enough, and awareness updated annually?	
<b>Referrals</b>	
The providers safeguarding policy makes it clear how safeguarding concerns, including Prevent concerns, should be reported within the setting	
The manager or Designated Safeguarding Lead regularly checks whether staff know what they should do if they have a safeguarding concern and to whom it should be reported	
Is the provider's safeguarding referral pathway clearly displayed and included within staff literature?	
Is there a clear understanding of information sharing and when cases should be referred to Children's Social Care?	

<b>Building resilience</b>	
The provider clearly understands how the Prevent Duty is addressed through the curriculum or other activities	
The provider evidences the delivery of British values	
Staff understand what the British values are and can give examples of how they are promoting them	
Staff are confident in providing appropriate challenge to children, parents, carers and colleagues if opinions are expressed that are contrary to fundamental British values and the promotion of community cohesion	
<b>ICT</b>	
Has the setting ensured that appropriate internet filtering systems are in place to prevent access to unauthorised or extremist websites?	
Is there an acceptable user agreement for staff and parents or carers when using ICT or provider's internet?	
<b>Lettings and visitors</b>	
Is there a clear lettings policy on the use of site premises and facilities by outside agencies and groups? This is the provider's responsibility even if the provider rents a space from a landlord. (EYFS 3.62)	
Is there a clear Visitors Policy that ensures visitors are monitored and follow the setting's values and policies? Regular visitors may require DBS checks	
Have you ensured commissioned services are aware of and adhering to the Prevent Duty?	

If you are unsure about any of these areas or the questions asked, please contact:

[ailsa.coull@leicester.gov.uk](mailto:ailsa.coull@leicester.gov.uk) or [spcprevent@gmail.com](mailto:spcprevent@gmail.com)

## Summary

Providers must ensure the welfare of all children and be able to recognise any concerning behaviour. Similar to other types of harm or abuse, if a child is exposed to extremist views, violent images or videos, or is being radicalised whether within their family or through outside influences, we would consider this to be **harmful to a child's development and mental and emotional wellbeing**.

Children need to be protected from narratives or influences of violent extremism including, but not restricted to, those linked to Islamist ideology, the Far Right, Neo-Nazi and White Supremacist ideology or extremist animal rights or environmental movements.

## What makes someone vulnerable or susceptible to extremism or radicalisation?

Children in their very nature are vulnerable; staff must consider what might make one child or family more vulnerable than another. Those vulnerable to grooming are similarly vulnerable to radicalisation. Often this is linked to personal or emotional vulnerabilities that individuals or groups are able to exploit or manipulate.

Vulnerabilities might be the result of:

- Family upheaval or separation
- Low self-esteem – perhaps due to bullying or discrimination
- Lack of knowledge of ideology, religion or politics
- Isolation
- Perceived or real injustice – for example, as a result of foreign or domestic policy
- Lack of sense of belonging
- Transitional stage of life
- Friends or family involved in extremism
- Special education needs or disabilities
- Mental health problems
- Looked after child
- Poverty and social exclusion.

This is not to say that all vulnerable children or families are susceptible to supporting terrorism and extremist ideologies associated with terrorists. However, in the majority of cases there are individuals or influencers that target vulnerable people, or there are groups or ideologies that people may identify with because of a need for a sense of belonging or higher purpose.

Children, families and staff members can be exposed to messages of extremist groups by a number of means, for example:

- Family members having direct contact or involvement with extremist or terrorist groups
- Staff, volunteers or associates of a childcare, educational, religious or community setting
- Access or exposure to online extremist material – propaganda, including pictures, videos, blogs, and fake news stories
- Access or exposure to leaflets or magazines
- Attending marches, protests, dawah stalls (a traditional way for Muslims to share their faith with others) hosted by an extremist group.

## Recognising concerns

Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- Significant changes in a child's behaviour
- Deterioration in a child's general well-being
- Comments from a child, parent or carer which give cause for concern
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of materials including images or videos.

Training is essential to ensure your staff understand vulnerabilities and concerning behaviour.

The following online Prevent training is available:

[Prevent Awareness eLearning](#) – recommended for all staff.

[Prevent Referrals eLearning](#) – recommended for safeguarding leads to understand Prevent referrals.

[Channel Awareness eLearning](#) – recommended for safeguarding leads to understand the services and support available under Prevent

Additionally, you can contact [ailsa.coull@leicester.gov.uk](mailto:ailsa.coull@leicester.gov.uk) to organise face-to-face training in your setting.

Due to the close relationship staff have with children and their families, they are best placed to recognise **any change in behaviour**. It is unlikely to be related to Prevent but it is important that staff maintain the view that **“it could happen here”**. Do encourage your staff to approach the Designated Safeguarding Lead, even if they are unsure.

The following examples should give providers an idea of what concerning behaviour might look in an Early Years context.

A child may display concerning behaviour in the form of:

- There being evidence that a child is being educated to hold intolerant, extremist views
- A child not wanting to mix with other children or adults who are different to them
- A child using language that is ‘scripted’ or not appropriate or usual for their age range
- A child being taken to demonstrations or marches where violent, extremist or age inappropriate imagery or language is used.
- A child being shown violent extremist imagery by family members or family friends or is being helped to access it. Parents or carers either don’t challenge this activity or appear to endorse it.
- A child acting out or drawing violent acts or inappropriate images.

The parent, carer or staff member may:

- Express beliefs that extreme violence should be used against people who disrespect their beliefs and values
- Express strongly held beliefs that people should be killed because they have a different view
- Support people travelling to conflict zones for extremist or violent purposes or with intent to join terrorist groups. They express a generalised non-specific intent to go themselves
- Have strong links with individuals or groups who are known to have extreme views and/or are known to have links to violent extremism or are members of proscribed organisations
- Have isolated themselves from peers or family because of their extreme and intolerant views
- Glorify acts of terrorism or believe in conspiracy theories and perceive mainstream society as hostile to themselves. Behave aggressively or intimidatingly towards others who do not share their views or have a lifestyle they approve of
- Be making plans to travel to a conflict zone and there is evidence to suggest that they are doing so to support or participate in extremist activities.

### Understanding the support available

If you have any concerns related to extremism or radicalisation or you have any other child protection concerns, please follow your local safeguarding policies and procedures.

If you are looking for informal advice on extremism or radicalisation concerns please contact the **Prevent Education Officer Ailsa Coull** on **0116 454 6923**, mobile: **07519 069 833** or email [ailsa.coull@leicester.gov.uk](mailto:ailsa.coull@leicester.gov.uk)

Alternatively, you can contact the Police Prevent Team on **101** or **Leicester Prevent Coordinator Sean Arbuthnot** email [spcprevent@gmail.com](mailto:spcprevent@gmail.com)



If you do not hear back from these contacts, it is **your responsibility** to follow this up.

If you feel the child is at imminent risk of harm or you are concerned about illegal activities, contact the **police on 999** or the **confidential anti-terrorism hotline: 0800 789 321**.

Any Prevent concern will go through a screening process to ensure it is not misguided, misinformed, or malicious. If there are genuine vulnerabilities present the case will be preliminarily assessed. **This may result in one of three actions:**

1. No further action based on risk present
2. Level of risk meets threshold and is referred to Channel for intervention
3. Level of risk does not meet threshold and is referred to other services for support.

If suitable, the case is discussed with all relevant partners at a Channel Panel to decide if an intervention is necessary.

### What is Channel?

Channel is an early intervention multi agency panel designed to safeguard vulnerable individuals from being drawn into extremist or terrorist behaviour.

Channel works in a similar way to existing multi agency partnerships for vulnerable individuals. It is a **voluntary process** allowing the individual to withdraw from the programme at any time. Channel is for individuals of any age who are at risk of exploitation by extremist or terrorist ideologies.

The Channel Panel is chaired by the Local Authority and includes the Police and other service sector leads to collectively assess the risk to an individual and decide whether an intervention is necessary.

The Panel works with local partners to develop an appropriate and individualised support package to reduce risks to the individual and reduce the risk of extremism.

## Section 2 Prevent Duty: Promoting British Values

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### The role of British values in Prevent

Schools and childcare providers have a responsibility to **build children's resilience to radicalisation** by promoting *fundamental British values* and enabling them to challenge extremist views.

The Early Years Foundation Stage framework supports early years providers to do this in an age appropriate way.

The British values include:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

Put simply, this might look like:

- Providing opportunities for children to have a voice
- Ensuring children understand the differences between right and wrong and accept responsibility for their behavior
- Enabling children to develop their self-knowledge, self-esteem and self-confidence
- Encouraging respect for other people and acquire tolerance and appreciation of and respect for their own and other cultures.

These values were first set out in the Prevent strategy in 2011, where providers were required to 'respect' these values. Since 2014, all schools and childcare providers must have a clear strategy for embedding these values and show how their work with pupils has been effective in doing so.

British values are already implicitly embedded in the 2017 Early Years Foundation Stage. They feature within personal, social and emotional development and understanding the wider world.

- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

## Shared values

British values can also be referred to as universal values, human values or human rights. The values have often been misinterpreted to mean promoting 'Britishness'. What we really want to see is a society where children and young people have a voice, respect and understand the law, explore their own personal, social and cultural identity and celebrate, respect and value the identities of others. Adopting a values-based education approach contributes to the personal and social development of children and young people.

Settings are encouraged to explore their own community, religious and cultural values by consulting key partners within the community, most importantly parents and carers. Developing an ethos and identifying values which are important to your setting and incorporating the British values should be done in partnership. It is often helpful to think about the values and attitudes you would like children in your care to have by the time they leave for primary school.

## Ofsted inspections

Inspectors will consider how well a setting's leadership and management team actively promote fundamental British values.

Grade descriptors for the effectiveness of leadership and management:

### **Outstanding (1)**

**“The promotion of equality, diversity and British values is at the heart of the setting’s work. It is demonstrated through all its practices, preventing**

**including tackling any instances of discrimination and being alert to potential risks from radicalisation and extremism.”**

## **Good (2)**

**“Leaders and managers actively promote equality, diversity and British values through all policies and practice. They tackle instances of discrimination effectively.”**

[Early Years' Inspection Handbook – September 2019](#)

## **Myth busting British values for Early Years**

### **Myth 1: Promoting the fundamental British values is an extra burden on staff**

Good providers have been doing much of this already. Often it is about providers recognising examples of how they are promoting British values. If you deliver high quality EYFS and PSED this will demonstrate your delivery of British values.

### **Myth 2: Promoting British values only involves wall displays and one-off activities**

Promoting British values will become burdensome if viewed in a way that encourages one off activities or displays. The guidance was not intended to be implemented in this way. The aim of British values is to provide an opportunity for children and young people to gain a “real civic education”. The values should be embedded into all aspects of the setting’s culture, curriculum and wider community. Inspectors will assess 'British values' through the curriculum (PSED and understanding the wider world) and the setting’s leadership (equality policies in practice, behaviour policies in practice and/or inclusion policies).

### **Myth 3: The British values have to be called “British”**

All staff are expected to know what the British values are, but children do not need to recall them. Where British values are done well, they have been incorporated within the setting’s values or ethos. It is important to note that Ofsted will be more interested in testing policies rather than the existence of them. Therefore, any member of staff may be asked about British values and how they are promoting them.

#### **Myth 4: Children are expected to recite the four British values**

Children are not expected to recite the British values. Inspectors will be talking to children to understand their views, which will help to demonstrate how the setting promotes British values.

#### **Myth 5: The British values are not relevant for Early Years**

Early years providers are expected to promote British values. These values were incorporated into the Early Years Foundation Stage in 2017 but settings have been implementing PSED (personal, social and emotional development) and Understanding the Wider World since 2008.

#### **Myth 6: Promoting British values is about promoting aspects of British life and culture**

In some ways the values are part of our shared life and culture. However, many other countries share these values as well. A common set of values helps to strengthen the bonds of our shared society and should be seen as a way to discuss and promote shared values, rather than a way to promote 'Britishness'.

## Early Years Inspection Handbook, Ofsted 2015

The following table shows the expectations around equality, British values and Prevent legislation.

	<b>Grade 1: Outstanding</b>	<b>Grade 2: Good</b>	<b>Grade 3: Requires improvement</b>	<b>Grade 4: Inadequate</b>
<b>Effectiveness of leadership and management</b>	The promotion of equality, diversity and British values is at the heart of the setting's work. It is demonstrated through all its practices, including tackling any instances of discrimination and being alert to potential risks from radicalisation and extremism	Leadership and managers actively promote equality, diversity and British values through all policies and practice. They tackle instances of discrimination effectively.	Leadership and management are not yet good. Any breaches of statutory requirements do not have a significant impact on children's safety, well-being or learning and development	Leaders fail to recognise or tackle instances of discrimination. Equality, diversity and British values are not actively promoted in practice
<b>Quality of teaching, learning and assessment</b>	Practitioners provide an exceptional range of resources and activities that reflect and value the	Practitioners provide a wide range of opportunities for children to learn about people and communities	The provision is not yet good Any breaches of the statutory requirements do not have a significant impact on	Practitioners do not promote equality and diversity or extend children's understanding of

	<p>diversity of children's experiences. They actively challenge gender, cultural and racial stereotyping and help children gain an understanding of people, families and communities beyond their immediate experience.</p>	<p>beyond their immediate experience. Resources and activities reflect and value the diversity of children's backgrounds and experiences.</p>	<p>children's learning and development</p>	<p>communities beyond their immediate environment. Personal development, behaviour and welfare</p>
<p><b>Personal development, behaviour and welfare</b></p>	<p>Practitioners give children a wide range of experiences that promote understanding of people, families and communities beyond their own. They teach children the language of feelings and give them opportunities to reflect on their differences.</p>	<p>Children are learning to respect and celebrate each other's differences. They develop an understanding of diversity beyond their immediate family experience through a range of activities that teach them effectively about people in the wider world.</p>	<p>Provision to support children's personal development, behaviour and welfare is not yet good. Any breaches of the statutory requirements for safeguarding and welfare and/or learning and development do not have a significant impact on children's safety, well-being and personal development.</p>	<p>Children have a narrow experience that does not promote their understanding of people and communities beyond their own or help them to recognise and accept each other's differences</p>

## British Values: best practice

The tables below include a range of ideas your setting could adopt to promote British values.

### Democracy

British Value	What might this include?	What might this look like? Examples of best practice
<p><b>Democracy</b></p>	<p>Allowing children to set up the equipment themselves, providing opportunities for them to make decisions, take turns and listen to other's opinions.</p> <p>Identifying emotions is an important step in children being able to manage them.</p> <p>Build children's confidence to say what they want and need and speak up for themselves knowing they will be listened to.</p>	<ul style="list-style-type: none"> <li>• <b>Having a daily choice board</b> – give children the option to choose which activities they are going to do during the morning session. Encourage them to respect each other's decisions and discuss how children feel when the activity they would like isn't chosen for that session. If there's some children that cannot verbally communicate well, use picture cards.</li> <li>• <b>Story time</b> – lay out a selection of books and ask children to vote showing hands for which one they would prefer to listen to.</li> <li>• <b>Turn taking</b> – this can be done in a variety of ways through games, letters and sounds activities and times when there are limited resources.</li> <li>• <b>Emotions</b> – help children to identify their emotions and talk about reasons for these emotions. Think about having some emotions cards in the setting so that children that cannot verbalise their feelings can still share them.</li> </ul>



## Rule of Law

British Value	What might this include?	What might this look like? Examples of best practice
<b>Rule of Law</b>	<p>Enable children to distinguish right from wrong.</p> <p>Help children to understand their actions and the consequences.</p> <p>Help children think about keeping safe.</p>	<ul style="list-style-type: none"> <li>• Working with the children to create rules and codes of behaviour, such as agreeing rules about tidying up, and ensuring children understand that the rules apply to everyone.</li> <li>• Invite a police officer to visit and learn about ‘people who help us’ and the laws and rules that we need to follow.</li> <li>• Have a set of ‘house rules’ making sure you model this behaviour by following these rules too.</li> <li>• Explain to children how something they have done might have made another child feel instead of just asking them to say ‘sorry’.</li> <li>• A set of traffic signs can help children understand about rules in the world we live in. Road signs are something that children see as they move around their home town or street as well as on their way to nursery.</li> <li>• Superheroes – Dressing up can help children act situations with consequences such as a superhero helping a parent and baby to cross the road when it is safe.</li> </ul>

## Individual Liberty

British Value	What might this include?	What might this look like? Examples of best practice
<p><b>Individual Liberty (freedoms)</b></p>	<p>Provide opportunities for children to express themselves, voice their own feelings and understand that they are free to have different opinions.</p> <p>Enable children to develop their self-knowledge, self-esteem and self-confidence.</p> <p>Encouraging a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand everyone is free to have different opinions.</p> <p>Help children develop a positive sense of themselves and increases their confidence and own abilities.</p> <p>Help children develop a positive sense of self through effective praise.</p>	<ul style="list-style-type: none"> <li>• Providing opportunities for risk taking such as obstacle courses for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.</li> <li>• Feelings and relationships books – stories can be used to explore how the characters might feel in different situations.</li> <li>• Certain toys can be used as a great opportunity for independent play, enabling children to make choices, develop independence and think for themselves.</li> <li>• Providing activities and opportunities such as mixing their own colours for leaf painting and taking part in races on the setting's sports day.</li> <li>• Having group discussions about how the children may feel about the activities they did today or the story at story time.</li> </ul>

## Mutual Respect

British Values	What might this include?	What might this look like? Examples of best practice
<p><b>Mutual respect and tolerance of those with different faiths and beliefs</b></p>	<p>Enable children to acquire an appreciation for and respect for their own and other cultures.</p> <p>Children should understand that people have the freedom to choose and hold other faiths and beliefs.</p> <p>Encouraged to appreciate that having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.</p> <p>Learning about diversity – the importance of religion, traditions, cultural heritage and preferences.</p> <p>Encourage children to develop empathy by treating others how they would like to be treated.</p>	<ul style="list-style-type: none"> <li>• Encouraging children to share stories of their home that reflect the values and the diversity of their experiences.</li> <li>• Provide resources and activities that challenge gender, cultural and racial stereotyping.</li> <li>• Take the children on visits that engage with the wider community, such as to an elderly people’s home or religious festival.</li> <li>• Use products from all over the globe to teach children about the world they live in.</li> </ul>

## Policy Guidance

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Foundation Years website:

[Early Years Statutory Framework](#)

Gov.uk website:

[Early Years Inspection Handbook](#)

[Working together to safeguard children](#)

[What to do if you are worried about a child being abused](#)

[Information sharing advice](#)

[The Prevent Duty guidance](#)

[The Prevent Duty DfE advice for schools and childcare providers](#)

## Working in Partnership: Key Contacts

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**Duty and Advice Service, Children and Families Services**

Email: [das-team@leicester.gov.uk](mailto:das-team@leicester.gov.uk) or call **0116 454 1004**

**Leicestershire Police Prevent Team**

Email: [prevent.team@leicestershire.pnn.police.uk](mailto:prevent.team@leicestershire.pnn.police.uk) or call **101**

**Prevent Education Officer**

Email: [ailsa.coull@leicester.gov.uk](mailto:ailsa.coull@leicester.gov.uk) or call **0116 454 6923** mobile: **07519 069 833**

For staff training, parent coffee mornings or policy guidance and support, please contact [ailsa.coull@leicester.gov.uk](mailto:ailsa.coull@leicester.gov.uk) for more information.

## Staff Crib Sheet

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- The Prevent Duty aims to prevent people from becoming terrorists or supporting terrorism.
- Staff must protect children in their care and must be **alert to any safeguarding and child protection issues** in the child's life at home or elsewhere.
- Staff are expected to be aware of the potential **risk of children being exposed to extremist ideas** that are part of a terrorist ideology, or their family members being **drawn into terrorism**.
- Staff are expected to share any concerns and follow the setting's safeguarding procedures.

**British values are part of the Prevent Duty.** The values are:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

Put simply, this might look like:

- Providing opportunities for children to have a voice
- Ensuring children understand the differences between right and wrong and accept responsibility for their behavior
- Enabling children to develop their self-knowledge, self-esteem and self-confidence
- Encouraging respect for other people and acquire tolerance and appreciation of and respect for their own and other cultures.

Staff are expected to promote these values, particularly through the curriculum but also through the behaviour policy and equality and diversity policy. This is embedded in the EYSF, particularly PSED and Understanding the Wider World.