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The Prevent Duty and British Values

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The Prevent Duty

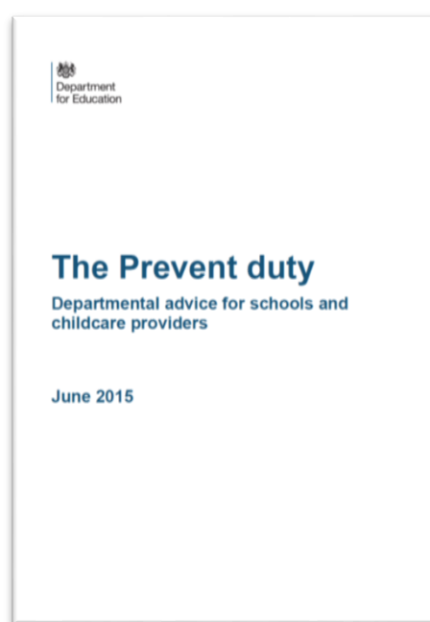
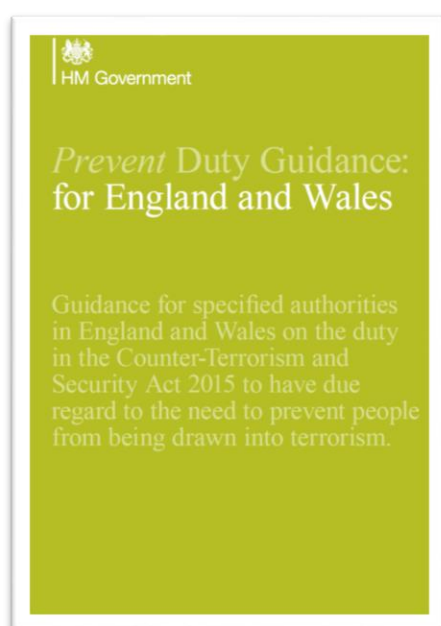
The 'Prevent Duty Guidance' came into force on 1st July 2015. It places duties on schools and registered childcare providers around keeping children safe and promoting their welfare. Providers are required to *'have due regard to prevent people from being drawn into terrorism'*.

To be both effective and lawful, early years providers must meet specific legal duties including those arising from the Prevent Duty. This sets out the need for 'British Values' to help everyone live in safe and welcoming communities where they feel they belong.

These British Values are defined as:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual Respect and Tolerance**

It is believed that the EYFS already provides a solid foundation to encourage a child's understanding and acceptance that we live in diverse communities with many different cultures and lifestyles. The early learning goal, 'Understanding the World', clearly states that 'children talk about past and present events in their own lives and the lives of family members...they know about similarities and differences between themselves and others, and among families, communities and traditions'.



What must we do in our Early Years Settings:-

- Leaders and managers must risk assess their settings
- Leaders and managers must provide training for staff
- Policies must be updated to include and reflect the Prevent Duty and the promotion of British values i.e. Equality, Behaviour, Safeguarding (including e-safety)
- Staff must know that they follow their safeguarding procedures and contact Channel support staff
- Leaders and managers must demonstrate BV values through their leadership of their setting
- Through delivering the Early Years Foundation Stage (EYFS) they must make sure the British Values are explicit within observation, assessment and planning (OAP)
- Providers must ensure that they share these values, and that they are understood and applied by all staff, volunteers, and where appropriate, parents. It is a lawful requirement.

Effectiveness of leadership and management

Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors:

- demonstrate an ambitious vision, have high expectations for what all children can achieve and ensure high standards of provision and care for children
- improve staff practice, teaching and learning through effective systems for supervision, rigorous performance management and appropriate professional development
- evaluate the quality of the provision and outcomes through robust self-evaluation, taking account of the views of parents and children, and use the findings to develop capacity for sustainable improvement
- provide learning programmes and a curriculum that has suitable breadth, depth and relevance so that it meets any relevant statutory requirements, as well as the needs and interests of children
- successfully plan and manage the curriculum and learning programmes so that all children get a good start and are well prepared for the next stage in their learning, especially being ready for school
- *actively promote equality and diversity, tackle poor behaviour towards others, including bullying and discrimination, and narrow any gaps in outcomes between different groups of children*
- *actively promote British values*
- *make sure that arrangements to protect children meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.*

1. Inspectors will always report on whether or not arrangements for safeguarding children are effective.

Fundamental British Values – How do we actively promote them?

Start with the curriculum because this is what is at the heart of your setting. Focus on PSED and U the W as these are at the centre of British Values too.

Democracy

This is all about children's interests and experiences and using them to influence the curriculum. Possibly pre-established themes and topics with no room to be shaped by the cohort would not support this value. SEN – are you working **with** parents **democratically**?

The rule of law

Setting boundaries **with** children to support them in managing their feelings and behaviour.

Individual liberty

Respecting children's uniqueness and their own interests e.g., a boy in a Cinderella dress is **totally** acceptable as this is respecting his interests. This is about children's independence and choice in the setting. Where is the children's voice in planning?

Mutual Respect and Tolerance

How does your setting reflect the world of modern Britain? Why is dual language displayed? Do you have families that speak those languages in the setting now? Labels and signs in other languages – do you know and understand them and the languages your children use? Settings need to review equality and diversity again in their settings. Are multi-cultural books for example always out as core provision or have they been rotated away and no longer there? Is your ethos/ motto for your setting 'celebrating our differences

