

Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment

Providers must follow their legal responsibilities under the Equality Act 2010.

Safeguarding children, young people and vulnerable adults

10.11 British Values and Prevent Duty

Statement

St George's actively promotes 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 already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- **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 consequences.
 - Practitioners collaborate with children to create rules and 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 a 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 Duty

At St George's we believe the EYFS promotes children's understanding and acceptance of the diverse world they live in, with many diverse cultures and lifestyles for them to explore.

We believe British values are fundamental to helping all children become compassionate, considerate adults who respect each other and form a fair and equal society.

To this end we have policies and procedures relating to equality, behaviour and safeguarding which are consistent with Prevent Duty. These policies have been read by all staff and are always available to them and parents.

At St George's we focus on:

- Children's personal, social, and emotional development. Ensuring children learn right from wrong, mix and share with other children, value each other's views, know about and understand the similarities and differences between themselves and others and challenge negative attitudes and stereotypes.
- Staff are alert to harmful behaviours by influential adults in a child's life.
- Staff will act if they observe their behaviour of concern.
- Staff are trained to be able to identify children who may be vulnerable to radicalisation and know what to do if it is identified.
- Staff will work in partnership with local partners such as police, LADO and make referrals if they have any concerns a child may be being drawn into terrorism or extremism.
- Channel is a programme which focuses on providing support at an early stage for people who are identified as being vulnerable to being drawn into radicalisation.
- Safeguarding and promoting the welfare of children, young people and adults is everyone's responsibility.
- Working Together to Safeguard Children sets out the legal requirements and expectations in individual services to safeguard and promote the welfare of children.

Legal framework

Counter-Terrorism and Security Act 2015

Further guidance

- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children. (HMG July 2019)
- Fundamental British Values in the Early Years (Foundation Years 2015)
- Prevent Duty Guidance: for England and Wales (HMG 2019)
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)
- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children. (HMG July 2019)