

VERWOOD C.E. FIRST SCHOOL AND NURSERY



Howe Lane, Verwood, Dorset, BH31 6JF - Tel. 01202 822652

The Prevent Duty & British Values Policy

The Prevent Duty became law in July 2015 all schools and registered Early Years Childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their duties to have “due regard to the need to prevent people from being drawn into terrorism”.

EYFS Section 3 – Safeguarding and Welfare requirements

3.7 Providers must have regard to the government statutory guidance “Working Together to Safeguard Children 2015” and to the “Prevent Duty Guidance for England and Wales 2015”. If providers have concerns about children’s safety or welfare, they must notify agencies with statutory responsibilities without delay. This means the local children’s social care and in emergencies the police.

All Nursery staff have a duty to be aware of any signs of radicalisation, extremism or, families being drawn into terrorism. Safeguarding procedures will be followed.

What to do if you are worried:

Raising Concerns

If a member of staff has a concern about a child they should follow the normal safeguarding procedures by discussing concerns with the designated safeguarding lead who will where deemed necessary, contact children’s social care.

The designated lead may then deem it necessary to contact the local police force on 101 (the non-emergency number).

In an emergency they will call 999.

The Department for Education has a dedicated telephone hotline on 020 7340 7264 where concerns relating to extremism directly.

Concerns can also be raised by email to counter.extremism@education.gsi.uk **this helpline is not intended for use in emergency situation, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.**

MASH (Multi Agency Safeguarding HUB)

Reporting a concern or to make a referral if a child lives in Dorset

Telephone: 01202 228866

Email: MASH@dorsetcc.gov.uk

Ferndown Social Care 01202 877445 or out of hours 01202 657279
If a child already has a social worker contact them directly

Fundamental British Values in the Early Years

The fundamental British values are:

Democracy
Rule of law
Individual liberty
Mutual respect and tolerance for those with different faiths.

Democracy a situation where everyone is treated equally and has equal rights.

Within the Nursery setting we support children's personal, social and emotional development (PSED) by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources we have made accessible to them.

Rule of law is about understanding that rules matter.

This is about children learning to manage their own feelings and behaviour: about learning right from wrong: about behaving within agreed and clearly defined boundaries: about dealing with the consequences.

Individual liberty is focusing on children's self-confidence and self-awareness and people and communities.

Helping children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. We give the children the time and space to explore the language of feelings and responsibility; reflect on their differences and understand that we are all free to have different opinions.

Mutual respect and tolerance is where we learn to treat others as we want to be treated.

Teaching children how to be part of a community, manage their feelings and behaviour; and form relationships with others. An ethos of inclusivity and tolerance in our Nursery, where views, faiths, cultures and races are valued *and* where we encourage children to engage with their wider community. It is our job to help children to appreciate and respect their own culture and the culture of others. We help them explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences.