Our pre-school is committed to providing a safe and secure environment for children, staff, parents, carers and others associated with us. We recognise that safeguarding is everyone’s responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children. For the purposes of this policy we acknowledge the UK Government’s definition of extremism which is:

*‘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; and/or calls for the death of members of our armed forces, whether in this country or overseas’.*

There is no place for extremist views of any kind in our pre-school from whatever source. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy.

As part of wider safeguarding and protection responsibilities our staff will be mindful of:

• Disclosures by children of their exposure to extremist actions, views or materials of others outside of pre-school, such as in their homes or community groups.

• Graffiti symbols, writing or creative expression promoting extremist messages or images.

• Anyone accessing extremist material online, including through social networking sites.

• Parental reports of changes in behaviour, friendship or actions and requests for assistance.

• Neighbouring early years settings, schools, local authority services and police reports of radicalisation issues affecting other settings.

• Use of extremist or ‘hate’ terms to exclude others or incite violence.

• Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.

• Anti-British views or attempts to undermine cultures of a peaceful and civilised nature.

• We are alert to harmful behaviours by influential adults in the child’s life. This may include discriminatory and/or extremist discussions between parents, family and/ or staff members. We will take action when we observe behaviour of concern.

**BRITISH VALUES**

An effective way to help children resist extremist views is to teach them to think critically and become independent learners, which is fundamental to the Characteristics of Effective Learning and Teaching embedded in the EYFS. Britain has undergone rapid economic and social change in the last few decades and we live in an increasingly diverse society. We need to teach our children that it is possible to live together peacefully, where each of them is a valuable part of our multicultural world.

We incorporate British Values into our provision in these ways:

**Democracy: making decisions together**

• As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development, we encourage children to see their role in the bigger picture, encouraging children to know that their views count, value each other’s views and talk about their feelings, for example when they do or do not need help.

• When appropriate we will demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

• We 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.

**Respect for the Law: rules matter**

• We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

• Understanding rules matter as cited in Personal Social and Emotional development.

• As part of the focus on ‘Managing Feelings and Behaviour’ we ensure that children understand their own and others’ behaviour and its consequences, and learn to distinguish right from wrong.

• We collaborate with the children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

**Individual liberty: freedom for all**

• As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World children are encouraged to develop a positive sense of themselves.

• We 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.

• We provide 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 in a small group discuss what they feel about going to school.

**Mutual respect and tolerance: treat others as you want to be treated**

• As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World, we create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children engage with the wider community.

• We support the children in acquiring a tolerance and appreciation of 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 and share and discuss practices, celebrations and experiences.

• We encourage and explain the importance of tolerant behaviours such as sharing and respecting other’s opinions.

• We 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 and racial stereotyping.

What is not acceptable:

• Actively promoting intolerance of other faiths, cultures and races.

• Failure to challenge gender stereotypes and routinely segregate girls and boys.

• Isolating children from their wider community.

• Failure 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.

**TRAINING AND AWARENESS**

• We will ensure that staff receive regular training and updates on Prevent and British Values, this may be in the form of staff meetings where recent training is cascaded to all staff, or attending LEA training or on line training.

**PROCEDURES FOR REFERRALS**

It is important that staff understand the processes by which their concerns and observations can be escalated, and that irrespective of the outcome of the escalation, staff are fully protected by pre-school policies and the law in so-doing.

In the first instance it is important that any concerns are shared with pre-school management. In this way we will be able to filter the concerns and assess whether further action is necessary. Staff should not feel awkward or uncomfortable about reporting a concern, because irrespective of the significance of the outcome, vigilance should always be encouraged.

• We will treat any worry or concern that a child or young person in the pre-school may be exposed to possible extremism, extremist ideology and or radicalisation as a safeguarding concern.

• We will follow the pre-school’s normal safeguarding procedures including discussing with the pre-school designated safeguarding lead and where deemed necessary, with children’s social care or the Multi Agency Safeguarding Hub

• The Managers can also contact the local police or dial 101 (the non-emergency number). They will then talk in confidence about the concerns and help to access support and advice.

• If the concern is about a member of the management team then staff should in the first instance contact the Chairperson of the Committee.

• The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Sources of further information:

• http://www.foundationyears.org.uk/files/2015/06/prevent-duty-departmental-advice.pdf • <https://www.gov.uk/government/publications/common-inspection-framework-education-skillsand-early-years-from-september-2015>

 • https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/425189/Channel\_ Duty\_Guidance\_April\_2015.pdf

• <https://www.gov.uk/government/publications/counter-terrorism-strategy-contest>

• <https://www.gov.uk/government/publications/prevent-duty-guidance>

• <https://www.gov.uk/government/publications/channel-guidance>

This policy was adopted by Portreath Pre-School on 06.06.2018

Reviewed on: Annually in June or before if procedures change.