

Prevent Duty Leaflet

Cleator Moor Nursery School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

In Cleator Moor Nursery School we promote the spiritual, moral, social and cultural (SMSC) development of all our pupils. Our curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty and the mutual respect and tolerance of those with different faith and beliefs.

Children are regularly taught about how to stay safe and are encouraged to recognise that people are not always who they say they are. They are taught to seek adult help if they are upset or concerned about anything.

Through circle time, story time, themed days and the wider curriculum we prepare them for potential risk. Our curriculum is broad and balanced; it promotes respect, positive behaviour, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSED provision is embedded across the Early Years Curriculum and underpins the ethos of our school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Our school is committed to prevention and strategies and procedures that protect vulnerable individuals from being radicalised or exposed to extremist views. If we identify a pupil who is or may be at risk, advice will be sought from Cumbria Safeguarding Hub and if necessary Cumbria Police/Prevent Officer.

Cumbria Safeguarding Hub:

0333 240 1727

PC Paul Burke (Prevent Officer) 0330 124 0791

The Safeguarding Team at Cleator Moor Nursery School:

Mrs V Bailey

Headteacher

Designated Safeguarding Lead

Mrs L Wilson

Senior Teacher

Deputy Designated Safeguarding Lead

Ms T Lightfoot

Chair of Governors

Designated Governor for Safeguarding and
Child Protection



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FUNDAMENTAL

BRITISH VALUES

What Are 'Fundamental British Values'?

Schools are required to provide for the spiritual, moral, social and cultural (SMSC) development of their pupils. As part of this requirement, we are expected to actively promote fundamental British values.

The government defines these as:

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

What Does This Mean For My Child?

Our efforts to promote fundamental British values are designed to prepare children for life in modern Britain.

Ultimately, we aim to help pupils understand:

- The importance of combatting discrimination
- How we can influence decision-making by listening to each other and respecting each other's views
- Our freedom under British law to choose different faiths and beliefs
- That the law is there to keep us safe

Will There Be Major Changes To The School's Ethos?

Our school's ethos already includes many aspects of the government's fundamental British values. For example, we expect our children to follow the school rules and show kindness to one another. Promoting fundamental British values will reinforce, not change, our current ethos.

What Does This Look Like In School?

The values are reflected throughout our school, including in our ethos, policies and procedures.

Children also engage with the values through the Early Years Curriculum, in ways that are suitable for their age and context. For example, there are opportunities to think about traditions from different cultures and religions.

Our duty to actively promote fundamental British values means that we always present views to children in a balanced way. We are also responsible for challenging prejudiced or extreme opinions and behaviour.

As part of this responsibility, we have put measures in place to protect children from exposure to extremist views. Please feel free to contact the school if you would like more information about this.

Democracy – Making Decisions Together

PSED - Self-Confidence and Self-Awareness

- Encourage children to know their views count
- Value each other's views and values and talk about their feelings
- Encourage children to make choices
- Allow children to decide when they need help or not
- Support the decisions that children make
- Provide activities that involve turn-taking, sharing and collaboration
- Encourage children to have enquiring minds and children's questions are valued

Rule Of Law – Understanding Rules Matter As Cited In Personal, Social And Emotional Development

PSED - Managing Feelings and Behaviour

- Ensure children understand their own and other's behaviour and its consequences
- Children learn to distinguish right from wrong
- Encourage children to understand the rules regarding behaviour and the consequences of misbehaving, giving them reasons why it is not acceptable to misbehave (hurt each other, be unkind to others)
- Children take responsibility for helping to tidy up and the rule applies to everyone

Individual Liberty – Freedom For All

PSED - Understanding The World

- Encourage children to develop a positive sense of themselves
- Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities
- Allow children to explore the language of feelings and responsibility through a range of experiences
- Allow them to reflect on their differences and help them understand we are free to have different opinions

Mutual Respect And Tolerance – Treat Others As You Want To Be Treated

PSED - Understanding The World

- Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged in the wider community
- Encourage children to acquire 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
- Share and discuss practices, celebrations and experiences
- Encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions
- Share stories that reflect the diversity of children's experiences and cultures