

TRUST POLICY

Nursery Handbook – Prevent Duty and British Values Policy



Approval		
Director approval	Date approved:	13 th March 2026
<i>For Clinical Documents only: Add departmental governance group</i>	Date approved:	N/A
Ratification		
Trust Management Committee	Date approved:	22 nd July 2026
	Review Date	22 nd July 2029

Version	Date	Author	Status	Comment
1.0	February 2026	Childcare Services Manager Nursery Managers	Archived	New trust wide policy

1.1	August 2026	Tracey Gregory	LIVE	Minor changes in line with legislation
-----	-------------	----------------	------	--

Contents

Contents	3
1. Introduction	4
2. Policy Statement	4
3. Our Aims.....	4
4. Prevent Duty (Definition and Indicators).....	5
5. Demonstration of Values	6
6. Links to other Trust policies	7

1. Introduction

“Providers must also take into account the government’s statutory guidance ‘Working Together to Safeguard Children’ and ‘Prevent duty guidance for England and Wales’

3.9 EYFS Statutory Framework 2026

The Department of Education reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The Government set out its definition of British values in the Prevent Duty (June 2015 & updated March 2025) and in the Early Years Foundation Stage Statutory Framework additions 2017 to 2024.

Within the University Hospitals Sussex NHS Foundation Trust nurseries we value and celebrate the diverse heritage of everybody that attends, in addition valuing and celebrating being part of a local community and part of Modern Britain. For example, we celebrate traditions and customs, Hearts for Valentines, Harvest in autumn, Poppies for Remembrance Sunday, and parties for Christmas.

2. Policy Statement

As part of the Prevent Duty agenda early years setting were asked to demonstrate how British Values are fundamental at helping children learn about a respectful, equal and fair society. The implementation of British Values was through an EYFS curriculum reflecting on our communities, personal interactions and understanding the wider world.

Previous Ofsted Education Inspection Frameworks would make its judgements on how settings were demonstrating those values however the new revised framework does no longer mention them as Safeguarding is now a separate part of the inspection, however the new Early Years Toolkit (November 2025) refers to the Prevent Duty in order to make judgement that Safeguarding is being ‘met’.

The British Values remains part of the Prevent Duty Guidance with its aim to stop people from people becoming terrorists or supporting terrorism.

3. Our Aims

Our Aim as practitioners is to support children in the following ways:

- Listen to children and parents, ensuring everyone has a ‘voice’
- Share appropriate information with parents, carers and extended families.

- For staff to focus on Personal Social and Emotional Development, so that children can learn right from wrong, mix groups of children so they can share values and views. For children to learn about similarities as well as differences.
- Challenge negative behaviours, views and, stereotype comments (in age-appropriate ways)
- Support children with their Personal, Social and Emotional development by helping them to develop a 'positive sense of self' and in others. By providing them with the social skills to form positive relationships, mutual respect and be tolerant of other faiths and beliefs.
- To have a robust Safeguarding/Child Protection Policy to ensure that those that are at risk of radicalisation are identified and supported appropriately.
- To alert any Safeguarding /Child Protection concern that impacts on a child's life at home or elsewhere

Harm" is as defined by section 31(9) of the Children Act 1989 and means ill-treatment (including sexual abuse and forms of ill-treatment which are not physical), or impairment of physical or mental health, or impairment of physical, intellectual, emotional, social or behavioural development. It also includes, for example, impairment suffered from seeing or hearing the ill-treatment of another.

Footnote 16 page 24 EYFS Statutory Framework 2026

- To ensure that staff have sufficient training so that they can recognise vulnerability or radicalism behaviours within families and be aware of what actions to take.

4. Prevent Duty (Definition and Indicators)

Definition:

The NSPCC defines the term Radicalisation as the process through which a person comes to support or be involved in extreme ideology. Itself is a form of harm.

Indicators:

- Change of style, dress or personal appearance
- Wearing items that symbolise extreme causes
- Loss of interest in previous friends or activities. Interest in new friends, groups or activities
- Increase of online use
- Change of language or views that are prejudice, insulting or derogatory.
- Attempting to recruit others to groups or causes
- Change or inappropriate forms of address
- Frequent absence of child attending the nursery; vague details of trips / holidays.

Through staff training and awareness University Hospitals Sussex NHS FT nurseries will understand those children and families that are at risk for radicalisation and the actions to take.

5. Demonstration of Values

We recognise that the term 'British Values' is not taught within a 'standalone' topic or theme but something that is embedded by our practice, interaction with others and activities within and outside of the setting.

We recognise that these values are not 'uniquely' British but are held in all societies that have shared democracies where their fundamentals are also fair, inclusive and respectful.

The nurseries will demonstrate the values in the following way:

Democracy:

- Children, parents/carers and staff have the opportunity to be heard
- Children are listened to, and taught to listen to others
- Respect that everyone has a view and able to voice their opinion
- Staff and parents/carers are able to provide their views in informal conversations, meetings, questionnaires and supervisions

The Rule of Law:

- 'Golden Rules' which supports children in their understanding of boundaries and behaviour
- Full and robust Policies and Procedures for the nurseries and the organisation
- Arrange visits from authorities such as the police and fire service for the children
- Participating in outings within their local community; the awareness of boundaries, safety and law

Individual Liberty:

- For children to have the choice of resources and activities they want to engage with
- Provide 'Free Flow' opportunities for children to interact in other learning environments
- Influence their 'Individual learning' plans and 'Next Step' goals

Mutual Respect and Tolerance of those with different Faiths and Beliefs:

- Children to gain respect through interacting with caring adults who show and value their individual personality

- For children, parents/carers and staff to demonstrate respectful, positive and polite behaviours to each other
- Enhance children's understanding of different Faiths and Beliefs by participating in a range of celebrations throughout the year
- Provide opportunities for children to dress up and try different foods of various cultures
- Encourage parent/carers to share their traditions

Values arise from the principles that influence and direct out behaviour. University Hospitals Sussex NHS Foundation Trust nurseries demonstrate our commitment to promote these values through our Policies and Procedures. We will endeavour to work closely with all the children and their families to provide a consistent approach which models positive and desirable spiritual, social, moral and cultural values.

6. Links to other Trust policies

UHSN008 Nursery Handbook - Safeguarding and Child Protection Policy

UHSN017 Nursery Handbook - Aim and Objectivities Policy

UHS Nursery Behaviour Management Policy

UHSN018 Nursery Handbook - Equality and Diversity Policy

UHS Special Education and Disability Policy

UHSN019 Nursery Handbook - Conduct for Parent, Carer and Families Policy

UHSN015 Nursery Handbook - Learning, Play and Care Policy