



9.3 British Values

Policy statement

We actively promote 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 in our own setting's practice and policies. They are well promoted and reinforced through the pre-schools motto, rules and daily assemblies reflecting the pre-school Christian ethos.

They 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.
 - Children are encouraged to be kind, caring and considerate to each other by sharing and turn taking. We actively encourage helping other and recognising we are all special. Our preschool motto is "Be good and kind and love each other."
 - 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.
 - Activities in our setting which promote this value of democracy include:
 - Topics and activities planned by following children's' interests.
 - Parents are encouraged to share photographs for our family display;
 - A choice book gives children the opportunity to select different resources;
 - Children can choose a story book to share at home;
 - Children can choose a song at song time;
 - Daily assemblies encourage children to listen, value and respect ideas of others.

- *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 consequence.
 - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone. Ways we encourage this include:
 - Children and adults create group rules at the start of the academic year and photographs reinforce the poster;
 - Adults modelling and supporting children to take turns and share toys and equipment;
 - Teaching children to listen to each other and wait before speaking, how to have a conversation;
 - Being polite, saying please and thank you during snack or lunch time;
 - Table manners including sitting still whilst eating, finishing eating before talking, and clearing up after self when finished.

- *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.
 - Other ways we actively encourage individual liberty include:
 - Children are praised and rewarded for their achievement and for upholding the preschool's motto by a 'star of the day' certificate;
 - Children are supported to become independent in self-help skills, e.g. washing hands for snack, attempting to put own coat on for garden;
 - Children can select resources from the resource trolley to follow their own ideas or interests;
 - Questions are encouraged and children's ideas are valued and respected.
- *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 the 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.
 - Ways we encourage mutual respect and tolerance include:
 - Promoting our motto: "Be good and kind and love each other";
 - Learning about our heritage and history;
 - Encouraging listening during story and song time;
 - Teaching empathy and understanding by inviting visitors to share their own experiences;
 - Learning British weather and seasons, e.g. a weather song is sung daily with signs to support language;
 - Being part of the local community through outings and partnerships with local schools, nurseries, library bus etc.;
 - Helping children learn how to make friends and maintain friendship;
 - Encouraging children and families to support charities such as 'Red Nose day', 'Children in Need' and Sport's Relief;

- Celebrations are enjoyed at Fledgelings such as the Queen’s Birthday;
 - Cooking, eating and learning about traditional British food;
 - Celebrating and marking British occasions and festivals (see the list below);
 - Celebrating British authors and illustrators.
- *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 Strategy

Under the Counter-Terrorism and Security Act 2015 we also have a duty “*to have due regard to the need to prevent people from being drawn into terrorism*”.

Legal framework

Counter-Terrorism and Security Act 2015

Further guidance

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Fundamental British Values in the Early Years (Foundation Years 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

This policy was reviewed by	The Fledgelings Preschool
On	16/08/2017
Date to be reviewed	August 2019
Signed on behalf of the provider	
Name of signatory	Rachel Bell
Role of signatory	Committee Member