



British Values Policy

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Version Control Log

Date	Date agreed with Managers	Overview of changes
June 2019	June 2019	Updated policy

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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. At Little Owls, 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 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). At Little Owls:
 - We 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.
 - We support decisions children make and provide activities that involve turn-taking, sharing and collaboration. Children are taught to share time, space and resources with others through the games that we play and circle time.

- We provide opportunities to develop enquiring minds in an atmosphere where questions are valued; our children will be asked to suggest solutions and come up with ideas for how to resolve differences.
 - Our self registration system gives the children the opportunity to show how they are feeling.
 - When children become older siblings we discuss how important their role is within the family.
 - Children are able to choose which area they would like to play in.
 - Children's and parent's/carers comments are included on the learning journeys.
 - Questionnaires are issued annually to all parents/carers to give them an opportunity to voice their opinions.
 - We have monthly staff meetings and staff are given the opportunity to put their ideas forward.
 - Circle time gives children the opportunity to speak but to also listen to others.
 - The nursery promotes positive behaviour and has a sensory room and a chill out room to support this.
 - Snack demonstrates how everyone is entitled to a fair share.
 - Books are read to children on various issues and topics and then they will be asked to reflect on the story.
 - Team games are played to encourage team work and cooperation.
- *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development). At Little Owls:
 - We ensure that children understand their own and others' behaviour and its consequence (through the application of our Positive Behaviour Policy).
 - We 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.
 - We have 'Golden Rules' and a visual display depicting where children are on a scale as the day progresses.
 - Staff will speak to a parents/carers at the end of the day to discuss both positive and negative behaviours.
 - Children are spoken to about any negative behaviour and it is explained to them how they have made another child or staff member feel.
 - A chill out area is used if a child's behaviour has been negative and a member of staff will sit with the child to comfort them and help them reflect on their behaviour.
 - We often have "people who help us" as a topic and we visit the fire station and the local police community support officer (pcso) will visit us.
 - Children are always praised for anything positive that is done.
 - We play games that involve listening to and following instructions.
 - Stories are used to introduce children to good role models and children are asked to empathise with the characters.
 - Stories that have moral messages are read to the children.

- *Individual liberty, or freedom for all* (through the prime areas of Personal, Social and Emotional Development, and Understanding the World). At Little Owls:
 - We help children 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.
 - Children learn to become independent by serving their own breakfast and snack.
 - Children are encouraged to go to the toilet by themselves from around the age of two if they are happy to do so.
 - Children will put on their own coats and shoes if they are able to and encouraged to learn to do so.
 - Children assist with tidying away after snack and lunch.
 - An abundance of resources are available for children to explore on their own as part of “free play”.
 - Children are given the choice of completing a focused task or to continue playing freely.
 - Many of the activities undertaken outside will contain an element of risk taking i.e. riding bikes, climbing, balancing.
 - Children can express themselves non verbally through art, role play, dance and music.
 - Games are played where children can practice their listening skills.

- *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.
 - At Little Owls, 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.
 - All children are welcomed into the nursery including children with disabilities or from ethnic minorities including those with different faiths and beliefs.
 - Children are encouraged to assist less able children if they require it when completing tasks or sporting activities.

- Children are given the opportunity to dress up in different clothes that celebrate different cultures and gender.
 - We celebrate significant dates such as Easter and Christmas.
 - Children will be encouraged to make gifts signifying special occasions such as Easter, Christmas, Mothers Day, Fathers Day.
 - We celebrate world festivals and events such as Diwali and The Chinese New Year.
 - We try different foods from around the world.
 - Children are introduced to art and music from different cultures.
- *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”*

Useful Contacts:

Plymouth Prevent Partnership: Chair – Pete Aley

Devon & Cornwall Prevent Team: 01392 452555

Anti-Terrorism Hotline: 0800 789321

Police Non-Emergency: 101