



# Spinney Pre-School

## Fundamental British Values Policy and Procedure

The definition of British Values is highlighted in 2011 Prevent Strategy and the fundamental British values listed below are implicitly embedded in the 2014 Statutory Framework for Early Years Foundation Stage (EYFS) and have been added to Ofsted's inspection guidance in 2014. The EYFS provides a solid foundation to encourage a child's understanding and acceptance that we live in diverse communities with many different cultures and lifestyles.

The government has defined key British values as follows:

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

The Counter Terrorism and Security Act also places a duty on early years providers "*to have due regard to the need to prevent people from being drawn into terrorism*" (the Prevent Duty) which came into effect July 2015.

### Policy Statement

At our setting these values are promoted through our policies and teaching and a culture of meaningful experiences and opportunities to explore, observe and find out about people, places, technology and the environment to provide a rich, diverse and positive experience.

### Procedures

#### Democracy: making decisions together

- Children and parents are listened to and their views sought to ensure services meet their needs. We collect views in a range of ways, eg questionnaires, suggestion box.
- Children are encouraged to value each other's views and talk about their feelings.
- Decisions and shared rules that children make are supported by staff and are consistent in their use, e.g., turn-taking, sharing and collaboration.
- Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

#### The rule of law: PSE understanding rules matter

- Staff ensure children understand their own and other's behaviour and its consequences.
- High expectations of the children's behaviour are consistently encouraged and reinforced.
- Children are taught the value and reasons behind our expectations and children learn to distinguish right from wrong.
- Staff work together with children to create the rules and codes of behaviour, eg agree rules for tidying up and everyone participates.

#### Individual liberty: freedom for all

- Children are encouraged to make choices knowing they are in a safe and supportive environment.
- The provision of an enabling environment and use of effective teaching enables children to understand and exercise their rights and personal freedoms.
- Children are supported to 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.
- Staff encourage a range of experiences that allow children to explore their feelings, reflect on differences and understand that everyone is free to have different views and opinions

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

- The children are taught to care, share and listen to others. They learn that good behaviour is rewarded, either verbally, stickers or through certificates.
- Staff encourage and explain the importance of tolerance and appreciation of and respect of their own and other cultures; know about similarities and differences between themselves and others of those of different faiths and beliefs.
- Staff promote diverse attitudes and challenge stereotypes.
- Resources and activities are provided that challenge gender, cultural and racial stereotyping.
- A diverse range of religions are recognised and celebrated and parents are encouraged to share their cultures and to be involved in all our celebrations.
- Children, staff or parents expressing opinions contrary to fundamental British values, including ‘extremist’ views are actively challenged.

In our setting we promote a culture of equality and as underpinned by the Equality Act 2010 and **it is not acceptable to:**

- Actively promote intolerance of other faiths, cultures and races
- Fail to challenge stereotypes or segregation
- Isolate children from their wider community
- Fail to challenge behaviours that are not in line with the fundamental British Values outlined in this policy.

## **Legal framework and guidance**

2011 Prevent Strategy

Equality Act 2010

Working Together to Safeguard Children 2018

Safeguarding Children from abuse linked to faith or belief

Radicalisation – Prevent strategy

Radicalisation – Channel guidance

Counter Terrorism and Security Act

DfE Fundamental British Values in the Early Years (2017)

Statutory Framework for Early Years Foundation Stage

## **Other linked policies**

Promoting positive behaviour

Promoting, Inclusion, Equality and Valuing Diversity Policy

This Policy was adopted at a meeting of the Pre-School held on (date) \_\_\_\_\_

Signed on behalf of the Pre-School \_\_\_\_\_