



British Values

We will ensure we promote British Values in our learning environment which will include:

Democracy

The rule of law

Individual liberty

Mutual respect for and tolerance of those with different faiths and beliefs

We respect, listen and act on children's and parents voice. Children are involved in making class rules and they are expected to contribute and cooperate with them, taking into account the views of others

Policy statement

Our setting strives to ensure children are independent learners, to make their own choices and to build strong relationships with their peers and all adults. We would challenge pupils, staff or parents who expressed opinions contrary to fundamental British values.

Procedures

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Managers and staff will encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff will support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued.



As part of the focus on managing feelings and behaviour:

- Staff will ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff will collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children can develop a positive sense of themselves. Staff will 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.
- Staff will 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.

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

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children must 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 and share and discuss practices, celebrations and experiences.
- Staff will encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staffs will 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 and racial stereotyping.



What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community
- failure 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

Legal framework

On 17th December 2014, the home office published a consultation document on the draft guidance for the prevent duty which is issued under the counter terrorism and security bill.

Further guidance

Statutory guidance on the duty is available at

<https://www.gov.uk/government/publications/prevent-duty-guidance>.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

This policy was adopted at a meeting of abc 123 Pre-School Ltd

Held on: 2 September 2018

Date to be reviewed: 1 September 2019