

Promoting British Values Policy

What are British Values?

The Prevent Duty Guidance for England and Wales March 2015 – Updated October 2023, introduced guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. The guidance states that all early year's providers must understand the risk of radicalisation and implement the Prevent Duty effectively. The Prevent Duty guidance identifies best practice for early years providers including early years settings and describes ways in which we can comply. The guidance also refers to an explicit requirement to promote fundamental British Values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social, and cultural development of pupils. British Values of 'Democracy, Rule of Law, Individual Liberty and Mutual Respect and tolerance of different faiths and beliefs' must be promoted in age-appropriate ways in all early year's settings. The Early Years Foundation Stage (EYFS) places duties on all providers to keep children safe and promote their welfare. It makes clear that to protect children in our care we must be alert to any issues for concern in the child's life at home or elsewhere.

How we promote British Values:

British values are a set of four values introduced to help keep children safe and promote their welfare: -

<u>Democracy</u> Social	<u>Rule of Law</u> Moral	<u>Individual Liberty</u> Spiritual	<u>Mutual Respect</u> Cultural
-Staff ensure that children understand their own and others' behaviour and its two consequences and learn to distinguish right from wrong. - Staff 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. -We involve the children in decision-making, such as decisions on food, play and rules. -We teach the children that their decisions count, we also involve parents in decision-making, by listening to feedback received and using it to improve practice. -We think about the Characteristic of Effective Learning and how children are engaged, motivated and thinking critically.	-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. -Staff 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. -We talk about why rules are important and consequences. -We arrange visits from our local police, fire and ambulance services. -We talk to the children about how to encourage them to resolve conflicts.	-We consider how we can support children's Personal, Social and Emotional development, in particular self-confidence and self-awareness. -We allow children to take risks, for example, during outdoor play and when trying out new ideas. -We think about the Characteristics of Effective Learning and how children are engaged, motivated and thinking. -We encourage children to recognise and celebrate success. -We plan to allow enough time for activities to be completed and discuss their outcomes. -We encourage group discussion to talk about feelings and recognise that everyone has different opinions.	-We support children's understanding of diversity and challenge any negative attitudes and stereotypes displayed. -We model an inclusive attitude to different faiths, cultures and beliefs. -We provide many activities that encourage turn taking. -We provide a wide variety of role play resources. -We help the children to recognise and respect both similarities and differences. -We involve the children in the wider community through fundraising for Children in Need, Red Nose Day. -We work in partnership with parents to share knowledge and experience. -We provide resources and activities that challenge gender, cultural and racial stereotyping.

Why do we promote British Values?

British values are promoted to help prepare children for life in modern Britain and outlines what we can do to help protect children from the risk of radicalisation and extremism: -

- To support the promotion of self-expression amongst children, parents, and staff.
- To promote a sense of individuality, to express an opinion and a voice.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of/and respect for their own and other cultures.
- Encourage respect for other people.

What is not acceptable?

- 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.