

British Values

Policy Statement

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values. We have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. As we are receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination and to foster good relations.

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 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 conversations; 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 are based on the follow four considerations:

- Democracy – Making decisions together
- Rule of Law – Understanding rules that matter
- Individual Liberty – Freedom for all
- Mutual Respect and Tolerance – treating others as you wish to be treated

Democracy

- This focuses on self-confidence and self-awareness. Practitioners encourage children to understand that their views count, that they should value each other's views and to talk about their feelings.
- Practitioners support the decisions that children make and provide activities that involve turn taking, sharing and collaboration. Practitioners ensure that questions are valued.

Rule of Law

- Practitioners ensure that children understand their own and others behaviour and its consequence.

- Practitioners collaborate with the children to create rules and codes of behaviour, for example, rules about appropriate interactions with their friends and ensure that they understand that these rules apply to everyone.

Individual Liberty

- Children should develop a positive sense of themselves. Practitioners provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example mixing colours, taking risks and talking about their experiences and learning.
- Practitioners provide a range of activities that allow children to explore the language of feelings and responsibility, reflect on their differences and understand that we are free to have different opinions, for example discussing in a small group about how they each feel about going to school.

Mutual Respect and Tolerance

- Practitioners create an environment which promotes inclusivity and tolerance where their 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 and races; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
- Practitioners explain the importance of 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 and racial stereotyping.

In this nursery it is not acceptable to:

- Actively promote intolerance of other faiths, cultures and races.
- Fail to challenge gender stereotypes and routinely segregate boys and girls.
- Isolate children from their wider community.
- Fail to challenge behaviours (whether of practitioners, 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.