



Promoting British Values Policy

Policy Statement:

Whatever the children's background, it is our responsibility to ensure the children have respect for all by supporting children to develop a positive sense of themselves. This will help them feel confident to speak up, be heard and have their opinions valued. They also need to begin to understand that their way of life may be different from others, but that it is still as valuable and that it is possible for everyone to live together peacefully, each person being a valuable part of our multicultural world. By teaching children these British values from a young age, it builds the firm foundation for them to grow into well rounded adults and helps develop an accepting, tolerant society.

Curriculum:

From September 2015 the new Ofsted common framework includes a section on promoting fundamental British values across all levels of Education. For Early Years settings this means that Ofsted will be inspecting providers based on how well they promote British values. Ofsted inspectors will be required to make judgement about how well settings deliver a curriculum which includes teaching children about Britain and British Values and settings will also need to demonstrate that these values are at the heart of the setting.

The fundamental British values of:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance for those with different faiths and beliefs

It is important to remember that these fundamental values are already embedded in the 2014 Early Years Foundation Stage and therefore already promoting British values on a daily basis. British values are particularly promoted in Personal, Social and Emotional Development and Understanding the World.

Putting British values into practice:

To help demonstrate what all of this means in practice, we have devised the following examples based on the 'Statutory Guidance' required in Personal, Social and Emotional Development and Understanding the World, linked to the relevant 'Early Learning Goals' for each of the values. This will reinforce that 'Fundamental British Values' are alive in our setting.

Democracy - making decisions together

As part of the focus on promoting self-confidence and self-awareness:

- We will encourage children to see their role in the larger community
- We will encourage children to value their own and each other's views
- We will encourage children to talk about their personal feelings
- We will encourage children to have a positive sense of their own identity and culture

Practice:

The setting will give children, staff and parents a voice and respect their views and ideas

The setting will also encourage children to share their views and opinions regardless of their stage of development or age. Staff are in tune with children's needs and ways they communicate; this enables them to support each child's participation and decision making.

The setting will have a clear 'Behaviour Policy' which encourages and supports all to contribute, cooperate and participate, taking into account the views of others.

When interacting with the children to support this area of development, staff will use words, objects, photographs, books, touch, cues, eye pointing and body language.

Staff will include children's own comments and parent's comments in planning and special books.

Rule of law - understanding that rules matter

- As part of the focus in PSED on managing feelings and behaviour;
- The staff will ensure that the children understand their own and others behaviour and its consequences
- The setting will help children to distinguish right from wrong

- The staff will collaborate with children to create the rules and codes of behaviour

Practice

The settings 'Golden Rules' and ethos should be shared and understood by children and parents and be clearly visible through staff interaction.

Staff will have a consistent approach to behaviour management.

Expectations support children and parents to understand the value and reasons behind our teaching. Parents are encouraged to use the same approach at home to ensure consistency for the child.

Staff will children as helpers in order to embed the reasons and consequences of their actions on themselves and others. Also or them to experience responsibility.

Individual liberty - freedom for all

- The setting will provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities
- The staff will encourage children to take part in a range of activities that allow them to explore feelings and responsibility, to reflect on their differences and teach them to understand they are free to have different opinions from those around them

Practice

The staff will encourage and support children to make safe choices, allow them to take risks in a safe, well planned and supervised environment.

The staff will encourage self-serve at snack time and have helpers at meal times to develop self-confidence and self-esteem, using specific praise and positive language to increase confidence.

The staff will use photos and children's comments/views to highlight achievements, promoting the process rather than the end result.

The staff will help children manage their own emotions and help develop empathy through visual prompts and resources.

The staff will allow children to make choices by considering the environment, furniture and resources and make changes accordingly.

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

as part of the focus in PSED on self-confidence and self-awareness; and on people and communities in Understanding the World

- The setting will create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged in the wider community
- Staff will help children develop a tolerance and appreciation of and respect for their own and other cultures
- The staff will explain and encourage the importance of tolerant behaviours such as sharing and respecting others opinions
- The staff will promote diverse attitudes and challenge stereotypes

Practice

The setting will provide resources and activities that challenge gender, cultural and racial stereotyping such as celebrating world festivals and events. The setting will also plan activities that promote travel, cultures, religions and food from around the world.

The setting will provide role play resources such as dolls, small world figures, dressing up clothes that allow children to experiment and celebrate gender, diversity and represent a wide range of cultures.

The setting will provide a wide range of books that promote diversity.

The setting will take children on local trips within the community regularly.

The staff will encourage parents to share their skills and expertise with the children by inviting them in to take part in activities and talk to the children about what they do.

Policy Date: February 2020	Date to be reviewed: February 2021
Name of Signatory: Kristy Renshaw	Position: Manager
Signature:	<i>Signed on behalf of Apple Day Nursery</i>