



Buckden Pre-School Playgroup

A place for Children to grow, to learn and to flourish

Registered Charity No. 291840

Millennium Hall, Burberry Road, Buckden, Cambridgeshire PE19 5UY

Telephone: 07941 671999

Email: enquiries@buckdenpreschool.co.uk

www.buckdenpreschool.co.uk



Reflecting on Quality
committed to improvement

British Values in the Early Years

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Policy Statement

There is a strong focus in our setting on the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. This runs alongside the Counter Terrorism and Security Act 2015 which 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). As part of their inspection process, Ofsted will evaluate how actively the setting promotes British values.

British Values are identified by the Department of Education and promoted by our setting as follows:

Democracy: making decisions together.

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

- Staff members 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.
- We are able to 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 or voting for what snack they would like.
- Members of staff support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration.
- Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development.

As part of the focus on managing feelings and behaviour:

- Staff ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Members of 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.

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 should develop a positive sense of themselves.
- Members of 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 members 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, for example in a small group discuss what they feel about transferring into Reception Class.

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 create an ethos of inclusivity and tolerance where views, faiths, beliefs, lifestyles, cultures and races are valued and children are engaged with the wider community.
- Children should 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 should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff 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.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

What is not acceptable is:

- actively promoting intolerance of other faiths, cultures, races, beliefs and lifestyles
- 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, beliefs and sexual orientation.

Promoting British values in our setting:

We also actively promote and encourage:

- Celebrating and marking British occasions and festivals
- Children to listen to each other and wait before speaking, how to have a conversation
- Kindness, being helpful, respectful of others
- Table manners
- Learning about our heritage and history
- Being polite, saying please and thank you
- Listening during story time
- Empathy and understanding
- Appropriate behaviour and learning right from wrong
- Taking turns and sharing
- Learning British weather and seasons
- Being part of local community through outings and partnerships with local schools, nurseries etc
- Making friends and friendship
- Tolerating others and mutual respect

Further Guidance

- Ofsted Common Inspection Framework : Education, Skills and Early Years Ofsted September 2015
- DfE Prevent Duty Departmental Advice for Schools and Childcare Providers June 2015

This policy was adopted by _____ (name of setting)

On _____ (date)

Date to be reviewed _____ (date)

Signed on behalf of the provider _____

Name of signatory _____

Role of signatory
(e.g.chair/owner) _____