



Tenterfield Nursery School

British Values

Based on Model Policy

4Children: Fundamental British Values in the Early Years

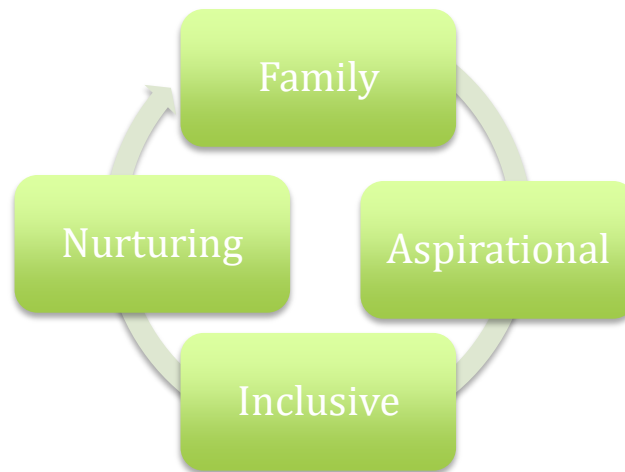
Review body:

SLT

Target audience:

All Stakeholders

Values



Vision

- To deliver high quality education in a supportive, caring and secure environment in which everyone is valued.
- To provide a centre for the families in our community to learn, grow and play.
- To continue to offer exceptional specialist provision for children and families with additional needs.

Rationale

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Section 26 of the Counter-Terrorism and Security Act 2015, places a duty on 'specified bodies' – which includes schools and registered childcare providers – to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. In fulfilment of the Prevent duty, the DfE requires that all early education and childcare settings actively promote British values.

The fundamental British values are defined as

- democracy,
- the rule of law,
- individual liberty and
- mutual respect and tolerance of those with different faiths and beliefs.

At Tenterfield Nursery School, we are privileged to be involved with children at the most impressionable time of their lives. We have a duty under the EYFS Framework to take action to protect children from harm and to be alert to harmful behaviour by other adults in the child's life; protecting children from the risk of radicalisation is just another element of our wider safeguarding duties, and can be viewed as similar in nature to protecting children from other harms (e.g. drugs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Promotion of British Values

The promotion of British Values is firmly embedded within our setting's own values, our curriculum and in the practice of staff at Tenterfield Nursery. We recognise how British Values are part of our everyday teaching and link directly to the Early Years Foundation Stage. We demonstrate these values in our day-to-day interactions with the children, building the solid foundations they need to be safe, and to develop, learn and succeed. A focus on children's personal, social and emotional development is at the heart of teaching in the setting and, in ways that are appropriate to the individual child's developmental age and maturity, we will seek to ensure that children learn to:

- know the difference between right from wrong;
- mix and share with other children;

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- value the views of others;
- know about similarities and differences between themselves and others; and
- challenge negative attitudes and stereotypes.

The governors and senior leadership team know that it is never acceptable to:

- promote intolerance of other faiths, cultures and races;
- fail to challenge gender stereotypes and routinely segregate girls and boys;
- isolate children from their wider community;
- fail 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; and will ensure that the culture within Tenterfield Nursery School eliminates such unacceptable attitudes and behaviours.

Democracy – making decisions together

Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued. Planning will incorporate children's interests and ideas and take their own views and ideas into consideration. As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development, staff will:

- Encourage children to see their role in the bigger picture and to know their views count
- Teach children to value each other's view and values and to talk about their feelings, for example when they do or do not need help.
- Demonstrate democracy in action (when appropriate), for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Support the decisions that children make and provide activities that involve turn taking, sharing and working together collaboratively.

The rule of law – understanding rules matter

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We have clear routines in the setting and there is a clear expectation for positive behaviour. Age-appropriate conflict resolution strategies are used to help children from a very young age to understand the impact their actions can have on other people -. As part of the focus on managing feelings and behaviour as cited in Personal, Social and Emotional Development, staff will:

- Ensure that children understand their own consequences, and learn to distinguish right from wrong.
- Encourage the children to work together to think of solutions to problems and conflict
- 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

At Tenterfield Nursery School, we foster a safe and supporting environment where pupils are actively encouraged to make choices and take risks. We want all children to develop a positive sense of themselves and we support each child in developing self-esteem, confidence and feelings of competence. We offer a range of experiences in learning and play, ensuring there is a balance between and adult directed learning, adult-led play and child-initiated learning, whereby children are encouraged to navigate the learning environment independently and to choose their own activity. 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, staff ensure that children:

- Can develop their independence and understand the meaning of free choice.
- Have opportunities to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.
- Can explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

Mutual respect and tolerance of those of different faiths and beliefs – treating others as you want to be treated

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Children are treated with respect and learn to treat each other and staff with respect and this is reinforced through our Positive Behaviour Management Policy. As an inclusive setting, Tenterfield Nursery School acknowledges that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally diverse society and we therefore seek to offer our children the opportunity to experience such diversity, e.g. by celebrating cultural events. Staff at Tenterfield Nursery will actively promote diverse attitudes and not hesitate to challenge stereotypes; our discussions with children and parents will actively challenge opinions or behaviours that are contrary to British Values. 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 – The governors and senior leadership team will:

- create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community

Staff will ensure children:

- 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 be able to share and discuss practices, celebrations and experiences.
- Understand the importance of tolerant behaviours such as sharing

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We address the word gap every day through our total communication approach and by introducing language every day, opportunities for new words to be heard and spoken e.g. cooking, science investigation

Awe and wonder of the world - providing a deeper knowledge and understanding of the world around us i.e investigating Ice, living eggs, forest school

Story planning- ensuring children have a daily story with their attachment adult, weekly sequential planning offers the opportunity to build on previous learning & experiences

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