



British Values Policy

This policy is to be read in conjunction with:

- EY02 Equality and Diversity;
- EY03 EYFS Learning and Development
- EY09 Behaviour Management;
- EY14 Supporting Children with SEN;
- HR02 Bullying and Harassment
- HS03 Child Protection;
- HS21 Safeguarding;
- OP01 Admissions

Purpose

This policy considers the Prevent Duty and the 2017 Early Years Foundation Stage. As of March 2017, Early Years providers must promote the British Values of; democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. These values are implicitly embedded within the 2017 Early Years Foundation Stage and are therefore part of our everyday practice.

Imbedding British Values

For early years providers, teaching British values will encompass two different parts of the curriculum:

- Promoting British values as defined by DfE – which are already embedded in our day-to-day work with children
- Teaching children more about the world in which they live and developing their understanding of life in modern Britain.

Democracy: making decisions together

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

- Managers and staff will 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. Opportunities should be offered for children to explore democracy in action through the rhythms and routines of nursery life.
- Staff will support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children will be 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:

- Under 2s – Strong, consistent Key Person whom they can build a secure secondary attachment to.
- Staff will ensure that children recognise their own and others’ behaviour and emotions and its consequences and begin to develop an understanding of right from wrong.
- Staff will collaborate with children to set clear boundaries and expectations which are embedded in the Hopscotch values.

Individual liberty: freedom for all

As part of the focus on self-confidence, self-awareness, people and communities as cited in Personal Social and Emotional development and Understanding the World:

- Children will be supported to feel safe and secure through the key person system
- Children will develop a positive sense of themselves. Staff will provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through

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allowing children to take managed risks on outdoor equipment, mixing colours, talking about their experiences and learning.

- Staff will 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.

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 will create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community.
- Children will acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves, others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff will encourage and explain the importance of tolerant behaviours such as sharing, turn taking and respecting other's opinions.
- Staff will promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and provide resources and activities that challenge gender, cultural and racial stereotyping.

It will not be acceptable for staff to...

- Actively promote intolerance of other faiths, cultures and races
- Fail to challenge gender stereotypes and 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.

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