

**Orleton Pre-school Group**

**Promoting Fundamental British Values Policy**

**Policy Statement**

As early education providers working with the Early Years Foundation Stage (2014), we at Orleton Pre-school are aware of our responsibility to promote fundamental British values, such as individual liberty, democracy, rule of law and tolerance for those with different beliefs and faiths.

Additionally, we recognise our ‘Prevent’ duty to “have due regard to the need to prevent people from being drawn into terrorism”, as will be a requirement from 1st July 2015 (see guidance at https:[www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)).

**Procedures**

Democracy – making decisions together.

As cited in the self-confidence and self-awareness section of Personal, social and emotional development of the EYFS (2014):

* Managers and staff encourage children to see their role in the bigger picture, encouraging children to know that 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. When appropriate, demonstrate how democracy works, for example, asking the children to make decisions about their wishes for activities/themes by giving a show of hands.
* Staff will support the decisions that children make, and provide opportunities for sharing, collaboration and turn-taking. Children will be supported in developing enquiring minds through the promoting of an atmosphere where questioning exploration is clearly valued.

Rule of Law

With regard to managing feelings and behaviour:

* Staff ensure that children understand their own and others’ behaviour and its consequences, and learn to distinguish right from wrong.
* Staff will collaborate with children to create the rules and codes of behaviour for the group; for example, to agree rules for keeping safe in the setting, such as no running indoors, or that all children must be involved in tidying up.

Individual Liberty – Freedom for all.

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

* Children are provided with opportunities to develop a strong and positive sense of themselves; their self-esteem and self-knowledge, and to increase confidence in their abilities. This means being allowed to take measured risks, such as might be encountered on an adventure playground, or through reflecting upon their own experiences and learning.
* Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect upon their differences and understand that 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

As part of the focus on people and communities, managing feelings and behaviour and making relationships, as found in the Understanding the World and Personal, Social and Emotional sections respectively:

* Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged in the wider community.
* Children should be supported in developing 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 others’ opinions.
* Staff should 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.

What is not acceptable is:

* Actively promoting intolerance of other faiths, cultures and races
* Failure to challenge gender stereotypes and routinely segregating girls and boys
* Isolating children from their wider community
* Failure to challenge behaviour (whether of staff, children or parents/carers) 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.

This policy was adopted at a meeting of Orleton Pre-school dated ……………………………………….

Date to be reviewed ……………………………………….

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of signatory \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Role of Signatory \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of signatory \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Role of Signatory \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Staff and Committee-member please sign below to confirm that you have read and understood the policy, and are up-to-date with any changes.**

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| **Staff/Committee Name** | **Job Title** | **Signature & Date** |
| **Tara Morris** | **Manager** |  |
| **Polly Smith** | **Deputy**  |  |
| **Vicky Thomas** | **Assistant** |  |
| **Sandra Thomas**  | **Assistant** |  |
| **Debbie Moran** | **Trainee Assistant** |  |
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