

BRITISH VALUES POLICY

Safeguarding & Welfare Requirements: Equal Opportunities

Providers must have and implement a policy and procedures, to promote equality of opportunity for children in their care,

POLICY STATEMENT

St. Eval Pre-school actively promotes inclusion, equality of opportunity, the valuing of diversity and British values.

The Equality Act 2010, states that standards of behaviour and incorporates both British and universal values, we have a legal obligation not to discriminate against directly or indirectly, harass or victimise those with protected characteristics. We make reasonable adjustments to our procedures and practices to ensure that there is not a substantial disadvantage to those with protected characteristics.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British values.

Children become social citizens, in an age-appropriate way, supported by the Early Years Framework; they are able to listen and follow instructions, know the difference between right and wrong; recognise differences between themselves and their peers, make friendships, develop consideration and empathy for others; turn-taking; become aware of rules and boundaries; and understand the consequences for hurtful or discriminatory behaviour.

PROCEDURES

British Values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs, Democracy or making decisions together (through the prime area of Personal, Social and Emotional Development). As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.

Practitioners 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 that rules matter (through the prime area of Personal, Social and Emotional Development) - Practitioners ensure that children understand their own and others' behaviour and its consequence. - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.

Individual liberty - freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)

Children should develop a positive sense of themselves. 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 on the outside equipment, mixing colours, talking about their experiences.

Practitioners 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 - treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World). Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community.

Children should acquire tolerance, appreciation 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.

Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions. Practitioners 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 or racial stereotyping.

In our setting it is not acceptable to:

- actively 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 (including 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.

Prevent Strategy Under the Counter-Terrorism and Security Act 2015 we also have a duty:
"to have due regard to the need to prevent people from being drawn into terrorism"

All Policies to be reviewed annually.

Acceptance of Policy		
APPROVAL Signature: Name & Position: Rachael Richards - Manager Date:	AGREED Signature: Name & Position: On behalf of the committee Date:	
Review Record		
Reviewed by:	Position:	Date:
Reviewed by:	Position:	Date:
Reviewed by:	Position:	Date:
Reviewed by:	Position:	Date:
Reviewed by:	Position:	Date: