

# *Rainbow Pre-School & Extended Services*



## **British Values Policy**

### **Policy statement**

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

### **EYFS Key themes and commitments**

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.2 Supporting Every Child 3.3 The Learning Environment 3.4 The Wider Context	4.3 Creativity and Critical Thinking 4.4 Personal, Social and Emotional Development. Understanding the World.

## 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* are already implicitly embedded in the 2024 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- **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**, or 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, or** 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 obstacle course, mixing colours, talking about their experiences and learning.
  - 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, for example discussing in a small group what they feel about transferring into Reception Class.
- **Mutual respect and tolerance**, or 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 (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

We teach children about the Fundamental British Values through our core values as an organisation and by planning activities which support these, so that children learn through play. We focus on one core value each half term as follows:

- Autumn 1 – RESPECT – ‘We are kind’
- Autumn 2 – COLLABORATIVE – ‘We work together’
- Spring 1 – PASSION – ‘We always try our best’
- Spring 2 – AWE-INSPIRING – ‘We try new exciting things’
- Summer 1 – REFLECTIVE – ‘We think about how to do things better’
- Summer 2 – LISTEN – ‘We listen carefully’

### ***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”*

### **Legal framework**

Counter-Terrorism and Security Act 2015

### **Further guidance**

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Fundamental British Values in the Early Years (Foundation Years 2024)

Prevent Duty Guidance: for England and Wales (HMG 2023)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2023)

This policy was adopted by

On

Rainbow Pre-School & Extended Services

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30<sup>th</sup> June 2016

Date reviewed

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30<sup>th</sup> June 2017

11<sup>th</sup> Sept 2017

18<sup>th</sup> September 2018

16<sup>th</sup> Sept 2019

9<sup>th</sup> September 2020

4<sup>th</sup> October 2021

23<sup>rd</sup> September 2022

10<sup>th</sup> September 2024

Signed on behalf of the provider

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HAdams

Name of signatory

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Hannah Adams

Role of signatory (e.g. chair, director or owner)

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Head of Teaching and Child Development

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