



British values policy

Policy statement

Little Meadows Nursery is an inclusive setting. Our aims, values & principles reflect our ethos in every aspect of the setting. Our staff have a shared understanding of what fundamental British values are and how these are promoted & valued in the nursery. Our staff would be supported in challenging any discriminatory remarks from other staff, parents & children.

Fundamental British values have been separated into 4 headings. We have unpicked what each of these headings means to us and how these are supported & promoted in every day nursery life.

Democracy or Making decisions together (through the prime area of Personal, Social and emotional development):

We want the children to feel valued & respected. We actively seek out children's views and listen to these. Staff act as good role models for the children and actively listen to one another. We promote choice in the nursery and the children are able to make choices about what activities they do. This is promoted visually to allow all children to participate. Children are expected to respect & listen to each other's views. We work with the children on different emotions and how we can successfully manage our emotions & express our feelings and build up the children's self-confidence and self-awareness by encouraging children to see their role in the bigger picture, knowing that their views count and to value each other's views and values and when they do or do not need help.

The rule of law or understanding that rules matter (through prime area of Personal, Social and Emotional Development):

Our staff have high expectations of children and aim for children to understand their own and other behaviours and its consequences. We have a Behaviour Management policy, we use positive strategies to handle any conflict and praise & acknowledge desirable behaviour. We do a lot of work with the children around right & wrong and understanding our own & others behaviour.

Individual liberty or freedom for all (through Prime areas of Personal, Social and Emotional Development and understanding the world):

We support the children to make their own choices in a safe & supportive environment. We encourage the children to take managed risks and explore new activities & experiences to improve self-confidence & self-esteem. We welcome all children to the setting & encourage them to have a positive self-image. We discuss & celebrate our similarities & differences. We teach empathy for all with activities such as story time & group discussion. 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 & tolerance of those of different faiths & beliefs or treating others as you want to be treated (through prime areas of Personal, Social and Emotional Development and Understanding the world):

We celebrate our diverse, rich cultural & religious society and promote mutual respect. We display positive images and use these as a way to start discussions with children. Adults sensitively challenge any discriminatory remarks. We celebrate our similarities & differences and celebrate relevant festivals and holy days. The children have a chance to try a diverse range of foods and listen to different types of music at the setting. We encourage our families to participate in the setting through inviting them to events which we put on, newsletters we send out, inviting them to feedback on their experiences and being part of our parents community. We value all children and differentiate our activities to ensure an equality of opportunity. Practitioners create an ethos of inclusivity, tolerance and respect for their own and other cultures. Children are encouraged to use tolerant behaviours when it comes to sharing with others or working with other children who may be younger or with less ability than they have. We challenge stereotypes such as gender, cultural or racial to avoid 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, a 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” (see safeguarding policy)

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 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

Other useful Pre-school Learning Alliance publications
Guide to the Equality Act and Good Practice (2015)