

Promoting British Values at Birchwood Nursery School and Hatfield Children's Centre group

Overview

The DfE have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs." These are already implicitly embedded in the 2014 Early Years Foundation Stage.

Separately, the Counter Terrorism and Security Act also places a duty on early years providers "to have due regard to the need to prevent people from being drawn into terrorism" (the Prevent duty).

At Birchwood Nursery School and Hatfield Children's Centre Group these values have always been taught and are reinforced regularly in everything we do.

Democracy: making decisions together

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

Most importantly we value children's and parents voice and listen to them in many ways e.g. through daily contact with parents and children, questionnaires and feedback, planning for children's interests, discussion and observations.

Our school behaviour policy is clear that children are expected to contribute and co-operate. We encourage children to see their role in the bigger picture, encouraging them to know 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, we demonstrate democracy in action, for example, children sharing views in a group session with a show of hands or thumbs up or down, voting for changes in the provision.

We 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 rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules) that they are there to protect us.

We ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.

We negotiate rules and the codes of behaviour with the children, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Birchwood Nursery and Hatfield CC Group Teaching British Values September 2015

We use positive reinforcement and praise.

Staff role model positive behaviour with parents and children.

We use small group sessions e.g. circle times, social stories, puppets and books to reinforce positive behaviour.

We agree golden rules with the children and share them with parents.

Individual liberty: freedom for all

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

Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to make choices safely, through our provision of a safe environment and empowering teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms.

Children are supported to develop a positive sense of themselves. We 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.

We 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 in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated

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

We work to create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Our planning and practice is geared to supporting children to acquire 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.

We encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

We 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.

We respect the environment and teach children about the local community.

We teach the children about people who are less fortunate than us and raise money for good causes.

We use peer on peer massage to develop respect of each other and understand positive touch.

We teach children to be kind and helpful and role model good manners.

Staff will:

Consistently and actively promote tolerance of other faiths, cultures and races

Challenge gender stereotypes, including routine segregation of girls and boys

Work to engage children and families with the wider community

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, beliefs and lifestyle choices

Help children to understand how to respect by talking about how actions/words can affect others.

Date agreed: October 2014

Date reviewed: September 2015, amendment to include the Prevent duty and rewording of how the values will be taught.

Next Review Sept 2018