



## British Values Policy

The Government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Government in 2014 in their departmental advice for maintained schools and Early Years settings:

“Schools should 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.”

At Waltham Pre-school, British Values are woven into every area of learning and the development of the Pre-school’s core values across the setting. This helps to ensure British Values are embedded in a way that is relevant and appropriate for the children and the community..

### **Caring Respectful Independence, Love Courage Honesty Faith Forgiveness**

These are continually promoted because of our Christian ethos in the day to day life of the school, and have a significant impact on the Spiritual, Moral, Social and Cultural (SMSC) development of children.

Evidence of this can be seen in the way that children grow and develop in terms of how they behave and what they say. The values are promoted across the curriculum, in day to day relationships and interactions between adults and children. Children learn that their views are considered, valued and where appropriate acted upon.

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 2017 Early Years Foundation Stage, and reviewed in the EYFS update 2022.

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). The duty came into effect from July 2015. Statutory guidance on the duty is available in the government document on [Prevent Duty](#)

To help demonstrate what this means in practice, the following examples are based on what is in the statutory guidance. They are just that – examples - and not

exhaustive, but hopefully useful. We have shared these with DfE who agree they are helpful examples.

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

- Managers and staff encourage children to see their role in the bigger picture, helping them the children to know their views count. We help them to learn to value each other's views and emotions and talk about their feelings, for example when they do or do not need help. When appropriate, demonstrate democracy in action for example, children sharing views on what the theme of their role play area could be with a show of hands. Making choices at snack time or choosing the equipment/activities to use.
- Staff can 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 and curiosity 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:

- Staff ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

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:

- 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 them to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff 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 & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Managers and leaders create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- We help children to learn 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 encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff 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 segregate girls and boys.
- isolating children from their wider community.
- failure 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

When monitoring this policy, senior leaders will look for:

- Promoting democracy – everyone has a voice and is listened to; children's learning and development should value their comments etc.
- Promoting the rule of law – teaching children right from wrong by example, role model and opportunity in their play
- Teaching mutual respect and tolerance - ensuring children have the right to say 'no' and be respected for their choices including:

- world religions and festivals in our planning to teach children about the world in which they live;
- linking children's learning so they understand they are part of a much wider world;
- displaying posters and reading books which show world religions and cultures, blended families, disability, equality of opportunity etc as the norm.

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.