

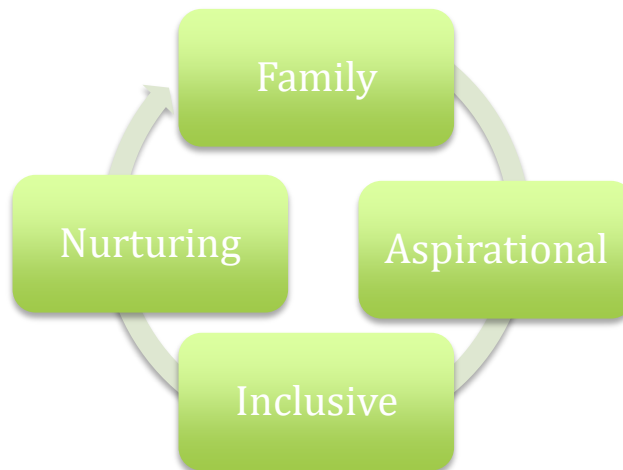


# Tenterfield Nursery School

## British Values

Based on Model Policy	4Children: Fundamental British Values in the Early Years
Review body:	SLT
Date issued:	Aug 2021
Review frequency:	Every Three Years
Review Date:	June 2024
Target audience:	All Stakeholders

### Values



### Vision

- To deliver high quality education in a supportive, caring and secure environment in which everyone is valued.
- To provide a centre for the families in our community to learn, grow and play.
- To continue to offer exceptional specialist provision for children and families with additional needs.

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## Rationale

Section 26 of the Counter-Terrorism and Security Act 2015, places a duty on 'specified bodies' – which includes schools and registered childcare providers – to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. In fulfilment of the Prevent duty, the DfE requires that all early education and childcare settings actively promote British values.

The fundamental British values are defined as

- democracy,
- the rule of law,
- individual liberty and
- mutual respect and tolerance of those with different faiths and beliefs.

At Tenterfield Nursery School, we are privileged to be involved with children at the most impressionable time of their lives. We have a duty under the EYFS Framework to take action to protect children from harm and to be alert to harmful behaviour by other adults in the child's life; protecting children from the risk of radicalisation is just another element of our wider safeguarding duties, and can be viewed as similar in nature to protecting children from other harms (e.g. drugs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

## Promotion of British Values

The promotion of British Values is firmly embedded within our setting's own values, our curriculum and in the practice of staff at Tenterfield Nursery. We recognise how British Values are part of our everyday teaching and link directly to the Early Years Foundation Stage. We demonstrate these values in our day-to-day interactions with the children, building the solid foundations they need to be safe, and to develop, learn and succeed. A focus on children's personal, social and emotional development is at the heart of teaching

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in the setting and, in ways that are appropriate to the individual child's developmental age and maturity, we will seek to ensure that children learn to:

- know the difference between right from wrong;
- mix and share with other children;
- value the views of others;
- know about similarities and differences between themselves and others; and
- challenge negative attitudes and stereotypes.

The governors and senior leadership team know that it is never acceptable to:

- 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; and will ensure that the culture within Tenterfield Nursery School eliminates such unacceptable attitudes and behaviours.

#### Democracy – making decisions together

Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued. Planning will incorporate children's interests and ideas and take their own views and ideas into consideration. As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development, staff will:

- Encourage children to see their role in the bigger picture and to know their views count
- Teach children to value each other's view and values and to talk about their feelings, for example when they do or do not need help.
- Demonstrate democracy in action (when appropriate), for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Support the decisions that children make and provide activities that involve turn taking, sharing and working together collaboratively.

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### The rule of law – understanding rules matter

We have clear routines in the setting and there is a clear expectation for positive behaviour. Age-appropriate conflict resolution strategies are used to help children from a very young age to understand the impact their actions can have on other people -. As part of the focus on managing feelings and behaviour as cited in Personal, Social and Emotional Development, staff will:

- Ensure that children understand their own consequences, and learn to distinguish right from wrong.
- Encourage the children to work together to think of solutions to problems and conflict
- 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

At Tenterfield Nursery School, we foster a safe and supporting environment where pupils are actively encouraged to make choices and take risks. We want all children to develop a positive sense of themselves and we support each child in developing self-esteem, confidence and feelings of competence. We offer a range of experiences in learning and play, ensuring there is a balance between and adult directed learning, adult-led play and child-initiated learning, whereby children are encouraged to navigate the learning environment independently and to choose their own activity. As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World, staff ensure that children:

- Can develop their independence and understand the meaning of free choice.
- Have opportunities to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.
- Can explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

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Mutual respect and tolerance of those of different faiths and beliefs – treating others as you want to be treated

Children are treated with respect and learn to treat each other and staff with respect and this is reinforced through our Positive Behaviour Management Policy. As an inclusive setting, Tenterfield Nursery School acknowledges that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally diverse society and we therefore seek to offer our children the opportunity to experience such diversity, e.g. by celebrating cultural events. Staff at Tenterfield Nursery will actively promote diverse attitudes and not hesitate to challenge stereotypes; our discussions with children and parents will actively challenge opinions or behaviours that are contrary to British Values. 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 – The governors and senior leadership team will:

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

Staff will ensure children:

- 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 be able to share and discuss practices, celebrations and experiences.
- Understand the importance of tolerant behaviours such as sharing

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## British Values Audit for Tenterfield Nursery School

<b>Individual Liberty – Freedom for all</b>	<b>Evidence in current practice</b>
<p>Personal, social and emotional development is supported through a range of activities and experiences to promote children’s self-confidence and self-awareness.</p> <p>Children join in play confidently and are able to state their preferences – what they like and do not like, and have confidence in what they can do. Through activities they learn about others and that we can have different views.</p>	<ul style="list-style-type: none"> <li>• Planning choices</li> <li>• Planning for children’s interests</li> <li>• Free flow between nursery classrooms and garden</li> <li>• Celebration assembly</li> <li>• Opportunities to talk i.e wow Wednesday, feelings Friday</li> <li>• Induction- unique child, relationships, attachments</li> <li>• Home learning activities</li> <li>• Sharing learning on Tapestry</li> </ul>
<b>Mutual Respect and Tolerance – treat others as you want to be treated</b>	
<p>Personal, social and emotional development is supported through a range of activities and experiences enabling children in managing their feelings and behaviour, and in making relationships.</p> <p>Understanding the world is supported through a range of activities and experiences enabling children to learn about people and communities, respecting similarities and differences.</p>	<ul style="list-style-type: none"> <li>• Feelings Friday</li> <li>• Nurture for all</li> <li>• Total communication approach- Visuals, symbols, signing</li> <li>• Family photos on display</li> <li>• Sense of belonging in nursery base</li> <li>• Reflect, repair and rebuild after incidents with individuals</li> <li>• Visits to places in local community- church, library, vets</li> <li>• Celebration of cultural events- Diwali, Chinese new year</li> </ul>

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<p>Children have respect for others, and begin to learn to work together, recognising others feelings.</p> <p>They learn about other races, faiths, cultures, traditions. Staff challenge stereotypes (gender, cultural, racial) and ensure resources used reflect this.</p>	<ul style="list-style-type: none"> <li>• Range of books</li> <li>• Staff training- EAL, Boys course</li> <li>• Charity events- Children in need- talking to the children about why we raise money/supporting less fortunate children/families</li> </ul>
<p><b>Democracy – making decisions together</b></p>	
<p>Personal, social and emotional development is supported through a range of activities and experiences to promote children’s self-confidence and self-awareness.</p> <p>Children’s voice is promoted; children can share their comments and share ideas. Children learn turn taking, sharing, co-operation and working together. Critical thinking and questioning are encouraged.</p>	<ul style="list-style-type: none"> <li>• Displays include children’s voice</li> <li>• Welcome time focus on individuals and offer opportunities to talk and share</li> <li>• Tuning in time</li> <li>• Nurture group- focus on turn taking, working cooperatively</li> <li>• Children are listened to and experiences at home are celebrated within nursery</li> <li>• Daily challenges, investigation station, curiosity cube</li> <li>• Real life experiences &amp; first hand learning</li> <li>• Snack table discussions and family lunchtimes</li> </ul>
<p><b>Rule of Law – understanding rules; matter</b></p>	
<p>Personal, social and emotional development is supported through a range of activities and experiences enabling children in managing their feelings and behaviour, and in making relationships.</p> <p>Children begin to learn right from wrong and consequences. Children may help to create rules and understand the rules.</p>	<ul style="list-style-type: none"> <li>• Consistency in routine</li> <li>• Rules are discussed with children &amp; Visual learning strips created</li> <li>• Induction- clearly modelled expectations</li> <li>• Visuals displayed around the setting eg stop signs</li> <li>• Exploring feelings and relationships</li> <li>• Social stories</li> <li>• Reflect, repair &amp; rebuild</li> </ul>

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We address the word gap every day through our total communication approach and by introducing language every day, opportunities for new words to be heard and spoken e.g. cooking, science investigation

Awe and wonder of the world - providing a deeper knowledge and understanding of the world around us i.e investigating ice, living eggs, forest school

Story planning- ensuring children have a daily story with their attachment adult, weekly sequential planning offers the opportunity to build on previous learning & experiences

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