



British Values Statement

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1.1	Sep 2024	New document format

Arlesdene Nursery School and Pre-school is committed to:

- Safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.
- Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formulation and review of this policy and will be adhered to in its implementation and application across the whole school community.
- Promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: any school member or visitor expressing opinions contrary to fundamental British values, including extremist views, will be actively challenged.

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1. Background

The Counter Terrorism and Security Act (2015) places a Prevent duty on early years settings *“to have due regard to the need to prevent people from being drawn into terrorism”*.

As part of the government’s Prevent agenda, early years settings are asked to actively promote British values, which are implicitly embedded within the EYFS.

The duty for schools and EYFS settings is underpinned by safeguarding responsibilities for children’s welfare and their understanding of the world around them.

2. Definition

The fundamental British values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

3. What does this mean in practice?

There is no expectation to undertake British values activities in isolation. The fundamental British values are implied throughout the Early Years Foundation Stage statutory framework. As part of day-to-day practice at Arlesdene Nursery School and Pre-school , we value and promote equality and diversity and prepare children for life in modern Britain, helping them to reflect on their differences and understand what makes them unique. We:

- teach children to be respectful and to recognise those who help us, and contribute positively to society
- develop children’s understanding and appreciation of diversity
- celebrate what we have in common
- routinely challenge stereotypical behaviours and promote respect for different people.

4. How we promote fundamental British values

4.1. Democracy: Making Decisions Together

Democracy in the early years can be demonstrated in lots of different ways. Staff:

- encourage children to see their role in the bigger picture, encouraging children 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, they 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
- support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued

4.2. The Rule of Law: Understanding that Rules Matter

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.

- 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 that rules apply to everyone.

4.3. Individual Liberty: Freedom for All

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:

- Children are supported to 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.
- 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.

4.4. 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:

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

5. What is not acceptable

It should be noted that a minimum approach, for example having notices on the walls or multi-faith books on the shelves, will fall short of 'actively promoting'.

It is not acceptable to:

- actively promote intolerance of other faiths, cultures and races
- fail to challenge gender stereotypes or to 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