

Howe Dell Day Care

Promoting British Values

Policy adopted in March 2016, to be reviewed May 2026

Aim





Howe Dell Day Care is committed to Safeguarding and promoting the welfare of children and young people and expects all staff, visitors and volunteers to share this commitment. Parents (The term ‘parent’ implies any person or body with parental responsibility such as foster parent or carer)

Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation 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. At Howe Dell Day Care, these values have always been taught and are reinforced regularly in everything we do.

Outline

Howe Dell Day Care is an inclusive setting, and we value all of our staff, families and children and celebrate the diversity in our community. We promote mutual respect for all by upholding the universal qualities found in the fundamental British values of:

-  Democracy
-  Rule of law
-  Individual liberty and mutual respect and
-  Tolerance for those with different faiths

These values have been implicitly embedded in the Early Years Foundation Stage since 2014 and underpin our bespoke curriculum.

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.

Promotion of British Values

The promotion of British Values is firmly embedded within Howe Dell Day Care own values, in the curriculum and in the practice of our staff. We recognise how these values link directly with the statutory EYFS Framework and staff demonstrate British Values in their day-to-day interactions with

children and parents/carers, building the solid foundations children need to be safe, and to develop, learn and succeed.

Governors and staff will:

- ✚ Consistently and actively promote tolerance of other faiths, cultures and races
- ✚ Challenge gender stereotypes and routine segregation of girls and boys
- ✚ Work to engage children and families with the wider community
- ✚ Challenge behaviours (of colleagues, children or parents) that are not in line with the fundamental British Values.
- ✚ Help children to understand how to respect by talking about how actions/words can affect others. and will actively seek to ensure that the culture within our setting eliminates any unacceptable attitudes and behaviours. In ways that are appropriate to the individual children's development age and maturity, we aim to ensure that children learn to:
 - ✚ Know the difference between right and wrong
 - ✚ Mix and share with other children
 - ✚ Value the views of others
 - ✚ Know about the similarities between themselves and others
 - ✚ Challenge negative attitudes and stereotypes

Democracy

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 through daily contact with parents and children, questionnaires and feedback, planning for children's interests, discussion and observations.

Our 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 part of the focus on managing feelings and behaviour, as cited in Personal Social and Emotional development:

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.

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 Day Care, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a setting 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 are 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.