

British Values Policy

Introduction to preventing Radicalisation/Extremism

As an early years setting we have a duty to prevent which is part of the U.K Government's counter terrorism strategy.

Our Preventing Radicalisation Policy is part of our commitment to keeping children safe and healthy. Safeguarding children from all risks of harm is an important part of our role and protecting them from extremism and preventing them from being drawn into terrorism is one aspect of that.

The nursery follows the principles of The Foundation Phase which emphasises on planning for the individual needs of the developing child. We deliver an inclusive learning programme and provide a stimulating environment that fosters active learning. The fundamental British values support the characteristics of effective learning identified in the Foundation Phase. We appreciate that all children are unique and are constantly learning. We work in partnership with parents and teach children to be strong and independent and provide rich playful learning opportunities so that they can develop and progress. Our children will be encouraged to be independent learners and have good communication skills so that they can work with others.

Fundamental British Values

We will actively promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance (for those with different faiths and beliefs) across the setting and they are included within The United Nations Convention of the rights of the child 1989. (UNCRC) We have a wide range of resources and plan activities that reflect and value the diversity of children's experiences and actively challenge gender, cultural and radical stereotyping. We help the children gain an understanding of people, families and communities beyond their immediate experience. We promote positive behaviour and have an Equal Opportunities policy.

Through our Fundamental British values policy which promotes children's well being and is embedded in our day to day work we promote equality, diversity and tolerance and respect for all cultures, faiths and lifestyles. Each day the children are taught the difference between right and wrong and learn to take turns and share. Staff would challenge negative attitudes and stereotypes and the children are taught about the world in which they live and are developed to understand life in modern Britain.

Many of our activities present opportunities for exploring and promoting each of the British values. We will do our utmost to protect children against extremist and violent views by identifying the risk of being drawn into radicalisation and providing a safe inclusive learning environment that supports spiritual, moral, social and cultural development through the promotion of fundamental British values.

We ensure that children have respect for all and we support children to gain a positive sense of themselves. We encourage the children to speak up during circle time and learn to listen to what their friends are saying. Children are involved in the planning process to show that their opinions matter and that they are valued. By reading books on communities from around the world and sometimes having a country as our topic we are educating the children that people have different ways of life and are a valuable part of our multi cultural world.

The aim of our policy is to prevent a child from being drawn into terrorism by being radicalised or support extremism in later years. We hope that by teaching children these British values from a young age they will grow into adults who are tolerant and accepting. We recognise that the United Kingdom is a multi cultural and multi faith diverse society and we teach the children that it is possible to live together peacefully and that each person is a valuable part of our multi cultural world. Our diversity has created a strong bond and promoting British values is about encouraging the children to share a set of values that promote tolerance, respect and community cohesion. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is defined in the 2011 'Prevent strategy' as vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

We believe that by developing a sense of belonging to our country and supporting our core values we can prevent radicalisation and we are of the opinion that it would be unacceptable of us to: Actively promote intolerance of other faiths, cultures and races.

- Fail to challenge gender stereotypes.
- Isolate children from the wider community.
- Fail to challenge behaviours that are contrary to British Values.

Democracy: Making decisions together

Children have the right to participate in making decisions about things that concern them, and they have a right to an education. We live within a democracy of which the ideals promote a shared belief in fairness and equality and a right to participate in important decision making. Arising from these ideals is an emphasis on shared responsibility, mutual respect and the wider community. By exploring feelings with the children, we are helping them to empathise with others. Young children play and explore and being able to do so in a democratic environment where everyone can share and take turns, and work together will be more rewarding.

We encourage children to talk about their feelings and value each other's views. The children know that their views count and we make decisions together. Through the day the children will be given opportunities for thinking, questioning, sharing and taking turns. Children are taught to share time, space and resources with others through the games that we play and circle time. Children understand that they need to take turns and how important it is to share so that everyone has an equal

opportunity to learn and play. The children will be asked to suggest solutions and come up with ideas for how to resolve differences.

- Our self registration system gives the children the opportunity to show how they are feeling.
- When children become older siblings, we discuss how important their role is within the family.
- Children are able to choose which area they would like to play in.
- When planning for the next topic the children state what they would like to learn from the topic.
- Children are asked what new resources they would like and asked for ideas for the menu.
- Children's and parent's comments are included on the learning journeys.
- Questionnaires are issued to new parents and annually to all parents to give them an opportunity to voice their opinions.
- We have monthly staff meetings and staff are given the opportunity to put their ideas forward.
- Circle time gives children the opportunity to speak but to also listen to others.
- The nursery promotes positive behaviour and has a sensory room and a chill out room to support this.
- Snack demonstrates how everyone is entitled to a fair share.
- Books are read to children on various issues and topics and then they will be asked to reflect on the story.
- Children can make numerous choices through the day from what they would like for breakfast to which area they would like to play in.
- Team games are played to encourage teamwork and cooperation.
- Children are asked to help to care for the garden so that they learn the importance of shared responsibility.

Rule of Law: Understanding that rules matter

Children have the right to say what they want and the right to freedom of association, but they also have a responsibility to ensure that they do not stop others enjoying their rights. British citizens are expected to abide by the rule of law; this means being able to follow rules, distinguish between right and wrong and understand the consequences of negative and illegal actions in terms of how they impact upon other individuals and society as a whole. Following the rule of law involves being able to pay attention, listen and understand what is expected. Children who can listen to and follow instructions will be more likely to succeed both in terms of learning and meeting behavioural expectations.

Children need to learn to understand how they feel and why; if they can do this, they will be able to manage their feelings and regulate their behaviour. Children will be taught to think for themselves, and they need to understand why something is wrong. They will be encouraged to consider the consequences of their actions for themselves as well as to empathise with others and think about how their actions affect those around them.

The children are taught how to manage their feelings and behaviour and why rules are made and what the consequences are if they are broken. All members of staff have received training in promoting positive behaviour. The "people who help us" topic helps children to develop respect for the police and to empathise with victims of crime. Children will be taught that it is better to communicate

with each other instead of letting events take over resulting in misunderstandings, disagreements and hurt feelings.

- The children are involved in drawing up a list of rules.
- The rules are on display in the setting.
- Children are aware that the rules apply to everyone, i.e. everyone is expected to help tidy up and put things away.
- We have regular routines so that the children understand what is expected of them.
- Children are taught to distinguish right from wrong from a very young age.
- Children are reminded of the rules at the beginning of each day.
- Our Golden Rules box set is visible to all and is read to the children often along with other books on similar subjects.
- Parents are encouraged to use the same rules at home.
- Staff will speak to a parent at the end of the day if there are any concerns or behavioural issues.
- Children are spoken to about any negative behaviour, and it is explained to them how they have made another child or staff member feel.
- A chill out room is used if a child's behaviour has been unacceptable and an opportunity given to reflect on their behaviour.
- We often have "people who help us" as a topic and we visit the fire station, and the local police community support officer will visit us.
- Children are taught about the role of the police officer; they are people who try to keep us safe and tackle crime.
- A reward chart and stickers are in use in both the toddler and preschool room. Prizes are given after so many stickers have been received.
- Children are always praised for anything positive that is done.
- We play games that involve listening to and following instructions.
- Stories are used to introduce children to good role models and children are asked to empathise with the characters.
- Stories that have moral messages are read to the children.
- Children are taught to say no don't do that instead of lashing out or pushing.

Individual Liberty: Freedom for all

The UNCRC supports children's rights to think and believe what they choose along with choosing their own religion. It also states education should promote children's individual personalities, talents and abilities and help them develop self respect. People in Britain have a right to personal freedom, meaning they are free to make their own choices, voice personal opinions and portray their individual identity without fear. Children will be encouraged to talk about their likes and dislikes and respect that not everyone likes the same things.

Children will be encouraged to develop a positive sense of themselves and to discuss how they are feeling. Their self-esteem will be developed, and they will appreciate that it is fine to be different and that making mistakes is part of the learning. We will teach children to communicate so that they will be able to express themselves as well as listening to others.

- Children learn to become independent by serving their own breakfast and snack.
- During snack they cut their own fruit and spread their own butter.

- Children are encouraged to go to the toilet by themselves from around the age of two if they are happy to do so.
- Children will put on their own coats and shoes if they are able to and encouraged to learn to do so.
- Children assist with recycling and putting food waste in the compost bin.
- Children are given the opportunity to evaluate a task or topic as are the staff.
- Reward systems on display for all to see.
- Circle time provides the ideal opportunity for the children to talk about themselves, their families and how they are feeling.
- Children are encouraged to make choices.
- An abundance of resources is available for children to explore on their own as part of “free play”.
- Children are given the choice of completing a focused task or to continue playing freely.
- Many of the activities undertaken outside will contain an element of risk taking i.e. riding bikes, climbing, balancing.
- Photos of the children learning through play are on display throughout the nursery and put into topic books.
- Staff are constantly praising the children and celebrate their achievements to increase their self esteem.
- Children can express themselves nonverbally through art, role play, dance and music.
- Games are played where children can practice their listening skills.
- “Show and tell” provides the opportunity for children to develop their communication skills.
- Children are encouraged to ask questions.
- Busy Feet takes place daily which gives the children freedom of movement.
- Emotion cards in use in the “chill out room” to give the children the opportunity to speak about how they are feeling.
- Different genres of music are played throughout the day in all rooms.
- The children are involved in charitable campaigns such as children in need and Christmas jumper day.
- After a story has been read; there will be an opportunity to reflect on the characters and the moral of the story.
- We will involve children in conversations and debates that gets them thinking and questioning.

Mutual Respect and Tolerance: Treat others as you want to be treated

Britain is a diverse society where people of different races, faiths and beliefs and cultural backgrounds should expect to live and work together peacefully. To ensure a respectful and tolerant society of the future children must learn not only to accept and respect difference but appreciate the value of diversity and the rich opportunities it presents. We promote respect for human rights and fundamental freedoms and teach children to respect their own and other cultures and support sexual equality.

The nursery creates an inclusive environment where everyone is valued, and differences portrayed positively. We work with our parents and have good links within the community. We appreciate that some families are the same and some are different due to faith, communities and tradition. We teach

children to be kind to everyone and that it is good to share. Children will be made to feel proud of their cultural heritage and familial background. Children will be encouraged to explore similarities and differences between themselves and others, so they grow up understanding and appreciating difference.

- All children are welcomed into the nursery including children with disabilities or from ethnic minorities including those with different faiths and beliefs.
- Staff read books to the children which challenge stereotypes such as “my family, my world” and “it is ok to be different” and other stories from around the world.
- Children are encouraged to share toys.
- We often discuss the importance of looking after the environment and being green.
- Children are involved in recycling, and we have a compost bin for food waste.
- There are multi cultural toys in place such as jigsaws, books and dolls.
- Children are encouraged to assist less able children if they require it when completing tasks or sporting activities.
- Children are given the opportunity to dress up in different clothes that celebrate different cultures and gender.
- We celebrate Remembrance Day and other significant dates such as Easter and Christmas.
- Children will be encouraged to make and send Christmas cards to their friends and family.
- We celebrate world festivals and events such as Diwali and The Chinese New Year.
- We try different foods from around the world.
- Children are introduced to art and music from different cultures.
- We engage with the wider community to promote a sense of belonging in the community and explain peoples job roles.
- We visit “people who help us” within the community.
- We will endeavour to demonstrate that we listen to children’s and parent’s views and take them into account when planning activities, developing environments and reviewing children’s progress.
- Within the topics planned we will educate the children on a range of faiths, religions and cultures and they will grow up understanding and respecting difference instead of fearing it.
- Our displays will reflect the diversity of British Society and include people of different races, faiths, beliefs, cultures, genders, ages, sexualities and with disabilities.

Our aims

- Promoting equality, diversity and British values will be at the heart of our work and will be demonstrated through our practices.
- We would tackle any instances of discrimination and would be alert to potential risks from radicalisation and extremism.
- To provide an exceptional range of resources and activities that reflects and values the diversity of children’s experiences.
- Staff would actively challenge cultural and racial stereotyping to help children gain an understanding of people, families and communities beyond their immediate experience.

- To give children a wide range of experiences that promotes an understanding of people, families and communities beyond their own.
- To teach children the language of feelings.
- To give children the opportunity to reflect on differences and negative behaviour.

To actively support a chosen charity within the Unit