

7.2 Fundamental British Values in the Early Years

Policy statement

Fundamental British Values in the Early Years Following the Department for Education (DfE) statutory requirements for early year's providers on Fundamental British Values Checkendon Pre-School C.I.O will ensure that it is embedded in all we do when working with the children in our care. 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 2014 Early Years Foundation Stage.

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, 2015). Statutory guidance on the duty is available at <https://www.gov.uk/government/publications/prevent-duty-guidance>. Checkendon Pre-School C.I.O will work with children through planning and activities to ensure the values are integrated into all we do. The following points are examples of some of the ways we will achieve this:

Democracy: Making decisions together

- Managers and staff will 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 we will 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.
- Staff will support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: Understanding rules matter.

- Staff will ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff will 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

- Children should develop a positive sense of themselves. Staff will 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 will 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 transitioning into a Reception Class.

Mutual Respect: Treat others as you want to be treated

- Staff will be caring and will demonstrate they value individual personalities.
- Staff will encourage positive, caring and polite behaviour.
- Staff will praise in an environment where children will learn to respect themselves, other people and their surroundings.

Tolerance of those of Different Faiths and Beliefs:

- Managers and leaders will create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children will acquire a tolerance, appreciation 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. Children will have the opportunity to dress up in clothes and try foods from other cultures, encouraging participation from parents.
- Staff will encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staffs will 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.

The Prevent Duty

What is the Prevent Duty?

The Government has defined extremism in the 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." Checkendon Pre-School C.I.O are subject to the Prevent duty and staff will be expected to demonstrate activity in the following areas:

- assessing the risk of children being drawn into terrorism.

- demonstrating that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- ensuring that their safeguarding arrangements, consider the policies and procedures of the Local Safeguarding Children Board.
- making sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism.
- ensuring children are safe from terrorist and extremist material when accessing the internet. It also highlights clearly what is not acceptable, for example, failure to challenge gender stereotypes and routinely segregating girls and boys.

Legal frameworks/Further guidance

The Counter Terrorism and Security Act 2015:

<https://www.gov.uk/government/collections/counter-terrorism-and-security-bill>

The prevent Duty: <https://www.gov.uk/government/publications/prevent-duty-guidance>

This policy was adopted by

Checkendon Pre-School C.I.O.

On

_____ (date)

Date to be reviewed

_____ (date)

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair,
director or owner)
