



British Values Policy

Contents

Reviewed	1
British Values at Lilly Brook Pre School	2
Promoting British values	2
Democracy (developing self-confidence and self-awareness)	2
Managing feelings and behaviour	2
Individual liberty:	2
Mutual respect and tolerance:	3
Fundamental British Values in the Early Years	4

Reviewed

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British Values at Lilly Brook Pre School

Promoting British values

Democracy (developing self-confidence and self-awareness)

Making decisions together. As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

The 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 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 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.

- Encourage children to see their role in the bigger picture.
- Encourage children to see that their views count.
- Value each other's views, values and talk about their feelings.
- To help them recognize when they do or do not need help.
- Children share their views.

Managing feelings and behaviour

Understanding rules matter as cited in Personal Social and Emotional development as part of the focus on managing feelings and behaviour:

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

Staff will use Social puppets and stories to support understandings of behaviours and also how to adjust through making good choices.

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.

- Help children to understand their own and others behavior.
- Help children to understand consequences.
- Teach children how to distinguish right from wrong.
- Staff to work together in collaboration with children to create rules and the codes of behavior.

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 should develop a positive sense of themselves. Staff provides 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 transferring into Reception Class.

- Develop positive sense of themselves.
- Develop opportunities for children to develop their self-knowledge.
- To encourage children to increase their confidence in their own abilities.
- To take risks.
- Talk about their experiences and learning.
- To encourage a range of experiences.
- Explore the language of feelings and responsibility.

Reflect on differences and understand different opinions.

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:

Staff should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community. Children should 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 encourages and explains 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.

- Create an ethos of inclusion and tolerance where views, faiths, communities, cultures and traditions are celebrated.
- Children are engaged with the local community.
- Children should acquire a tolerance and appreciation /respect for their own and other cultures.
- Know about similarities and differences between themselves and others and among families, faiths, communities, cultures, traditions, sharing, discussing practices celebrations and experiences.



- Discuss the importance of tolerant behaviors such as sharing and respecting others opinions.
- Promote diverse attitudes and challenge stereotypes.
- Share stories that reflect diversity.
- Provide activities, experiences and resources to challenge gender , cultural and racial stereotyping.

According to the counter terrorism and security act early years providers have a duty “to have due regard to the need to prevent people from being drawn into terrorism” (The Prevent Duty).

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

(Statutory guidance on the duty is available here)

Fundamental British Values in the Early Years

What is not acceptable!

- Actively promoting intolerance of other faiths, cultures and races.
- Failure to challenge gender stereotypes and routinely segregate girls and boys.
- Isolating children from the wider community.
- Failure to challenge behaviors (whether to 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.