9.3 British values

Policy statement

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to support with those protected characteristics so they are not at a substantial disadvantage.

Procedures

British Values

- *Democracy*, or making decisions together

  - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
  - Practitioners 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 environment where questions are valued.

- *Rule of law*, or understanding that rules matter
  - Practioners support children to understand their own and other's behaviour and its consequence.
  - Practioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up and support all children to understand these.

- *Individual liberty***, or** freedom for all
  - Children should 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, allowing them enough time to explore resources and use them in their own way through process driver and not product driven craft activities.

- Practitioners 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.

- *Mutual respect and tolerance*, or treating others as you want to be treated
  - Practitioners 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 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.
  - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
  - Practitioners 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 or racial stereotyping.

- *In our setting it is not acceptable to:*
  - actively promote intolerance of other faiths, cultures and races
  - fail to challenge gender stereotypes and 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

Prevent Duty

All staff are trained to understand the Government's prevent duty which requires all education providers 'to help prevent the risk of people becoming terrorists or supporting terrorism'. This includes safeguarding children from extremist ideologies and radicalisation. Staff understand their responsibilities in relation to the Prevent duty and will report any concerning changes in behaviour may indicate a safeguarding concern to the DSL. These changes can be emotional, verbal or physical. A child may be vulnerable in certain ways that could make them more susceptible to a range of harms. These could include extremism and radicalisation, or serious violence.

This policy was adopted by	Springfield Bees Pre-School
On	15/12/25
Date to be reviewed	15/12/26
Signed on behalf of the provider	
Name of signatory	
Role of signatory (e.g. chair, director or owner)	