



British Values Policy

Educators will teach the children British Values as part of their everyday good practice and incorporate these into their planning.

The four British Values include:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of different faiths and beliefs

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are embedded in the 2025 Early Years Foundation Stage.

Democracy – Making decisions together

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

- Director, Room Lead and educators listen to and encourage children to share their views and respect others and to talk about their feelings.
- Educators support children during decision making process and provide activities that involve turn taking and working as a team.
- Educators promote strategies for the children to implement activities independently.

Rule of law- Understanding rules matter as cited in Personal, Social and Emotional development.

- Educators ensure that children understand and value other people's behaviour and understand consequences and learn right from wrong. We continuously reinforce our high expectations of children and ensure that all educators implement these consistently.
- Within our setting, educators collaborate with children to help them understand rules and expectations and the reasons behind them. Rules are there to protect us, to make sure that everyone has a responsibility and that

there are consequences when rules are broken. This is dealt with using our positive behaviour 'happy face' and star. Rules are also on display for children to see.

Individual liberty – Freedom for all

- Children are supported to develop a sense of pride of themselves through praise and positive reinforcement.
- Educators provide activities to help children develop self-confidence and increase their self-esteem.
- Educators encourage and provide children with experiences that allow children to explore language of feelings, this can be done through a group discussion, adult led times and stories allowing children to have different opinions.
- Children are actively encouraged to make their own choices, knowing that they are in a safe and supportive environment. Children's interests are followed using our look, listen and note document and communication with parents.
- Children are encouraged to know, understand and exercise their rights and personal freedoms.

Mutual respect and tolerance of different faiths and beliefs – treat others as you want to be treated.

As part of the focus on Personal, Social and Emotional development and Understanding the World.

Part of the Pre-School's mission statement and core values are that our dedicated team of educators will work together, role modelling and promoting kindness, respect and teamwork. We provide a positive, calming environment where children feel secure to learn, grow and develop, ensuring every child's happiness, enjoyment and building friendships during their journey.

Director and Room Lead 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 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, experiences and plan activities around different celebrations of the children in setting.

Educators will encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions. Our pre-school rules support sharing and taking turns, along with talking and listening.

Educators 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.

References to other policies:

- Behaviour Management policy
- Communication & Working in Partnership policy
- Equality of Opportunities policy
- Safeguarding policy

This policy was adopted at the staff meeting held on Thursday 26th May 2016 by Owner, Managers and Practitioners.

Reviewed: May 2017

Reviewed and updated at staff meeting March 2017

Next review March 2018

Reviewed and updated February 2018 by Owner, Managers and Practitioners

Next review February 2019

Reviewed and updated 28th February 2019 by Owner, Manager, Deputy and Practitioners at staff meeting.

Next review date February 2020

Reviewed and updated at Staff meeting September 2020 by Director, Managers and Practitioners

Next review date September 2021

Reviewed and updated at staff meeting July 21st by Director, Managers and Practitioners

Next review July 2022

Reviewed and updated at Staff meeting July 14th, 2022, by Director, Manager, Deputies & Practitioners

Next review July 2023

Reviewed and updated at staff meeting June 14th, 2023, by Director, Manager, Deputies & Educators.

Next review June 2024

Updated February 11th, 2024, re changes to EYFS

Reviewed and updated at staff meeting July 4th, 2024, by Director, Manager, Deputies & Educators.

Next review July 2025

Reviewed and updated at team meeting October 15th, 2025, by Director, Room Lead and Educators

Next review October 2026