

Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment

Providers must follow their legal responsibilities under the Equality Act 2010.

What is Britishness at St Clements Pre School LTD

Policy statement

This policy will enhance St Clements positive ethos.

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 ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

EYFS themes and principles underpinning policy and practice. (= Learning and Development)

A Unique Child (UC)	Positive Relationships (PR)	Enabling Environments (EE)
Every child is a unique child who is constantly learning & can be resilient, capable, confident & self-assured	Children learn to be strong and independent through positive relationships.	Children learn & develop well in enabling environments, in which their experiences respond to their individual needs & there is a strong partnership between practitioners & parents & carers.

Procedures

British values

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 EYFS and are further clarified below, based on the Fundamental British Values in Early Years guidance (Foundation Years 2015):

- **Democracy or making decisions together**– (through the Prime area of Personal, Social and Emotional development).
- We will support children to express their views and reflect on their differences and understand we are free to have different opinions in a safe and secure environment; through the curriculum planning we will teach the importance of sharing, caring, duty and loyalty.
- 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 atmosphere where questions are valued.

- As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
- **The rule of law or understanding that rules matter** – through the prime areas of Personal, Social and Emotional development).
- St Clements has clear, consistent and fair rules that promotes right from wrong, promoting the understanding that living under the rule of law protects us all.
- Practitioners ensure that children understand their own and others' behaviour and its consequence.
- Practitioners collaborate with children to create rules and codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- **Individual Liberty or freedom for all** – (through the prime areas of Personal, Social and Emotional Development and Understanding the World).
- 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, mixing colours, talking about their experiences and learning.
- 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 for example discussing in a small group what they feel about transferring into Reception Class.
- **Mutual respect and tolerance of those different with difference faiths and beliefs or treating others as you want to be treated-** (through the prime areas of Personal, Social and Emotional Development, and Understanding the World).
- We will develop children's critical thinking skills and through play promote motivation and engagement.
- Children should acquire tolerance, appreciation and respect for their own and other cultures. The curriculum will further enhance opportunities to discuss similarities and differences between all people in our community.
- Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community.
- 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 or 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 strategy

Under the Counter-Terrorism and security Act 2015 we also have a duty "to have due regard to the need to prevent people from being drawn into terrorism".

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages development of confidence and self esteem, empathy, critical thinking and reflection.

We ensure that our practice is fully inclusive by:

- Creating an environment of mutual respect and tolerance;
- Modelling desirable behaviour to children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;

- Positively reflecting the widest possible range of communities within resources;
- Avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- Celebrating locally observed festivals and holy days;
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- Ensuring that disabled children with and without special needs are fully supported;
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Legal framework

Counter-Terrorism and Security Act 2015

Further Guidance

The Equality Act 2010: Public Sector Equality Duty- What do I need to know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

This policy was adopted at a meeting of

ST Clements

Held in

Spring Term 2020

Date to be reviewed

Spring Term 2021

Signed on behalf of the Pre School

Name of signatory

Rachael Hills/Elaine King

Role of signatory

Co-Manager/Co-owner