

# Avondale Primary School

## Fundamental British Values in the Early Years

### Introduction

Early years providers serve arguably the most vulnerable and impressionable members of society and as such have a critical part to play in ensuring their safety. In England, the Early Years Foundation Stage (EYFS, 2021) places precise duties on providers to keep children safe and promote their welfare. It makes clear that to protect children in our care, we must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere.

From 1st July 2015 the Prevent duty became law. This is a duty placed on all schools and registered early years providers to have due regard to preventing people being drawn into terrorism. Avondale Primary School, is therefore subject to the Prevent duty (2015). In order to protect the children in our care, we must be alert to any reason for concern in the child's life at home or elsewhere; this includes awareness of the expression of extremist views.

As a result we will demonstrate activity in the following areas:

- assessing the risk of children being drawn into terrorism.
- demonstrate that we are protecting children from being drawn into terrorism by having robust safeguarding policies.
- make 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
- to ensure children are safe from terrorist and extremist material when accessing the internet

### What are Fundamental British Values (FBV)?

British values are a set of four values introduced to help keep children safe and promote their welfare. It is our duty to counter any form of extremism. The Fundamental British Values (FBV) include values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs; which are explicit within the EYFS, 2021.

### What does this mean in practice?

Within our setting these values are promoted through our policies and teaching and a culture of meaningful experiences and opportunities to explore, observe and find out about people, places, technology and the environment to provide a rich, diverse and positive experience.

To help demonstrate how British values can be promoted through everyday practice within our setting, the following examples have been based on what is in the statutory guidance ([foundationyears.org.uk](http://foundationyears.org.uk)). They are just that – examples - and not exhaustive.

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## **1. Democracy: making decisions together**

As part of the focus on self-regulation, managing-self and building relationships as cited in Personal, Social and Emotional Development:

- Staff 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 for their role play area could be with a show of hands, voting for their favourite story or theme, voting on their favourite flavour of something we have made.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. For example through simple games in small groups and on the carpet. Children are also given opportunities to develop enquiring minds in an atmosphere where questions are valued and explored within class.

## **2. Rule of law: understanding rules matter**

As part of the focus on self-regulation, managing-self and building relationships as cited in Personal, Social and Emotional Development:

- Staff ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff collaborate with children to create the rules and the codes of behaviour, for example, as a class we all agree the class rules and all the children ensure that those rules are enforced or agree the rules about tidying up and ensure that all children understand rules apply to everyone.
- High expectations of the children's behaviour are consistently encouraged and reinforced.

## **3. Individual liberty: freedom for all**

As part of the focus on self-regulation, managing-self, building relationships and People, Culture and Communities as cited in Personal, Social and Emotional Development and Understanding the World

- Children are encouraged to make choices knowing they are in a safe and supportive environment.
- Children develop a positive sense of themselves. As a school we 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 our obstacle course, but more importantly we use talking to develop this allowing them to share their experiences and learning.
- Staff 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 the morning and place their name underneath with an image of how they feel OR in a small group discuss what they feel about transferring into Reception Class.
- Activities which encourage discussions and celebration of all our similarities and differences

## **4. Mutual respect and tolerance: treat others as you want to be treated**

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As part of the focus on self-regulation, managing-self, building relationships and People, Culture and Communities as cited in Personal, Social and Emotional Development and Understanding the World

- As a school we create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and differences are portrayed positively.
- 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 encourage and explain the importance of tolerant behaviours such as sharing, kindness towards others and respecting other's opinions. We also 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.
- Resources and activities are provided that challenge gender, cultural and racial stereotyping.
- A diverse range of religions are recognised and celebrated and parents are encouraged to share their cultures and to be involved in all our celebrations.
- Children, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views are actively challenged.

#### **What is not acceptable is :**

- Actively promoting intolerance of other faiths, cultures and races
- Failure to challenge stereotypes or segregation
- Isolate 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

**Updated – July 2022**

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