

British Values Policy

Implemented on 26/10/2015

From September 2015 the new Ofsted common inspection framework includes a section on promoting fundamental British values across all levels of education. For early years settings this means that Ofsted will be inspecting early year’s providers on how well they promote British values. Ofsted inspectors will be required to make a judgement about how well Jigsaws practitioners deliver a curriculum which demonstrates these values at the heart of the setting and includes teaching children about Britain and 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 embedded in the 2014 Early Years Foundation stage guidance and therefore we are already promoting British values on a daily basis at Jigsaws.

Promoting British values is about providing a wide range of resources and activities that reflect and value the diversity of children’s experiences and actively challenge gender, cultural and racial stereotyping. Therefore at Jigsaws we aim to help children gain an understanding of people, families and communities beyond their immediate experience. Our staff provided the following examples of how they do this.

**Democracy: making decisions together**

Managers and practitioners 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,

Ideas from staff- During circle time children talk about feelings and learn to take turns. We have books on sharing and children use our home learning packs such as Rosie Rabbit, to learn sharing at home.

Practitioner 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.

Ideas from staff- Children are given choices at Jigsaws in which activities they chose, if they want to play indoors or outside. Their choices are valued. Opinions and choices are discussed. If choices are the wrong choice such as not sharing or being kind children are allowed to talk about their feelings and why they made that choice. We praise children for the right choice.

**Rule of law: understanding rules matter as cited in Personal Social and Emotional development**

Practitioners ensure that children understand their own and others’ behaviour and its consequences, and learn to distinguish right from wrong.

Ideas from staff- Our practitioners act as good role models for the children in the setting. We have a behaviour policy which was developed by our practitioners which we follow to create consistency in the setting.

Staff can 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.

Ideas from staff- Children are encouraged to follow routines including tidy up time, older children have developed their own rules when taking turns on the games consul. In areas where we have managed risk such as Forest School, Baking in the kitchen or woodworking, practitioners ensure that children understand the rules for their safety and follow them.

**Individual liberty: freedom for all**

Children develop a positive sense of themselves. Practitioners provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.

Ideas from staff- Practitioners support children in their own dressing putting on coats and shoes and these activities are praised as the children develop. Practitioners’ planning reflects each of the children’s individual needs. Children of all ages are given opportunities to share information about themselves, their families and communities.

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.

Ideas from staff- Key persons take time to talk with children individually during their time at Jigsaws. These conversations during nappy changes or at meal times explore how children are feeling, what they enjoy or dislike. Children know when they speak to a practitioner that their opinion is valued.

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

Managers and leaders create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Ideas from staff- Our inclusion policy reflect this as does policies such as our Local Offer, equality and diversity policy.

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.

Ideas from staff- Children are encouraged to talk about differences from the colour of our hair and eyes, to the different clothes we like to wear. Children talk about the different food they like to eat and practitioners encourage them to try different tastes.

Staffs should 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.

What is not acceptable is:

 actively promoting intolerance of other faiths, cultures and races

 failure to challenge gender stereotypes and routinely segregate girls and boys

 isolating 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