



Oxhey Early Years Centre

British Values at OEYC

The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The government set out its definition of British values in the 2011 Prevent Strategy, and in addition, the Counter Terrorism and Security act also places a duty on schools and early years providers "to have due regard to the need to prevent people from being drawn into terrorism" (the Prevent Duty). This duty came into effect from July 2015

The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the 2014 Early Years Foundation Stage which is the framework for all we do at OEYC.

Our Centre is an inclusive setting and our ethos, vision and curriculum enables children to be independent learners, make choices and build strong relationships with adults and peers. We believe that children flourish and reach their full potential when their personal, social and emotional needs are met and promoted and where clear and developmentally appropriate expectations for behaviour are modelled and positively reinforced by all adults.

Democracy: making decisions together

This is linked to developing children's self-confidence and self-awareness through activities and routines that promote personal social and emotional development (PSED).

Through our environment and curriculum staff:

- Encourage children to see their role in the bigger picture
- Encourage children to know their views count, value each other's views and values and talk about their feelings
- Demonstrate democracy in action, e.g. children contributing to decisions about the environment and choice of activities

What might you see in the rooms or hear a child talk about:

- Rainbow rules and Superhero rules in action
- Children's comments on displays
- Staff and children playing turn taking games and co-operating with each other
- Staff modelling how to negotiate to allow everyone to contribute to a game
- Adults encouraging independence
- Adults offering choices (where appropriate) and explaining why there might not be a choice

The Rule of Law:

As part of our focus on understanding rules and managing feelings and behaviour staff:

- Ensure that children begin to understand their own and others' behaviour and consequences and begin to distinguish right from wrong.

- Work with children to create rules and codes of behaviour

What might you see in the rooms or hear a child talk about:

- Rainbow rules and Superhero rules in action
- Discussion and reminder of rules at group times
- Staff reinforcing positive behaviour and rule following through giving specific praise e.g. "Well done you remembered to ask if X had finished with that toy" or "I like the way you tidied up when you had finished."

OEYC Behaviour Policy and Procedures support staff, parents and children in managing behaviour through positive strategies and encouraging children to manage conflict in an age appropriate way. High expectations are constantly reinforced and explained

Individual Liberty: Freedom for All

This is linked to developing children's self-confidence and self-awareness (in PSED) and is supported by the area of learning "Understanding the World"

- Children 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
- Staff support a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understands that we might have different opinions

What might you see in the rooms or hear a child talk about:

- Staff and children sharing "all about me" books
- Group discussions about favourite activities
- Displays about families and friends
- Sharing stories that explore feelings
- Staff and children looking at Learning Journals and Sharing Moments

Mutual Respect and Tolerance of those of Different Faiths and Beliefs

This is linked to managing feelings and behaviour and making relationships as part of the personal, social and emotional curriculum and learning about People and Communities in Understanding the World:

- Staff create and model an ethos of inclusion and tolerance where views, faiths, cultures and races are valued.
- Children are supported in acquiring a tolerance and appreciation of and respect for their own and other cultures and begin to learn about similarities and differences between us all.
- Staff model and explain the importance of tolerant behaviours such as listening to others and sharing.
- Staff promote diversity and challenge stereotypes through the resources, environment and curriculum made available to the children

What might you see in the rooms or hear a child talk about:

- Children dressing up in celebration clothes and talking about what they celebrate at home.
- Staff modelling how to listen to what someone is saying and modelling positive responses to sharing.
- Parents coming in to talk to us about their cultures.
- Staff supporting all children to try new experiences and "have a go".

At OEYC we value all our children and families and the experiences and cultures that they bring to share with us. We represent diversity in our displays, resources, activities and interactions. We monitor all forms of bullying and harassment and apply policies rigorously to ensure all are treated with respect and courtesy.

At OEYC, within all that we do, is a determination to develop skills of empathy and tolerance and to make everyone at our Centre feel valued, respected and able to take a positive role in society.