

Essex Wildlife Trust

Nature Nursery: Promoting British Values Policy and Procedure

A policy describes what we do and how we do it as an organisation. It is a set of agreed principles which set out a course of action adopted by our staff and volunteers. It will often include acceptable methods, behaviours, and an approved procedure. It is usually internal, although some organisational policies are expected to be publicly accessible.

Version Control

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When review is completed, please send to: businesssupport@essexwt.org.uk

Version	Date	Changes made by	Reason for change
2	15 June 2023	J Burlingham	Update to new format Include additional details of examples of how this can be applied to the setting

1. Introduction

- 1.1. The best way to help children resist extremist views or challenge discriminatory views is to teach them to think critically and become independent learners, which is fundamental to the characteristics of effective learning and teaching in the EYFS.

2. Scope

- 2.1. This policy applies to all staff and volunteers working within the Nature Nursery.

3. Purpose of Policy

- 3.1. The aim of this policy is the promotion of fundamental British values and to prevent young children being drawn into terrorism, extremist views and radicalisation.

4. Policy Statement

- 4.1. In November 2014 the DfE published guidance on promoting British values in schools, to ensure young people leave school prepared for life in modern Britain.
- 4.2. The Nature Nursery will actively promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance (for those of different faiths and beliefs) across the operation and curriculum, and to align with the Trust's vision, values and strategy. These values are referenced within The United Nations Convention on the Rights of the Child 1989.
- 4.3. As an early years setting, the Nature Nursery has a duty to include 'Prevent training', as part of the UK government's counter terrorism strategy, 2015, to "have due regard to the need to prevent people from being drawn into terrorism". This is part of the setting's commitment to keeping children safe and healthy through the safeguarding policies and procedures.
- 4.4. Staff will attend regular training to ensure their knowledge supports British values.

5. Procedure

- 5.1. Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, the Nature Nursery has a legal obligation not to discriminate against directly or indirectly, harass or victimise those with protected characteristics.
- 5.2. The Nature Nursery will make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As a charity, the Essex Wildlife Trust has 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.
- 5.3. 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) supports children's earliest skills so that they can become social citizens in an age-appropriate way.
- 5.4. This can be demonstrated via the development of the following skills in the children:
 - 5.4.1. they are able to listen and attend to instructions

- 5.4.2. they know the difference between right and wrong
- 5.4.3. they recognise similarities and differences between themselves and others
- 5.4.4. they make and maintain friendships
- 5.4.5. they develop empathy and consideration of other people
- 5.4.6. they take turns in play and conversation
- 5.4.7. they avoid risk and take notice of rules and boundaries
- 5.4.8. they learn not to hurt/upset other people with words and actions
- 5.4.9. they understand the consequences of hurtful/discriminatory behaviour.

5.5. There are many pedagogical methods and activities that can be used to incorporate British values within the Nature Nursery. The information listed below represents examples and ideas, but these are constantly developed and adapted as needed.

5.6. Democracy - everyone being treated equally and having equal rights.

- 5.6.1. Teaching children that their opinions are important and that each child's thoughts and feelings should be listened to and valued.
- 5.6.2. Sometimes children will be given the **power** to choose and will make decisions on their own and in groups.
 - 5.6.2.1. Choice boards and choosing activities
 - 5.6.2.2. Story time – voting and preferences
 - 5.6.2.3. Turn taking in all activities
 - 5.6.2.4. Emotions – verbalising feelings and sharing, identification of their own and others emotions

5.7. Mutual respect and tolerance - treating other people how you would like to be treated and learning to understand and appreciate each other's differences, without allowing those differences to cause a change in the treatment of any sort.

- 5.7.1. Being a part of a **community** where not everyone is the same and forming relationships within a community without discrimination. This is created in the Nature Nursery by having an **inclusive**, respectful setting which values faiths, cultures and races.
 - 5.7.1.1. The Nature Nursery practitioners focus on behaviour such as sharing and respecting others' opinions
 - 5.7.1.2. Sharing stories of home from staff and children that reflect the values and the diversity of their experiences.
 - 5.7.1.3. Providing resources and activities that challenge gender, cultural and racial stereotyping.
 - 5.7.1.4. Experiencing visits or activities with the wider community, e.g. an elderly people's home or religious festival.

5.8. Promoting the 'rule of law' - ensuring that children can understand their own and others' behaviour and its consequences and help them to distinguish right from wrong

5.8.1. This can be achieved by:

- 5.8.1.1. Working with the children to create **rules** and codes of behaviour, such as agreeing on rules about tidying up, and also ensuring children understand that the rules apply to everyone.
- 5.8.1.2. Arranging visits from police officers or other 'people who help us', and discuss laws and rules we all follow
- 5.8.1.3. Helping children to understand their actions and the consequences. For example, by explaining to them how something they have done might have made another child feel instead of just asking them to say 'sorry'.

5.9. **Individual liberty** - requires children to understand and value their own self and to gain confidence in making choices. Self-esteem, self-confidence and self-awareness are key.

5.9.1. This can be promoted by:

- 5.9.1.1. Providing opportunities for risk-taking e.g. obstacle courses, activities in the forest area, for children to develop their self-knowledge, and self-esteem and increase their confidence in their own abilities.
- 5.9.1.2. Encouraging a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand everyone is free to have different opinions.
- 5.9.1.3. Providing activities and opportunities such as mixing their own colours and taking part in races on sports day, helping to develop a positive sense of themselves, increase their confidence and own abilities.
- 5.9.1.4. Allowing group discussions about how activities, emotions and responses have varied throughout the child's day

6. Appendices

This policy is to be read in conjunction with wider Essex Wildlife Trust Policies and Procedures

- 6.1 Equality, Diversity and Inclusion Policy
- 6.2 EYFS - Statutory framework for the Early Years Foundation Stage (up to date version available via Government website)
- 6.3 Positive Behaviour Policy and Procedure
- 6.4 Safeguarding Children, Young People & Adults at risk policies and procedures Part 1 and 2

Legal framework and other guidance

Counterterrorism and Security Act 2015

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)

Fundamental British Values in the Early Years (Foundation Years 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015) & revised (2019)

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

<https://www.gov.uk/government/publications/prevent-duty-guidance>