CROSSENS NURSERY SCHOOL - BRITISH VALUES POLICY

This policy sets out the framework within which Crossens Nursery School will ensure that it actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

These values are officially taught through Personal, Social and Emotional Development and further nurtured through the school's ethos and promotion of spiritual, moral, social and cultural understanding. Such values are underpinned in our Caring Crossens Policy which stresses the importance of the Unique Child and how everyone is welcome and valued in our Nursery.

1. Roles and responsibilities

1.1 Crossens Nursery School understands the importance of promoting British Values through a comprehensive and unprejudiced curriculum. The Headteacher will ensure that all staff are aware of the requirement to uphold British values through the methods outlined in this policy, and will ensure that the appropriate procedures are in place to carry out these methods.

1.2 Staff will ensure that their activities are inclusive of, and sensitive to, the fundamental British values.

1.3 Staff and children are expected to treat each other with respect, in line with the school's behaviour policy and our Crossens Code.

1.4 Through well attached relationships children are encouraged to develop their self-esteem and self-confidence. From a secure base children develop their independence and are encouraged to explore and learn from the environment and activities around them.

2. Democracy

2.1 There are numerous opportunities to ensure that children's views are considered. Planning incorporates children's interests and ideas. During activities children are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future.

3. The rule of law

3.1 Crossens Nursery School has a high regard for the laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Routines are clear and our children are expected to follow the 'good' commands e.g. good walking, good sitting, good listening, kind hands, kind feet, kind words.

3.2 Children learn right from wrong. Conflict resolution strategies are used to help children from a very young age to understand the consequences of their actions and the impact they can have on other people. Staff encourage children to work together to think of solutions to problems and conflict at an age appropriate level.

4. Individual liberty

4.1 At Crossens Nursery School we foster a safe and supporting environment where pupils are actively encouraged to make choices. Children are encouraged to use the enabling learning environment independently and to choose their activity. Many activities are based around the

children's interests. At Crossens Nursery School there is a balance between child-initiated learning, adult-led play and learning.

5. Mutual respect

5.1 Children are treated with respect and learn to treat each other and staff with respect. This is reinforced through our Caring Crossens Policy.

6. Tolerance of those of different faiths and beliefs

6.1 Crossens Nursery School acknowledges that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally diverse society and the opportunity for pupils to experience such diversity.

6.2 Children are taught about cultural events from different faiths in order to promote tolerance and harmony. This is particularly the case for those faiths represented within our school community as this offers a more meaningful way in which to share information about a particular celebration.

6.3 The schools' accessibility plan helps to promote respect and tolerance.

6.4 The staff challenge opinions or behaviours in school that are contrary to British values.

Adopted by the Governing Body: June 2026

Review Due: June 2027

1. **Democracy: making decisions together As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:**

Leaders and staff will 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 voting for songs to sing at assemblies or sharing views on a role play theme with a show of hands.

Staff will support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued and staff support children to find or explore answers to their questions.

2. **Rule of law: understanding rules matter as cited in Personal Social and Emotional development As part of the focus on managing feelings and behaviour:**

Staff will ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.

Staff will collaborate with children to establish the rules and the codes of behaviour, for example, the rules about tidying up. Staff will ensure that all children understand rules apply to everyone.

3. **Individual liberty: freedom for all As part of the focus on Self-confidence and Self-Awareness and People and Communities as cited in Personal Social and Emotional Development and Understanding the World:**

Children will be supported to develop a positive sense of themselves. Staff will 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.

Staff will 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 a small group children may discuss what they feel about transferring into Reception Class.

4. **Mutual respect and tolerance: treat others as you want to be treated As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:**

Governors and School Leaders aspire to create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Children are supported to 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 will encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

Staff will 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. This will be evident in;

I. language used by staff with the children
II. staff interactions with children
III. resources available to the children e.g. photographs in Continuous Provision, Stories available to the children to read

We do not accept:

I. active promotion of intolerance of other faiths, cultures and races.
II. failure to challenge gender stereotypes.
III. isolating children from their wider community.
IV. 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.