**Patcham Village Pre-school**

**Provision around British Values Policy**

**At Patcham Village Pre-school we pride ourselves in that the essential aims of our practice and provision value the British fundamentals of democracy, rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs and which are already embedded in the 2017 Early Years Foundation Stage (EYFS) and in our daily practice.**

How do we do this:-

Democracy: making decisions together:

The ability to make decisions develops hand-in-hand with increasing self-confidence and self-awareness. At Patcham Village Pre-School, all staff endeavour to support children in these areas of the EYFS (“Personal, Social and Emotional Development” (PSED)) by encouraging them to see their role in the bigger picture, and to know that their views count. We encourage them to value each other’s views and to share their own, to talk about their feelings, to develop their self-confidence and self-awareness, and to develop enquiring minds in an atmosphere where questions are valued.

We do this in an abundance of ways, including the following examples:

* Asking whether or not children need help with activities or self-care, and genuinely listening to their response;
* Intervening when children do need help in difficult situations, e.g. if they are experiencing unkindness or prejudice;
* Valuing questions which are asked, and encouraging sustained shared thinking;
* Incorporating children’s choices and interests in fortnightly and spontaneous planning;
* Sharing “Learning Journals” with the children, and demonstrating that their choice of experience actually happened;
* Providing opportunities (e.g. WOW Time) for the children to talk about something they’ve done, or are interested in, and how they feel, or felt about it;
* At “Good Morning” time, asking children for their ideas concerning the rules we have at pre-school, and the reasons behind those rules;
* Operating a free-play system, where children can decide which experience to take part in, and whether to play inside or out;
* Giving children the opportunity to choose together which experiences are offered at lunch-time;
* Giving children, in small groups, the opportunity to discuss and select snack at the shop;
* Valuing, supporting and celebrating children’s individual decisions, by using lots of praise, the Golden Book, certificates, stamps and stickers;
* Sharing and celebrating children’s pleasure and success when they do something for themselves;
* Using picture key-rings to support SEND children in describing their preferences;
* Giving children regular opportunities to talk about their feelings ,e.g. “Hot-Seating” , and helping them to recognise that other people may experience similar feelings – or entirely different ones;
* Providing experiences which involve/promote turn-taking, sharing, co-operation and collaboration, e.g. marble-run, building and construction activities, parachute games, ring-games (Big Brown Bear, Sandy Children etc.), Mr Wolf, ball and bean-bag games, board games;
* Providing resources to help children explore their feelings, and friendship, e.g. books and stories about feelings and friendships, “How do I feel?” puzzle game, “Emotions” fishing game, emotion wands, Hot-Seating, labelling and talking about feelings;
* Challenging and talking about certain behaviours, e.g. If someone says, “You can’t play”, how would this make either child feel?
* Providing an environment where activities are challenging but achievable, accessible, and which encourage children to develop enquiring minds and ask questions; responding to those questions positively and encouraging sustained shared thinking throughout the pre-school;
* Ensuring everyone feels included – encouraging children to play with a variety of friends from different backgrounds, pairing them up for dancing, tidying-up, small group activities, etc.

Rule of law: understanding rules matter as cited in Personal, Social and Emotional Development.

As part of the EYFS (PSED) focus on “Managing feelings and behaviour”, staff strive to support children in understanding their own and others’ behaviour and its consequences, and that rules matter and apply to everyone. Again, we do this in a variety of ways, including:

* Ensuring that the children see and understand that the rules for tidying up apply to everyone, and that they all join in, as directed by staff;
* Supporting children in understanding their rights to be kept safe by others – encouraging them to risk assess, and to talk about ways to avoid harming others, and remembering to be kind to each other (discussing pre-school rules at Good Morning time);
* Helping them to recognise when their actions hurt others; using the “calming down” chair when necessary (i.e. to take themselves away from a situation when they are angry, or if they are in danger of hurting themselves or others; the time spent on the chair never exceeds four minutes);
* Not forcing children to say “Sorry” if they don’t understand it, but encouraging it if they do, and if they want to show it to the person they’ve hurt;
* Using Makaton to support SEND and all children in their understanding of rules / behaviour issues;
* Encouraging the children to use sand-timers to support turn-taking and sharing;
* Talking to the children about unacceptable behaviour, and praising appropriate behaviour;
* Supporting them to understand that all feelings are acceptable, but not all behaviours are;
* Using books, stories and puppets to model responding to others’ feelings;
* Using a bell to prepare the children for changes in routine;
* Collaborating with children in creating rules for their safety and for the environment (e.g. “Why is it a good idea to keep our shoes on?”);
* Modelling and involving children in finding solutions to conflicts;
* Praising and modelling good behaviour;
* Treating adults and children with respect, friendliness and courtesy;
* Providing interesting, stimulating activities within a child-friendly environment, thus preventing boredom/ irritability;
* Observing and planning for individual needs;
* Recognising different codes of interaction from various cultures;
* Familiarising new staff and volunteers with our behaviour management policy;
* Working with parents to address recurring negative behaviour, to help us understand the cause, and to decide jointly on a response;
* Complying with our policy on bullying, should bullying occur;
* Reducing conflict over sharing / turn-taking by offering multiple popular toys;
* Acknowledging considerate behaviour by using praise, the Golden Book, stickers, hand-stamps and certificates;
* Helping children understand the outcomes of inconsiderate behaviour, and supporting them in learning to cope more appropriately;
* Using physical intervention only to prevent physical injury or damage to property;
* If racial or other abuse occurs, explaining the unacceptability of such behaviour / attitudes; addressing the matter in planning as soon as possible;
* Ensuring strong key-person relationships, thereby reducing separation anxiety; using these close and committed relationships to build children’s self-esteem and self-confidence;
* Supporting children in naming and expressing their feelings, making the connection between the event and the feeling, and understanding that everyone has feelings, and that their actions impact on other people’s feelings;
* Complying with our policies on “Equality and Diversity” and “Admissions”, thereby ensuring equality of opportunities and anti-discriminatory practice for all children and their families, enabling all children to flourish.

Individual Liberty: Freedom for all.

As part of the EYFS focus on PSED (Self Confidence and Self Awareness), and Understanding the World (People and Communities), children should be supported in developing a positive sense of themselves, including building self-knowledge, self-esteem, and confidence in their own abilities. They should also be encouraged to reflect on their differences, and to understand that we are free to have different opinions. Our ways of supporting children in these areas include:

* Building self-confidence as referred to in the above section, “Democracy: Making Decisions together”;
* Allowing children to take risks – with support initially, if they require it - within a safe environment, i.e. taking part in an obstacle course, or using the climbing frame, see-saw, bikes, balance beam, trampoline or other large equipment in the pre-school;
* Encouraging them to be confident in mixing colours, or in exploring and experiencing different sensory materials such as play-dough, sand, rice, hair-gel, porridge, gloop, etc;
* Showing an interest in children’s experiences / learning, and encouraging them to talk about them at WOW time and other times; using sustained shared thinking to develop their ideas;
* Encouraging children to show an interest in their friends’ experiences;
* Sharing and displaying photographs of children’s family on our Family Board – this gives children a sense of security, and promotes discussion about similarities and differences;
* Using small group discussions and Hot-Seating to discuss a range of issues such as feelings, differences, or transitions and to promote empathy for others;
* Developing relationships with community members by visiting the local shops in small groups;
* Inviting members of the community into the pre-school to discuss their jobs, e.g. a road safety advisor, a veterinary nurse and a member of the lifeboat crew;
* Sharing and celebrating a range of practices / special events from various faiths and cultures, and using a variety of resources to reflect diversity in the role play area and across the pre-school (e.g. using a whole planning fortnight based around the Chinese New Year);
* Providing extra time to support children in transition (e.g. using the bell to notify the children of any changes within the setting, or setting up a “School” role play area with local school uniforms, to support children moving on to school);
* Using resources such as stories, books and puppets to challenge negative stereotypes;
* Inviting groups of families / carers in to pre-school to share and celebrate the children’s experiences, such as Female Family Day, Male Family Day, Grandparent’s Day, etc.

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

The EYFS areas of Understanding the World (People and Communities) and PSED (Managing Feelings and Behaviour) places a responsibility on Managers and leaders to create an ethos of inclusivity and tolerance, where different view, faiths, cultures and races are valued, and children are engaged with the wider community. The focus in these areas also requires children to develop a tolerance and appreciation of, and respect for their own and other cultures; to know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences. We endeavour to support children and their families in these areas in many ways, including the following:

* Building self-confidence, self-awareness and self-esteem as referred to in the above sections, “Democracy: Making Decisions together,” and “Individual Liberty: Freedom for All”;
* Encouraging children to develop positive attitudes to people who are different from themselves, which supports empathy;
* Encouraging and explaining the importance of tolerant behaviours such as sharing and respecting other’s opinions; as detailed in the sections above, we use sand-timers and multiple resources to support children’s development in these areas;
* Emphasising every day at Good Morning time, the need to be kind to our friends, and to the grown-ups;
* Raising children’s awareness of difference, and celebrating it (e.g. Two week planning period based on “All About Me”, where children were encouraged to look at themselves and others, to discuss special times spent with family, to compare what they look like, and to understand that everyone is special, regardless of their differences);
* Reflecting the widest possible range of communities in our materials and resources;
* Ensuring equality of accessibility;
* Celebrating a range of festivals;
* Helping children to understand that discrimination is unacceptable; talking to the children concerned immediately if it occurs, and incorporating it directly into planning as soon as possible in order to redress any misconceptions;
* Operating an inclusive curriculum;
* Evaluating and monitoring our practice and provision;
* Supporting SEND children to ensure the best outcomes;
* Ensuring full access and support for children whose first language is not English;
* Making reasonable adjustment to avoid discrimination;
* Developing Individual Support Plans so that SEND children can participate fully;
* Providing stories and resources that reflect and value the diversity of children’s experiences;
* Providing stories and resources that challenge gender, racial and cultural stereotyping;
* Working with all families and welcoming diversity;
* Encouraging children to contribute stories about their daily life;
* Encouraging all parents to take part in open days, family days, fund-raising, and coffee mornings;
* For families who have a first language other than English, we value the contribution their culture and language offer;
* Teaching children about a range of food, about cultural approaches to mealtimes and eating, and about respecting differences among them.

This policy was adopted by Patcham Village Pre-school on 28th July 2020 and replaces that which was previously adopted by Patcham Village Pre-school on 5th July 2019

Signed

Manager (Janet Hornsby)

Date: