**Busy Bodies Child Care Centre Ltd**

**Fundamental British Values**

The Fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and belief’s are implicitly embedded in the 2014 Early Years Foundation Stage.

Separately, the Counter Terrorism and Security Act also places a duty on early years providers “to have due regard to the need to prevent people from being drawn into terrorism (The Prevent Duty)”.

**Democracy: making decisions together**

A part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

* Managers and staff encourage children to see their role in the bigger picture, encouraging children to know their views count, value each others views and values and talk about their feelings. When appropriate demonstate democracy in action e.g. children sharing views on what the theme of the role play area could be with a show of hands.
* Staff support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in at atmosphere where questions are valued.

**Rule of law: understanding rules matter**

As part of the focus of managing feelings and behaviour:

* Staff ensure that children understand their own and others behaviour and its consequences and learn to distinguish right from wrong.
* Staff collaborate with children to create the rules and the codes of behaviour e.g. to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

**Individual liberty: freedom for all**

As part of the focus on self-confidence and self-awareness and people and communities as cited in PSE and 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 e.g. through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
* Staff encourage a range of experiences that allows children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions e.g. in a small group we might discuss what they feel about transferring to big school.

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

As part of the focus on people and communities ,managing feeling and behaviour and making relationships as cited in PSE and Understanding the World:

* Managers and staff create an ethos of inclusive and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
* Children acquire a tolerance and appreciation of others and respect for their own and others cultures. They 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 encourage and explain the importance of tolerant behaviour such as sharing and respecting other peoples opinion.
* Staff promote diverse attitudes and challenge stereotypes e.g. sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, culture and racial stereotyping.

**What is not acceptable is:**

* Actively promoting intolerance of other faiths, cultures and races.
* Failure to challenge gender stereotypes and routinely segregating girls and boys.
* Isolating children from their wider community.
* Failure to challenge behaviour (Whether of staff, children or parents /carers) that are not in line with the fundamental British values.

This policy and procedure will be reviewed annually.

Updated on ………………………………………….. By …………………………………………………………..

This policy has been read, understood and signed by all the staff.

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