

Histon Early Years Centre - Our Shared Values

What are Fundamental British Values and why are they important?

British Values Overview

British Values, as defined by the Department for Education, are outlined as; democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. The government set out the definition of 'British Values' in the 2011 'Prevent Strategy' and these values have been reiterated in 2014 and were added to Ofsted guidance at this point. These values are embedded in the EYFS, which we follow and is at the core of practice followed by all practitioners within the centre.

The counter terrorism and security act has placed a duty on all early years settings and schools 'to have due regard' to the need to prevent vulnerable people/children from being drawn into acts of terrorism. This is the basis of our 'Prevent' action plan.

Promoting British Values at HEYC

We are an inclusive setting and our ethos and curriculum enables children to be independent learners, to make choices and to build strong relationships with their peers and all staff. Our centre believes that children flourish best when their Personal, Social and Emotional Developmental (PSED) needs are met and where there are clear, well established and developmentally appropriate expectations for their behaviours. We would challenge children, staff, visitors or parents/carers who expressed opinions contrary to British Values.

What do the 5 strands defining British Values look like in the centre?

Democracy (Making decisions together)

The development and reasoning behind taking turns, voting and sharing.

Staff support children to participate in activities/learning experiences, they facilitate teaching our children to consider how others feel and what is fair. We respect, listen to and act on children's and parent/carer's voice. Children are made a part of making decisions and setting their own behavioural boundaries and are expected to cooperate with them, taking into account the view of others. The children are encouraged to vote within daily practice and using this enables children to make choices and decisions; they consider the choices of others and develop an understanding of the explanations given about the outcome of the choices that have been made. Voting allows the children to feel valued and respected as their voice is heard, listened to and acted upon.

Rule of Law (Managing feelings and regulating behaviours)

Developing an understanding that rules are needed and that they matter.

Staff support children to manage their feelings and help them to regulate their behaviour. The setting uses the embedded principles of 'you choose it, you use it and you put it away'. The children are encouraged to care for and take ownership of their environment by sorting away when they are finished, only taking what they need to use, following routines and respecting boundaries. This teaches the children that caring for our environment is everyone's responsibility. We consistently reinforce our high expectations of the children from the outset and they become confident to explain the expectations to others. We encourage children to discuss their feelings and use a wide range of PSED resources, mindfulness strategies and social stories to help children understand the feelings and behaviours of others. Children enjoy carrying out small tasks and are given the opportunity to participate in this. When leaving the centre, children are consulted about risk assessments and off site rules, they discuss why these are in place to keep them safe.



Individual Liberty (Freedom for all)

Developing the ability to make choices and develop their confidence in their own abilities.

The staff provide opportunities for children to develop their self-confidence and self-esteem as well as increase their confidence in their own abilities. This is reflected in our approach to the environment where the children are encouraged to select and use resources independently which allows children to make their own choices, manage their own risks, learn through trial and error and persist at the activity. The children know that they are in a safe and supportive environment and are able to build up resilience because of this. The centre provides continuous provision - this is available at all times so the children can be certain of continuing their work, returning to play with the knowledge that they can find resources they need when they need it. Children often use a voting system to express their preferences and are empowered by this. Children are encouraged to know, understand and exercise their rights and personal freedoms and are given opportunities to resolve any conflicts effectively.

Mutual Respect (Treat others as you would like to be treated)

The development of understanding empathy and celebrating everyone as a unique individual.

Staff model positive attitudes to all members of the centre and the wider community. Staff complete home visits and tea parties to families to gain an insight into home life and family values so that they can acknowledge these when planning transition and other centre activities. We take pride in the efforts made to create an inclusive environment. We value all of our children and families equally. We celebrate cultural diversity and promote mutual respect at all times. Children are modelled respect through caring, sharing and listening to others. Children are encouraged to enquire and ask questions to clarify their thinking around all issues that arise on a daily basis. Staff allow children time to put their thoughts into words and express themselves. Staff then carefully answer the children in a way that the children are still curious and continue to question and reason with what they are doing. Staff help children understand how actions and words affect others through PSED activities, circle times and ad hoc when needed. We teach the children that life is not the same for everyone in the world so that the children appreciate how different life can be for others; we support charities such as 'Red Nose Day', 'Children in Need', 'Save the Children' and 'Macmillan Cancer Support'. We practice Makaton sign language within the centre and teach the children that this is a communication tool used by many as their main means of communicating as well as by others to aid their talking. Places are always offered to children who may have a long term or complex needs as well as any SEND. Children mirror adult responses and show empathy to others and grow in confidence to express their feelings. Staff provide children with the language to help them to express their feelings and emotions.

Tolerance of those with different Faiths and Beliefs (Welcome and value diversity)

Developing an understanding of those who are different to ourselves and welcoming difference.

Staff aim to enhance children's understanding of different faiths, beliefs and cultures by celebrating a range of different traditions and festivals throughout the year, some of which are unique to the children within the centre at that time. Children are encouraged to learn about traditions, dress up in clothing and try different foods from varying cultures, we encourage parents/carers and the wider community to participate and support our multi-cultural events. We also support national and local events and encourage the children to participate so they are aware of what is going on around them within their immediate surroundings and within the country or world at that time. We actively promote courtesy and good manners to all. We aim to develop the skills of empathy and tolerance to make everyone at our centre feel welcome, valued and respected. Staff and children often play games with rules so that the children develop a growing understanding of how rules enable us to live together, about fairness and about what is right from wrong. We challenge stereotypes and offer language to the children which helps the children to understand the opinions of others and how to respect these.

