

Our Lady Star of the Sea Catholic Nursery

Fundamental British values

Mission Statement

"You are precious in my eyes" - Isaiah 43

- *Our Lady Star of the Sea Catholic Nursery is committed to the widest and fullest education of all pupils in a partnership between home, nursery, parish and community.*
- *Our nursery aims to create a happy, ordered environment where all members feel secure, valued and respect each other.*
- *Our nursery aims to be a positive force within the Catholic Church inspired by the life of Christ in the Gospels*

Introduction

Early years providers serve arguably the most vulnerable and impressionable members of society and as such have a critical part to play in ensuring their safety. In England, the Early Years Foundation Stage (EYFS, 2023) places precise duties on providers to keep children safe and promote their welfare. It makes clear that to protect children in our care, we must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere.

From 1st July 2015 the Prevent duty became law. This is a duty placed on all schools and registered early years providers to have due regard to preventing people being drawn into terrorism. Our Lady Star of the Sea Nursery, as an Early Years Provider, is therefore subject to the Prevent duty (2023). In order to protect the children in our care, we must be alert to any reason for concern in the child's life at home or elsewhere; this includes awareness of the expression of extremist views.

As a result nursery will demonstrate activity in the following areas:

- assessing the risk of children being drawn into terrorism.
- demonstrate that we are protecting children from being drawn into terrorism by having robust safeguarding policies.
- ensure that safeguarding arrangements take into account the policies and procedures of the Lancashire Children's Safeguarding Assurance Partnership (CSAP).
- make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- to ensure children are safe from terrorist and extremist material when accessing the internet

What are Fundamental British Values (FBV)?

British values are a set of four values introduced to help keep children safe and promote their welfare. It is our duty, as an early years provider following the EYFS, 2023, to counter any form of extremism. The Fundamental British Values (FBV) include values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs; which are explicit within the EYFS, 2023.

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What does this mean in practice?

To help demonstrate what this means in practice, the following examples have been based on what is in the statutory guidance ([foundationyears.org.uk](https://www.foundationyears.org.uk)). They are just that – examples - and not exhaustive.

Democracy: making decisions together

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

- Managers and staff can 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 sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

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 can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, 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 & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children should develop a positive sense of themselves. Staff can 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 should 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 discuss what they feel about transferring into Reception Class.

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:

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- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should 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 should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff should 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.

What is **not** acceptable is:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community
- 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

Statutory guidance on the duty is available at <https://www.gov.uk/government/publications/prevent-duty-guidance>.

Designated person responsible: B. Draper Nursery Supervisor

Date:

Date of policy review: Autumn 2024