

E-ACT

Pathways Academy

British Values and prevent policy for the Early Years

This policy was reviewed by E-ACT on/by:

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Department(s): Pathways S. Webb

This policy was ratified/reviewed by Governors on:

Date:

Date:

Date:

Frequency of review: Every 2 year(s)

British Values and the prevent duty in the Early Years

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage.

At Pathways we will ensure that all staff will:

- Receive sufficient training to be able to recognise this vulnerability (Radicalisation) and be aware of what action to take in response.
- Understand when to make referrals to the channel programme and where to get additional advice and support (all staff have completed online training).
- Keep children safe and promote their welfare- including the security and measures in place on all computers and tablets and keeping children from chat rooms and other places where they might be exposed to radicalisation or extremism.
- Be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS)
- Take action to protect children from harm and be alert to harmful behaviour by other adults in the child's life
- Focus on children's PSED
- Ensure children learn right from wrong, mix and share with other children and value's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes (in an age appropriate way).

Democracy: making decisions together

The key focus within the EYFS for this aspect is within self-confidence and self-awareness in PSED.

We encourage 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. We organise the children into family groups in reception, these are mixed ability groups that are facilitated by a key practitioner and the group will stay the same through the entire year; developing effective and strong relationships. Children get daily opportunities to take part in circle time at least once a week and a daily family group will take place so children can share their views.

Practitioners support decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are supported within the characteristics of learning to ask questions in order to support their critical thinking.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

The key focus within the EYFS for this aspect is within managing feelings and behaviour in PSED.

We do this by ensuring children understand their own behaviour and its consequences, learning to distinguish right from wrong. Children are encouraged to collaborate and discuss the rules and code

of behaviour and create rules, for example when agreeing the rules for tidy up and ensuring the rules apply to everyone.

Individual liberty: freedom for all

The key focus in the EYFS is on self-confidence & self-awareness and people and communities in PSED and UW.

We encourage children to develop a positive sense of themselves by providing opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. Some of the ways we do this is by allowing children to take risks (for example when on an obstacle course, mixing colours and talking about their experiences).

Our behaviour system/policy threads through this by the positive reinforcement and support children are given in this aspect and recognition for these skills via; stickers, certificates, pride points etc.

We 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 options, for example, in a small group discuss what they feel about moving into reception class or staying for dinner.

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

The key focus in the EYFS is on People and communities, managing feelings and behaviour and making relationships in PSED and UW.

Our ethos and behaviour system supports an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. In reception we have regular visits planned to the local library.

We encourage and support children to acquire tolerance and appreciation of and respect for their own and other cultures by celebrating various events throughout the year, such as; birthdays, Christmas, Easter, Eid, Chinese new year, mothers and father's day, valentine's day etc. Knowing about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences. We learn basic words and songs in different languages and in reception children are taught Spanish.

We 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. We use the ECERS scale to support this development and use this regularly to check in and plan and support to ensure that provision and practices are of an excellent standard. Some of the different resources we have to support this are; different cooking utensils in the home corner, images of different ethnicity and roles are displayed including different types of families and to challenge stereotypes, small world people, babies, jigsaws and books.

We encourage and explain the importance of tolerant behaviours such as sharing and respecting others' opinions.