



Promoting Fundamental British Values



The
Little Green Frog
Nursery & Pre-School

Overview

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

Separately, the counter terrorism and security act also places a duty on providers “to have due regard to the need to prevent people from being drawn into terrorism” (The Prevent Duty).

In the induction program for new team members at The Little Green Frog Nursery all team members take an online training course on The Prevent Duty and Fundamental British Values.

Our nursery ethos supports families and encourages communication between nursery and home. Through this we seek to promote our values to children’s families and their wider community. We also aim to signpost concerned family members to the correct agencies.

Democracy: making decisions together

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

We encourage children to see 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, we demonstrate democracy in action, for example, children sharing views in a group session with a show of hands.

We 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 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:

We ensure that children understand their own and others behaviour and its consequences and learn to distinguish right from wrong.

We negotiate rules and the codes of behaviour with the children, for example, to agree the rules about tidying up and ensuring all children understand rules apply to everyone.

Individual liberty and freedom for all

As part of the focus on self-confidence and self-awareness and people and communities as cited in Personal Social and Emotional development and Understanding the World.

Children should develop a positive sense of themselves. We provide opportunities for children to develop their 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.





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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 opinions, for example in conversations throughout the day in small groups or one to one with an adult.

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

As part of the focus on people and communities, managing feelings and behaviour and making relationships as sited in Personal Social and Emotional development and Understanding the World.

We work to create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. For example by providing a diverse range of books with good representation of as many different faiths, cultures and races as possible.

Our planning and practice is geared to support children to acquire a tolerance, 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 practice, celebrations and experiences.

We encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions, wants and needs. This may be through children asking consent from another child to cuddle them or to hold their hand.

We provide diverse attitudes and challenges 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.

Adults role model treating others with mutual respect by how they talk to each other and the children.

As a team, we:

Consistently and actively promote tolerance of other faiths, cultures and race

Challenge gender stereotypes, including routine segregation of girls and boys

Work to engage children and families with the wider community

Challenge behaviour (whether of staff, children or parents) that opposes the fundamental British values of democracy, rules of law, individual liberty, mutual respect and tolerance for those with different faiths, beliefs and lifestyle choices.

Have an awareness of how to identify people who are vulnerable to being drawn into terrorism.

When necessary refer any person that we have reason to believe is being radicalised. We make this referral via the duty and advice team at The Front Door and The Prevent Team. This help can be accessed at the Leeds Safeguarding Children Board website by following links to The Front Door or The Prevent Team.

