



Eastwood at the heart of community with community at heart

## Policy : Promoting Fundamental British Values

**Date Adopted:**

March 2017

**Policy Category:**

Children

**To be Revised :**

March 2019

**Definition:**

Fundamental British Values (FBV) are stated by Government and the school's approach to the promotion of them are inspected by Ofsted.

Fundamental British Values (FBV) are: -

Democracy (Making decisions together- children having a voice in decision making at Eastwood)

The Rule of Law (Understanding that rules matter- as cited in the EYFS Personal, Social and Emotional Development)

Individual Liberty (Freedom for all- self confidence and self esteem and People and Communities from the EYFS)

Mutual Respect and Tolerance (Managing feelings and behaviour; making relationships and People and Communities from the EYFS and the promotion of inclusion and diversity)

**Rationale:**

As a Rights Respecting Award setting we put children's interests first and want them to be resilient learners who reach their full potential. By promoting FBV we will ensure children have a voice, learn to treat themselves and others well and with respect, take risks, understand emotions and celebrate and include diversity in terms of culture, religion, language, gender, disability and sexual orientation in age-appropriate ways.

**Aims:**

- We will ensure that children have a voice and have opportunities to be involved in decision making, making choices and planning at age appropriate levels throughout their time at Eastwood
- We will promote equality and community cohesion and work to eliminate humiliation, discrimination and harassment
- We will ensure that children's needs, interests and opinions are actively sought so that the setting continually develops around the children for whom we run it.
- We will actively celebrate and promote the diversity of views, cultures, languages and religions that we are fortunate to have represented at the setting
- Whilst we avoid a rule-driven approach, we will help children understand about the impact of their behaviour on other people and the sources of external authority for which we all need to have regard
- We will at all time reflect current legislation and legal requirements around equalities, diversity and anti-discriminatory practice
- We will help all children to be active members of the local community

**Objectives:**

- We will help children to understand the rule of law through visits out in the community and by inviting the

community in- e.g. using road crossings appropriately and inviting the community police officer in

- We will listen to, observe and actively seek the choice and voice of the child
- Each child's first language and culture will be recognised and celebrated at the setting by providing resources, texts and artefacts that reflect that culture and by seeking active involvement of parents in this and taking a multi-sensory approach
- We will work to ensure all children have a positive sense of self and develop an age-appropriate awareness of the feelings of others
- As practitioners we will continually seek to update our understanding of children's cultures, religions and languages and reflect this in our curriculum planning
- We will involve children in curriculum planning in meaningful ways
- We will treat children, families and each other with respect and kindness and collaborate with parents
- In our planning we will systematically use relevant celebrations as the starting point for learning and teach children stories and songs that help them be fascinated by diversity
- We will ensure that all children are and feel included so that they and their families have a sense of belonging and can identify with the setting
- We will develop resource collections with artefacts from a wide range of community cultures and languages
- We will ensure that our environment reflects the needs and cultures of the children

### **The Early Years Foundation Stage**

- Learning and teaching at the Centre is of a consistently high standard to support children's personal, social and emotional development, their understanding of People and Communities and their attainment in all areas of learning.
- Adults and children together build a community in the Centre where people are valued, respected and heard, promoting an understanding of and celebrating difference and diversity in one another.
- There is creative and regular support for children with English as an additional language to enable them to achieve at the highest possible level in English.
- Resources are selected to value and celebrate a range of cultures, religions and languages and to challenge stereotypes

**Written By: Class Practitioners**

**Signatures:**

**Chair of C&A Committee**

**Headteacher:**

**Date: Spring Term 2017**