

Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment

Providers must follow their legal responsibilities under the Equality Act 2010.

British values Policy

Policy statement

At Little Gregs we openly promote the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of Warwickshire County Council funding, we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Procedures

British Values

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 2024 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance.

Democracy, or making decisions together.

How we do this in our setting:

- Getting the children involved in the planning and what resources to have out, with a show of hands.
- Setting up the role play together with the children, allowing them to choose what equipment they have and where it goes.
- Playing games that encourage turn taking, sharing and collaboration.
- Making decisions with our parents about how we can improve the setting through our improvement plan.
- Involving our parents in decisions about how to use funding raised by events.
- Having a team of Directors that make decisions based on staff, parent, and children's requests.
- Working with a range of outside agencies to set targets to improve children's and families' lives. (Early Help)
- Support additional needs (IEP'S) 'Individual Educational Plan'.
- Improve children's communication skills (Time to Talk.)
- **A Rule of law or understanding that rules matter.**

- How we do this in our setting
- 5 ok Rules. Explaining our rules, singing ok song. Rewards of stickers, certificates when child has followed our rules.
- Trying to make our rules clear and not using too many unwritten rules.
- Sharing and turn taking games.
- Rules for registration, good looking, good listening, good sitting using visual cards.
- Understanding boundaries and keyperson/child roles.
- Tidy up song and making sure everyone has the responsibility to tidy up toys.
- Learning right from wrong through persona dolls, staff modelling, puppets etc.
- Protective Behaviours- teaching our children how to keep safe. Everyone has the right to feel safe.

■ ***Individual liberty, or freedom for all***

How we do this in our setting

- Giving children choices- what to do, sing, go inside and out.
- Having a range of resources that children can self resource and choose to play with.
- Using the feeling cards and teddies to get the children to express how they feel.
- Letting children take risks outside.
- Giving children the opportunity to talk about their experiences and learning.
- Listening to children, respecting their views.
- EAL- respect their need to speak their own language.
- Respect cultural dress/jewellery.
- Transition- talk about how they feel about going to school.

■ ***Mutual respect and tolerance or treating others as you want to be treated.***

How we do this in our setting

- Show and tell: Bringing in artefacts from home.
- Celebrating Christian festivals and other religious festivals in the community.
- Embracing different family set ups.
- Talk about how children can look, dress, talk different but we are all the same.
- Having opportunities for parents to come in and talk about their cultures.
- Olympic day, World Cup, Commonwealth games.
- Having a variety of resources in each area that reflects society.
- Providing resources and activities that challenge gender, cultural and racial stereotyping.
- Having a wide range of stories from around the world and in different languages.
- Displaying different languages.

■ ***In our setting it is not acceptable to:***

- actively promote intolerance of other faiths, cultures, and races
- fail to challenge gender stereotypes and routinely segregate girls and boys
- isolate children from their wider community
- fail 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.

Prevent Strategy

Under the Counterterrorism and Security Act 2015 we also have a duty *“to have due regard to the need to prevent people from being drawn into terrorism”*

See Safeguarding and Child Protection Policy.