

Windsor Nursery School- British Values Statement

The Department for Education introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

At Windsor Nursery School we are committed to serving the local community and recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

At Windsor Nursery School we are committed to and put into action equal opportunities guidance to ensure that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, disability, political or financial status, or similar. The Windsor Nursery School staff are dedicated to modelling, promoting and reinforcing British values to all the children and families at the school and are committed to an ethos of mutual respect and Inclusion.

The government set out its definition of British values in the 2011 Prevent Strategy.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These 5 key British Values are embedded in the ethos, principles and practice at Windsor Nursery School. The examples that follow show some of the many ways Windsor Nursery School seeks to demonstrate, affirm and encourage British Values.

Democracy
Our ethos strongly reflects our belief that every member of our learning community, adult or child, is a learner and that staff members also consider themselves as researchers of the children's learning. We therefore consider every individual to be a valid contributor and have a right to be listened to. We actively support children to develop a sense of self efficacy (a sense of who they are and what they can contribute). The practice of consultation with children, staff and/or parents and carers is embedded in practice with examples occurring continuously, ranging from re-structure consultations to groups of children democratically choosing the name of their new group special soft-toy animal.
The rule of law
A small group of 'rules' were developed by staff and children together, to enhance all participant's experience of their time in Windsor. These are consistently modelled, explained in context and applied, with responsibilities which are outlined in our behaviour policy. An example of a specific requirement of parents and adults entering the children's areas is that they put mobile phones away (to prevent photographs of children occurring without permission – EYFS welfare requirements). This rule is offered visually on the doors and applied consistently, courteously and firmly with an explanation in order that parents understand and support this required behaviour.

Individual liberty and Mutual respect

Children are supported to learn to make choices in a considered way which demonstrate value for themselves and consider the rights and feelings of others. Children's viewpoints are respectfully listened to, and staff work to enable other's perspectives to be considered also where appropriate. Work to sensitively support children's individual choices and freedom while respecting others is embedded in the culture at Windsor. The behaviour policy is applied consistently and sensitively.

The curriculum is planned to maximise opportunities for the social and emotional development of every child, with bespoke steps in learning supported in the context of the embedded key person approach.

A complaints procedure is in place and senior leaders and the Headteacher have high accessibility to parents and carers.

A whistleblowing policy and code of conduct are in place for staff use.

Tolerance of those of different faiths and beliefs

The Windsor learning community is fortunate in reaching a rich diversity of faiths, beliefs and languages. A key priority for staff is getting to know each child and their parents and/or carers, and to invite and develop an understanding of this information, as well as build up a wide knowledge of the local community and city. This positive attention to the different faiths, beliefs, languages and experiences is given in order to inform planning for a valuing, relevant and meaningful curriculum for all. Care is taken to celebrate a range of festivals and reflect dress, languages and other resources as an integral part of the provision. Day to day practice reflects our equality policy and behaviour policy.

Staff members and governors utilize their knowledge of Prevent and are committed to challenging any instances of intolerance appropriately and also reporting any concerns regarding possible radicalisation in a timely way to the Headteacher or Dedicated Safeguarding Lead (see safeguarding policy p5).

Please see Safeguarding Policy for reporting procedures.

Useful contact information:

Wolverhampton Prevent Officer: PC Richard (Noddy) Holder, collar number 5479 (Bilston)
Tel: 101 then extension 8713036

Prevent Duty Helpline: 020 7340 7264

Counter.extremism@education.gsi.gov.uk

December 2016