**Policy statement**

We promote a child’s right to be ***strong, resilient and listened******to*** by

* creating an environment that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, languages spoken at home, religious beliefs, cultural traditions and home background.
* encouraging children to develop a sense of autonomy and independence.
* enabling children to have the self-confidence and vocabulary to resist inappropriate approaches.
* We help children to establish and sustain satisfying relationships with their families/peers/other adults.
* We work with parents to build their understanding of, and commitment to, the principles of safeguarding all children.

**What it means to promote children’s rights and entitlements to be ‘*strong, resilient and listened to’.***

To be **strong** means to be:

* **secure** in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
* **safe and valued** as individuals in their families and in relationships beyond the family;
* **self-assured** and form a positive sense of themselves, including all aspects of their identity and heritage;
* **included equally and belong** at pre-school and in community life;
* **confident in abilities** and **proud** of their achievements**;**
* **progressing optimally** in all aspects of their development and learning;
* **to be part of a peer group** in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
* **to participate and be able to represent themselves** in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be r**esilient** means to:

* **be sure** of their self worth and dignity;
* be able to be **assertive** and state their needs effectively;
* be able to **overcome** difficulties and problems;
* **be positive** in their outlook on life;
* be able to **cope** with challenge and change;
* have a **sense of justice** towards self and others;
* to develop a **sense of responsibility** towards self and others; and
* to be able to **represent** themselves and others in key decision-making processes.

To be **listened to** means:

* adults who are close to children
	+ recognise their need and **right to express and communicate** their thoughts, feelings and ideas;
	+ are able to **tune in** to their verbal, sign and body language to understand/interpret what is being expressed/communicated;
	+ are able to **respond appropriately and, when required, act upon their understanding** of what children express and communicate
* adults **respect children’s rights** and **facilitate children’s participation** **and** **representation** in imaginative and child centred ways.

**Fundamental British Values 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 2017 Early Years Foundation Stage.

**What it means to promote British Values in the Early Years**

**Democracy**: making decisions together

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

* The manager and staff encourage children to see their role in 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 democracy in action is demonstrated, for example, children sharing views on what the theme of their role play area could be with a show of hands.
* Staff 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 part of the focus on managing feelings and behaviour as cited in Personal Social and Emotional Development:

* Staff ensure that children understand their own and others’ behaviour and its consequences and learn to distinguish right from wrong.
* Staff collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

**Individual liberty**: freedom for all

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

* Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, 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.
* Staff 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 a small ‘Sunshine Circles’ groups discussing how they are feeling and listening to the responses of others.

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

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

* The manager and staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community.
* Children acquire a tolerance and 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 practices, celebrations and experiences.
* Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting others opinions.
* Staff 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.

This policy was adopted at a meeting of Woolston and Woolston Adventure Pre-Schools held on March 2012 **Last reviewed – October 2023**

**Name of signatory:**

**Role of committee:** Chair

Date

Signature

**Woolston Preschool manager and DSL**

Name **Gemma Woodward**

Date

Signature