



## Statement of Promotion of Fundamental British Values in Kindergarten

Policy owner	Early Childhood Manager/ DDSL for Early Childhood	January 2026
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## **Statement of Promotion of Fundamental British Values in Kindergarten**

### **Introduction**

In early childhood education, values such as kindness and compassion are taught through lived experiences and embodied through daily routines, relationships, and the culture of our school. Since 2014, kindergarten teachers and early childhood practitioners have had a statutory duty to promote the Fundamental British Values. In line with the Early Years Foundation Stage (EYFS), the Independent Schools Inspectorate (ISI) requirements and Waldorf practice, we promote an education that nurtures children's personal development, emotional wellbeing, confidence, and sense of belonging within a diverse society.

The Department for Education defines the Fundamental British Values as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths, beliefs, cultures and heritages.

We believe that these values are firmly embedded, both in the Waldorf ethos and in the culture of our school. They are also implicit in the EYFS (Early Years Foundation Stage curriculum), especially in areas such as:

- Personal, Social and Emotional Development (PSED) – including forming relationships, managing feelings and behaviour, and developing self-confidence
- Understanding the World – helping children explore cultures, communities and ways of life
- Communication and Language – encouraging children to express preferences, ask questions, and listen to others and there are extensive opportunities to promote them through our work with the children on a day-to-day basis.

By weaving these values into the day-to-day life of our kindergartens, we are creating a consistent and safe learning environment by supporting emotional regulation and conflict resolution, encouraging independence and personal responsibility and building empathy, cultural awareness, and appreciation for difference.

### **British Values and Safeguarding**

Promotion of British Values is also linked to the Prevent Duty set out in the Counter Terrorism and Security Act, where Early Years providers have a duty 'to have due regard to the need to prevent people being drawn into terrorism.' (See our Safeguarding policy for further information on this.)

By embedding the British Values into our safeguarding and everyday culture, we ensure that children feel emotionally and physically safe to grow and express themselves. Kindergarten teachers and Early Childhood Practitioners are:

- Remain alert to discriminatory, racist, or exclusionary language or behaviours
- Provide a safe space for children to ask questions, express emotions, and seek help
- Use books, stories and discussions to build empathy and resilience
- Understand their duty to report safeguarding concerns that relate to extremism or prejudice
- Record incidents in CPOMS in line with school policy

### **How these values are embedded in our practice**

**Democracy – Making decisions together/Everyone has a voice:** *part of the EYFS focus on PSED: managing self and building relationships.*

This is modelled in our staff structure where collegiality and support for each other are of central importance. There is a strong, healthy and supportive community surrounding the children in the

kindergarten which allows the children to feel their role in the bigger picture of kindergarten group, school, family and community. We support the children carefully and thoughtfully in:

- Expressing preferences, ideas, and feelings
- Encouraging listening, turn taking, collaboration, and sharing
- Modelling respectful dialogue during play and group activities
- Giving children opportunities to contribute to simple collective decisions (e.g., choosing a song, tidying roles, aspects of play)

With this support, through play, games and stories the children learn to share, take turns, collaborate and negotiate. They learn to listen, understand and empathise with each other and to value each other's views.

**Rule of law – understanding that rules and boundaries matter:** *part of the EYFS focus on PSED: managing self, behaviour regulation and building relationships.*

We support the children to understand the behaviour expected of them, to understand the importance of rules in keeping everyone safe, fair and respectful towards one another. We promote this by modelling this behaviour to the children for them to imitate and by the loving support given to each child throughout the day. Children learn the purpose and value of rules and boundaries, and the development a sense of right and wrong through:

- Clear and consistent daily rhythms that help children anticipate expectations
- Gentle, age-appropriate explanations and discussions of how rules keep everyone safe
- Modelling prosocial behaviour for children to imitate
- Encouraging responsibility among older children as role models for the younger ones

We have 'Golden Rules' to guide behaviour such as:

- *Gentle Hands and Kind Words*
- *Indoor voices*
- *Indoor feet*
- *Everyone is welcome*
- *Our hands are for work and play*

The older children, who are at the age where they enjoy rules, are positive role models for the youngest. We work as a group; through repetition of the daily rhythm, the children understand their part in contributing to the kindergarten eg doing their tidy job at tidy time or preparing and serving others at snack time.

**Individual Liberty – freedom for all:** *Part of the EYFS focus on PSED Managing self and Building relationships and in Understanding the world: People, culture and communities*

The aim of our work is to lay the foundations for seeing the good in humanity, for a compassionate and tolerant outlook on life and for a strong sense of social responsibility. We support the children to develop a positive sense of themselves, develop their self-knowledge, self-esteem and increase their confidence in their own abilities by:

- Being allowed to take risks and through increased responsibility throughout their three years in kindergarten. There is a focus on developing each child's independence and sense of agency, for example with putting on our own waterproofs and then supporting others who might need help.
- We support children to build their confidence, to make choices, explore their identity, and express themselves safely. We do this through:
  - Conversation around the snack and lunch table or during an activity, where teachers support
  - the children to listen to and accept each other's opinions and differences.
- Supporting children during free play time

Children learn through imitation that everyone is valued and free to express themselves. Kindergarten songs, rhymes, books and stories are chosen so that all children and families see themselves represented including single parents, same-sex parents, stepfamilies and adoptive families. Our stories are chosen to ensure that there are protagonists from a wide range of cultural backgrounds and active female and male role models.

**Mutual respect and tolerance - treat others as you want to be treated:** *Part of the EYFS focus on PSED Managing self and Building relationships and in Understanding the world: People, culture and communities*

Our kindergarten community is international and multicultural, and we aim to create an inclusive ethos where all feel valued and welcomed. Children are supported to be accepting and tolerant of each other.

Our international, multicultural school community is reflected in:

- Stories and songs from diverse cultures
- Dolls, puppets, and art materials such as crayons that represent a range of skin tones
- Dressing up clothes and festival celebrations that honour global traditions and cultural diversity
- Opportunities for parents to share their language, stories, and seasonal customs through the celebration of international festivals.

We celebrate several festivals throughout the year where the whole community is invited, giving us a valuable glimpse into other cultures through sharing songs, stories, and traditions. Teachers work in partnership with families to bring these into the life of the kindergarten. This is one of the many ways that we seek to celebrate each child's unique identity and establish a sense of belonging within the community.

Listening to the children's voices is essential when promoting mutual respect and tolerance. We do this by:

- Validating their feelings in all situations, including in disagreements during play
- Supporting them to listen to others
- Supporting them to respect different opinions and backgrounds

A mood of gratitude and reverence is developed, which creates respect for everyone in the kindergarten and the wider community. From this foundation the children will go out into the world with respect for others.

## **Leadership and Management**

Leaders ensure:

- All staff understand their duties under the EYFS, Prevent Duty, and ISI requirements
- Ongoing training in safeguarding, British Values, and inclusive practice
- Policies and practice are reviewed annually
- A safe, nurturing environment is maintained where children thrive emotionally and socially

## **Links to Other Policies**

This policy is supported by other school policies, including:

- PSHE Policy
- EYFS Statutory Framework
- Behaviour Policy
- Safeguarding Policy
- Equality and Diversity Policy
- Guidelines for visiting speakers