

Democracy -Rule of Law- Individual Liberty -Mutual Respect and Tolerance

Democracy, Making decisions together	Rule of Law	Individual Liberty: Freedom for all	Mutual Respect and Tolerance: Treat others as you want to be treated
<ul style="list-style-type: none"> • Open door policy for parents and carers to encourage them to take a central role in their children's learning. • Children are encouraged to have a voice through interactions in daily discussions, what do I say, Progress reports, personalised learning targets, mind maps • Regular 'Mind Maps' are created where children have their say and make their mark and to ensure everyone contributes, especially when introducing a new topic • Free flow encourages children to choose where they wish to play. • Continuous Provision encourages children to choose the activities and who they wish to play with - staff help children develop collaboration skills. • Group Time and Circle Time teach children to take turns and listen to others' views and opinions. • Specific targeted teaching groups encourage children to work together • Children take part in votes to make choices - show of hands eg Children make group decisions on which story to read or songs to sing. • Snack is freely available to access throughout the session and children can choose independently when and what they wish to eat or drink. • Planning ensures children are given opportunities to develop enquiring minds in a communication friendly environment where their questions are valued. 	<ul style="list-style-type: none"> • School policy promotes the use of 'Positive Behaviour Management' and 'Positive Reinforcement' and this is shared at home visit as part of the induction process. • Staff reinforce the Behaviour policy daily in their interactions with children and each other and ensure that children understand their own and others' behaviour, choices, consequences, so children learn to distinguish right from wrong. • School policy promotes the Safeguarding and Safety of children is paramount and this is shared at home visit as part of the induction process. • Home visits and school induction procedures promote high expectations of parents and children before they begin school. • Home school agreement reinforces the expectations of parents and school in children's learning before they begin school. • Specific routines and procedures are established for children to follow i.e. limited numbers of children and wearing aprons for certain areas of play, hi viz jackets for yard or woodland play, tidy up signal of adult clapping hands and children echoing. • Children carry out small tasks to help and tidy up. • Staff collaborate with children to create the rules and the codes of conduct in order to establish ownership and embed a sense of self regulation, for example discussing and agreeing children's own ideas of rules for tidying up to ensure that all children contribute and understand rules apply to everyone. School and classroom 'Golden Rules' are discussed, introduced and embedded with each new cohort and reinforced daily. • Daily group times are where staff reinforce ensure that children understand their own and others' behaviour, choices, consequences, and learning to distinguish right from wrong • Turn taking and sharing during group activities or Continuous Provision choices. • Children are introduced to e-safety 'rules' when using the computer/IPad 	<ul style="list-style-type: none"> • Senior staff attended 'Prevent Duty' training this has been disseminated to other staff in a staff meeting. • Children explore a wide range of experiences and choose what they want to do in Continuous Provision and their interests and ideas inform planning. • Opportunities for group discussions are planned for where children learn to take turns to talk and listen to others' opinions. • 'What do I say' observation formats give regular opportunities for children to have their say. This gives children the chance to have their own voice. • Frequent 'Mind Maps' are created where children have their say and make their mark and to ensure everyone contributes, especially when introducing a topic • Children are encouraged to have a positive sense of themselves through sharing their work- children share what they want to - ideas, thoughts and opinions or work they have done at home or school through spontaneous opportunities for discussions, daily 'My Child's a Star' and weekly achievement boxes • Children freely access their clothing to change, coats to go outside and toilets and snack across the day. • Children are allowed, supported and encouraged to take risks throughout the provision. Areas are enhanced to support challenge, with obstacle courses, climbing trees and ropes, using tools and colour mixing. Children gain experiences to self-regulate themselves. 	<ul style="list-style-type: none"> • Circle Time teaches children to take turns, listen to and value others' interests and opinions. Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions. • Specific targeted teaching groups encourages different mixes of children to work together - staff help children develop collaboration skills. • Children's home experiences are discussed and celebrated as a class at the beginning or end of daily group time. • Planning creates an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community eg visiting the elderly residents in the community. Children also learn about different festivals as well as Christian. Not all children take part in Christian activities due to different beliefs. • Staff encourage and promote tolerance and appreciation of and respect for their own and other cultures; where children begin to 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 in planned and spontaneous activities. • Use of local maps, atlases, globes and google maps to gain an understanding of the world; where Britain and other countries are and what they look like eg Australia. • Daily discussion about the weather in Britain and other parts of the world.

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	<ul style="list-style-type: none"> • Personal, Social, Emotional Development is planned for weekly and discussed with children in daily group time, including strategies to deal with negative emotions. Group time rule cards reinforce expectations and staff ensure that children understand their own and others' behaviour, choices, consequences, and learn to distinguish right from wrong. • Emotion fans, empathy doll and prompt cards are used during Group Times to help children understand their own and others' feelings, reinforce policy, address any issues and ensure that children understand their own and others' behaviour, choices, consequences, and learn to distinguish right from wrong, including strategies to deal with negative emotions. • Children are praised and rewarded with 'My Child's a Star' for following the school and classroom rules. This is also available for Parents to reinforce in the home. 	<ul style="list-style-type: none"> • Parent meetings are held termly to discuss their child's development, with progress reports and personalised learning targets set. • Children are supported and encouraged to share, take turns and be kind to their friends. • Children's Learning Journeys are personalised to them and are individual to their progress and development. 	<ul style="list-style-type: none"> • Staff promote diverse attitudes eg through stories and discussions that reflect and value the diversity of children's experiences, using resources and planning activities that challenge gender, cultural and racial stereotyping. • Mutual respect is taught daily through a range of activities and resources, eg, looking at books, playing with small world and role play experiences challenge stereotypes. • Children and staff are involved in fundraising for special events- eg Children in Need, Sport Relief. • Children are encouraged to bring in their achievements from home- eg. Swimming, dancing, holiday achievement certificates, these are then celebrated at group times and put into their Learning Journeys. • Delivering Harvest to the local residents- creates an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. • Parent workshops promote positive relationships between parents, children and staff. • Respect - staff modelling this to the children teaches them about how we communicate and respect other people's opinions. • Respect -Children are encouraged to have a voice through interactions in daily discussion eg What do I say, Progress reports, Personalised Learning Targets, Mind Maps, Achievement Boxes, My Child's a Star - Home and School,

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Promoting British Values: – The things that we do in school to promote the British Values of.....
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