



Early Years Fundamental British Values Policy

Policy Statement

At British School Tenerife, we actively promote inclusion, equality of opportunity, the valuing of diversity, and the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs.

These values are embedded within the Early Years Foundation Stage (EYFS 2025) and underpin our daily practice.

Under the Equality Act 2010, we have a legal obligation not to directly or indirectly discriminate against, harass, or victimise individuals with protected characteristics. We make reasonable adjustments to ensure that no child or adult is placed at a substantial disadvantage.

Social and emotional development is shaped by early experiences and relationships. Through the EYFS, we support children in becoming positive, respectful members of society in an age-appropriate way.

Our Aims

We aim to:

- Develop children's self-confidence, self-awareness, and self-esteem
- Enable children to distinguish right from wrong
- Support children to manage their behaviour and understand consequences
- Encourage respect for rules, boundaries, and others
- Promote empathy, kindness and positive relationships
- Foster understanding of similarities and differences between people
- Encourage appreciation of their own and other cultures
- Support children in becoming active, respectful members of their community

Promoting British Values in Practice

Democracy - Making Decisions Together

We support children to:

- Understand that their views matter
- Value the opinions of others
- Express their thoughts and feelings confidently

In practice, this includes:

- Voting (e.g. show of hands)

- Child-led play and decision-making
- Group discussions and circle time

We provide opportunities for collaboration, turn-taking, and shared decision-making in an environment where questions are encouraged and valued.

Rule of Law – Understanding Rules Matter

We help children to:

- Understand their behaviour and its consequences
- Recognise the difference between right and wrong

This is supported through:

- Clear, consistent rules created with children
- Positive behaviour strategies (e.g. “kind hands”)
- Reinforcing that rules apply equally to everyone

Individual Liberty – Freedom for All

We encourage children to:

- Develop a positive sense of self
- Build confidence in their abilities
- Make choices and take safe risks

Examples include:

- Physical challenges (e.g. obstacle courses)
- Exploration activities and experiments
- Opportunities to express opinions and feelings

Children learn that they are free to have their own views while respecting others.

Mutual Respect and Tolerance – Treating Others with Kindness

We promote an inclusive environment where:

- All cultures, faiths, and backgrounds are valued
- Differences are explored and respected

Children are supported to:

- Understand similarities and differences
- Build friendships and show empathy
- Respect others’ opinions and beliefs

We achieve this through:

- Celebrating festivals and cultural events
- Sharing diverse stories and resources
- Encouraging discussion and curiosity

- Challenging stereotypes (gender, cultural, racial)

Behaviour and Social Development

We support children to:

- Make and maintain friendships
- Take turns in play and conversation
- Listen and follow instructions
- Understand boundaries and manage risks
- Recognise and avoid hurtful behaviour

Children are guided to understand that words and actions can affect others and to take responsibility for their behaviour.

Inclusion and Equality

At British School Tenerife, we:

- Promote equality and diversity in all aspects of learning
- Make reasonable adjustments to meet individual needs
- Challenge discrimination and stereotyping
- Foster an environment of respect and belonging

What is Not Acceptable in Our Setting

We do not tolerate:

- Promotion of intolerance towards faiths, cultures, or races
- Unchallenged gender stereotyping
- Discriminatory behaviour by children, staff, or parents
- Isolation from the wider community
- Failure to uphold British values

Safeguarding and Prevent Duty

In line with the Counter-Terrorism and Security Act 2015, we have a duty to prevent children and families from being drawn into extremism.

We are committed to:

- Maintaining a safe and secure environment
- Promoting inclusive, respectful attitudes
- Identifying and responding to safeguarding concerns
- Working in partnership with relevant authorities

Roles and Responsibilities

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is responsible for:

- Ensuring that this policy is implemented effectively across the setting
- Overseeing safeguarding procedures, including the Prevent Duty
- Providing guidance and support to staff on British values and safeguarding concerns
- Identifying and responding to any concerns relating to radicalisation or extremism
- Liaising with external agencies where necessary
- Ensuring all staff receive appropriate training and updates

Early Years Lead and Head of Primary

The Early Years Lead and Head of Primary will

- Promote a whole-setting ethos that reflects British values
- Ensure policies are in place, up to date, and implemented consistently
- Support staff in delivering inclusive, high-quality early years education
- Monitor practice to ensure equality, diversity, and inclusion are embedded
- Ensure staff training is completed and maintained

Early Years Practitioners / Staff

All staff are responsible for:

- Embedding British values in daily practice and interactions
- Acting as positive role models for children
- Promoting inclusion, equality, and respect for diversity
- Supporting children's social and emotional development
- Challenging discriminatory behaviour, stereotyping, or intolerance
- Encouraging children to express their views and respect others
- Following safeguarding procedures and reporting any concerns
- Maintaining awareness of the Prevent Duty and associated risks

Parents and Carers

We work in partnership with parents and carers, who are encouraged to:

- Support the values promoted within the setting
- Respect the inclusive ethos of the nursery
- Communicate openly with staff regarding children's needs
- Raise any concerns appropriately

Children

Children are supported to:

- Participate in decision-making (e.g. voting, choosing activities)
- Learn to respect others and value differences
- Take responsibility for their behaviour
- Develop confidence and independence
- Express their thoughts and feelings appropriately

Legal Framework

- Equality Act 2010
- Counter-Terrorism and Security Act 2015

- EYFS Statutory Framework (2025)
- Prevent Duty Guidance (2023)

Monitoring and Review

This policy will be reviewed annually to ensure it remains effective and reflects current legislation and guidance.

Written by:	Jenni Garnett		
Agreed Date:	October 2025		
Board of Governors			
	Print Name:	Signed:	Date:
Academic Director:			
	Print Name:	Signed:	Date:
Review Date:	October 2027		