FAIRFIELD NURSERY SCHOOL

BRITISH VALUES STATEMENT

June 2026

The Department for Education published guidance in relation to the requirements to actively promote fundamental British Values through the curriculum and children's wider development in November 2014.

British Values are a core set of principles which underpin the workings of our society as a nation.

At Fairfield Nursery School we recognise the multi-cultural, multi-faith and ever changing nature of the United Kingdom and the diversity of our own local community.

We also understand that as a School we have a vital role in ensuring equality and respect for other people, paying particular regard to groups and individuals with the protected characteristics set out in the Equality Act 2010.

The Fundamental British Values are already implicitly embedded in the Early Years Foundation Stage. Through our curriculum, teaching and environment, here at Fairfield Nursery School, we will help children develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

At Fairfield our Image of the child and our pedagogy with children directly promotes and supports what we understand by British Values.

Communicator

A child that is able to express themselves effectively in their own unique way, showing awareness of others

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Sacha Walker-Byrne

Reflective

A reflective child is one that has an awareness of self, is thoughtful and considerate. They are motivated to try again, find out more and review their work and test ideas

Explorer

A child, who is curious, fascinated and inspired by the world around them. They take risks and can be independent in their experiences

Creative

A child that embraces learning in a creative and imaginative way. They try different methods to problem solving using remarkable and interesting approaches

Resilient

A resilient child is confident. They are secure emotionally and in their environment. They are able to learn by trial and error and bounce back when they are confronted with difficult situations

Key British values are:

Democracy: making decisions together

All children work together in key groups, exploring different areas of interest. They make decisions about their learning and the areas that they will focus on. Children discuss and make decisions together about the best approach to take. All children are encouraged to listen to each other and make decisions as a community of learners in both their key groups and in the wider classroom space. Sometimes, the children must agree to follow one specific idea, even if it is not their own. Our images relating to being both a communicator and reflective demonstrate how children are encouraged and supported to be democratic in our nursery provision and beyond.

Rule of law: understanding rules matter

Through our work of encouraging children to be reflective and strong

communicators, children follow our behaviour policy and the codes of behaviour that are intrinsic to the way we work in our nursery. All children understand that there are rules in nursery that everyone follows such as being thoughtful and considerate to each other, valuing our space and equipment and knowing the effect of not following the rules

Individual liberty: freedom for all

Through our work of encouraging children to be resilient and reflective, children develop a positive image of themselves. They are strongly encouraged to persevere and persist at an area of interest or when trying to solve a problem. In both the indoor and outdoor learning environments, children are encouraged to take risks and not be fearful of failing or getting something wrong. When children are interested in a particular theme or concept, they are supported to go back and revisit their work. This allows them the opportunity to make decisions for themselves in their learning and become leading learners. Key group times provide the children with the opportunity to have their voices heard. As a school we have followed the ethos of listening to children's voices. This provides us with a framework to ensure that all children are able to share their views and listen to the views of other children.

Mutual Respect for and Tolerance of those of Different Faiths and Beliefs and those without Faith: treat others as you want to be treated

Children and adults at Fairfield demonstrate their respect and tolerance for others on a daily basis. Through our image of the child, children 'explore' with each other, they learn about their different cultures and family traditions. Through being strong communicators, children are supported to share their thoughts and feelings and listen to each other. This is done at key group times and following codes of behaviour in our learning environments.

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PREVENT DUTY STATEMENT

From July 2015 all Schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015. This duty is known as the Prevent Duty for Schools and is part of HM Government's counter-terrorism strategy 2011. As part of this duty, School's must have due regard to the need to prevent people from being drawn into terrorism. School's must monitor and report on potential extremism and radicalisation. The Prevent Duty is incorporated into our Child Protection and Safeguarding Policy as part of our commitment to prevent children from harm.

To further help staff understand and respond to their duty, be able to identify signs and deal with extremist ideas or behaviours, they have received training and have access to updated information and briefings from the Head Teacher. The Head Teacher and other key staff have received training on their Prevent Duty from the Lancashire Constabulary.

By promoting the spiritual, moral, social and cultural development of children and, with this, fundamental British Values, Schools can build children's resilience to radicalisation, through developing their resilience, determination, self-esteem and confidence.

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