



**Statutory framework requirement: Safeguarding and Promoting Children's Welfare**  
The provider must take necessary steps to safeguard and promote the welfare of children.

## **Promoting Children's Rights and Entitlements policy**

### **Policy statement**

As a setting we promote British Values and embed them into everything we do. We teach

**Democracy** – making decisions together

**Rule of Law** – understanding that rules matter

**Individual Liberty** – freedom for all

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

We do this by creating an enabling environment and by listening and talking to children and their families.

### **Role of the Key Person:**

Although we work as a team, the Key Person is instrumental in helping children to learn these values as they have regular contact with both the child and their family.

### How the values may look like in practice:

#### **Democracy- making decisions together** (links with Self-confidence & self-awareness)

- Asking for and respecting children's views
- Helping children to listening to others ideas, views and values
- Staff to help children to talk about feelings and acknowledge them
- Age appropriate democracy in action – for example by asking children to vote by asking for a show of hands

#### **Rule of Law** (links with managing feelings and behaviour)

- Help children to understand their own behaviour and others, by talking through situations
- Help children to recognise and understand right from wrong
- Use our rules which we have created with the children and ensure that all children aware that the rule applies to everyone

#### **Individual Liberty- freedom for all** (links with Self-confidence and self-awareness, people and communities)

- Help children develop a positive sense of self
- Support children's self-esteem and self-confidence
- Allow children to take appropriate risks
- Talk about our community
- Ensure that children have a wide range of experiences. Talk to children to help them reflect on differences and understand its ok to have different opinion.



### **Statutory framework requirement: Safeguarding and Promoting Children's Welfare**

The provider must take necessary steps to safeguard and promote the welfare of children.

**Mutual respect and tolerance- treat others as you want to be treated** (links to making relationships, managing feelings and behaviour, people and communities)

- Ensure that our policies and procedures will create ethos of inclusivity and tolerance
- Give children opportunities to engage in the wider community
- Help children to see similarities and differences between themselves and others - families, faith, communities, cultures and traditions
- Celebrate local and national events to offer children new experiences
- Help children to share and respect other children and adults
- Read stories that reflect and value the diversity of children's experiences
- Supply resources and activities that challenge, gender, culture and racial stereotypes

### **What is not acceptable in Hartfield Playschool**

- Promoting intolerance; faiths, culture, race
- Failure to challenge stereotypes
- Segregating boys and girls regularly
- Isolating children from wider community
- Failure to challenge behaviours (staff, children ,parents) that are not in line with fundamental British values

**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, such as day care or school;
- self-assured and form a positive sense of themselves – including all aspects of their identity and heritage;
- included equally and belong in [our/my] setting and in community life;
- confident in their own abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- part of a peer group in which they learn to negotiate, develop social skills and an identity as global citizens, respecting the rights of others in a diverse world;
- able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

