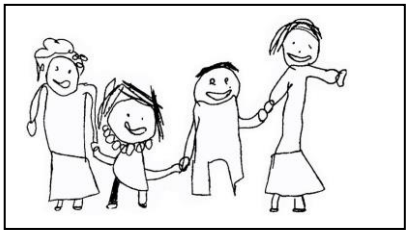
The Ambleside Centre



Promoting and Teaching British Values – Policy Statement

The DfE has recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister this year. At The Ambleside Centre these values are reinforced regularly and in the following ways:

Democracy:
We listen to children's and parents' voice. Our behaviour policy is clear that children are expected to contribute and co-operate, taking into account the views of others.

The Rule of Law:
We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations, that they are there to protect us, that everyone has a responsibility and that there are consequences when expectations are not met.

Individual Liberty:
Within the Centre, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for young children to make choices safely, through our provision of a safe environment and empowering teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms.

Mutual Respect:
Part of our Centre ethos is built around Core Values such as 'Respect', and children are modelled this by caring, sharing and listening to others. The Centre team help children to understand how to respect by talking about how actions/words can affect others.

Tolerance of those of Different Faiths and Beliefs:
We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Children's own personal experience is built upon and shared with their peers e.g. Sikh children related to pictures of Sikh children in a book, a parent danced for and with the children using Asian music, families share food with children as they celebrate festivals. Learning is real and meaningful as it comes from the children's own experience.

Community Cohesion:

In a Nursery, Community Cohesion starts with the children and their extended family and then the Nursery community. Children gain an understanding of their own identity and how it differs from that of their peers as they spend time with people who are unaware of their family background. Children often give no context to their story, expecting staff to already know. Children are encouraged to bring a family photograph to place on their Keyworker's trolley alongside their name card, which is used for registration.

The learning environment has books, pictures and play resources that reflect our multi ethnic community. Children use mirrors when painting pictures of themselves, comparing skin colour. Staff members actively raise children's awareness of ethnicity, cultural, religious, moral and socio economic issues.

The Nursery is a community where children are equal responsible partners in a way that empowers them to experience community cohesion at an appropriate level.

Education and other services are sometimes inaccessible to some families – they are thereby hard to reach; not the families.

The ethos of the Centre has at its heart the uniqueness and value of every individual. We operate on a level with people, giving them ownership and responsibility. Our aim is to present opportunities to problem solve and grow as individuals.

Adults are encouraged to discuss their own prejudices and preconceived ideas, made possible in a safe, non-threatening environment.

The Centre was set up as a 'one stop shop' of services for families with young children and includes health, leisure, adult learning and a multi-disciplinary team of social care staff, educational psychologists, early years support team. Local schools, LA Children's Services, community groups use the rooms and training at all levels takes place on site.

The Centre acts as a professional hub for Early Years practice in the borough. LA training takes place on site and participants are encouraged to visit the Centre to see an example of the subject in practise.

Colleagues from the maintained, private, voluntary and independent sectors visit the Centre for observation and professional dialogue. Staff also work in partnership with Early Learning advisors in supporting local schools and settings in improving their Foundation Stage practice. The LA's Early Years cluster meetings of Early Years practitioners happens on site.

We offer apprenticeships and training opportunities for staff at the Centre. Some current and past parents undertake this training, including volunteers from the Children's Centre.