



Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment

Providers must follow their legal responsibilities under the Equality Act 2010.

9.5 British Values

Policy statement

Impact Montessori Nursery actively promotes inclusion, equality of opportunity, respect for diversity and the fundamental British values of **democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.**

These values are embedded within everyday practice and the Early Years Foundation Stage (EYFS) in an age-appropriate way. For young children, this includes learning to listen to others, express their views, make choices, understand boundaries and consequences, take turns, share, develop friendships, show empathy, respect differences and understand that their actions affect others. The current EYFS framework supports providers to develop these foundations through children's learning, development and care. ([GOV.UK](https://gov.uk))

Impact Montessori Nursery promotes an inclusive environment in which every child and family is treated fairly and with dignity. We recognise our duties under the **Equality Act 2010**, including the requirement not to unlawfully discriminate, harass or victimise people because of a protected characteristic and, where applicable, to make reasonable adjustments for disabled children, families and staff. ([Legislation.gov.uk](https://legislation.gov.uk))

Where the Public Sector Equality Duty applies to the Nursery's functions or legal status, we have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

We recognise that children learn values through relationships and through the behaviour they observe from the adults around them. Staff therefore model kindness, fairness, respect, inclusion, honesty, responsibility and peaceful ways of resolving disagreements.

The Nursery also has a duty under the **Counter-Terrorism and Security Act 2015** to have due regard to the need to prevent people from being drawn into terrorism. The Prevent duty is implemented through our wider safeguarding arrangements and is applied proportionately and in an age-appropriate manner. The current Prevent guidance for England and Wales is the 2023 guidance, which came into force on 31 December 2023. ([GOV.UK](https://gov.uk))

Procedures

Promoting fundamental British values

The fundamental British values are:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs.

These values are promoted through our everyday interactions, routines, curriculum, relationships and wider safeguarding practice rather than through formal lessons.

Democracy – making decisions together

Practitioners provide children with regular opportunities to:

- express their views, preferences, ideas and feelings;
- make appropriate choices about their play, activities and learning;
- listen to and respect the views of others;
- understand that other people may have different preferences or opinions;
- take turns and share resources;
- participate in group decisions, for example choosing activities, stories or resources;
- contribute to simple discussions and group agreements;
- understand that everyone's voice matters, while recognising that adults sometimes have to make decisions to keep children safe.

Staff listen carefully to children and observe their communication, including non-verbal communication, adapting approaches for children with SEND or communication differences.

Children are encouraged to ask questions and develop enquiring minds in an environment where curiosity is welcomed.

Rule of law – understanding that rules and boundaries matter

Children are supported to understand:

- the difference between acceptable and unacceptable behaviour;
- why rules and boundaries are necessary;
- that rules help keep people safe and enable everyone to enjoy their environment;
- that rules apply fairly and consistently;
- that actions have consequences;
- how to repair relationships following disagreements or hurtful behaviour.

Practitioners involve children, where appropriate, in developing simple classroom and playroom rules, such as taking care of resources, walking safely indoors and tidying away.

Adults consistently model and reinforce boundaries and explain the reasons for them in language appropriate to each child's age and stage of development.

Children are not expected to understand complex legal concepts. The focus is on developing an early understanding of fairness, responsibility, safety and the consequences of actions.

Individual liberty – freedom, choice and responsibility

Children are supported to develop:

- a positive sense of themselves;
- self-confidence and self-esteem;
- independence and resilience;
- an understanding that they can make choices within safe boundaries;
- the confidence to express their likes, dislikes, needs and feelings;
- an understanding that other people may make different choices;
- the ability to recognise when they need help and to seek help from a trusted adult.

Children are provided with appropriate opportunities to take managed risks as part of their learning and development, for example through physical play and problem-solving activities, in accordance with the Nursery's risk assessment procedures.

Staff encourage children to become increasingly independent while ensuring that appropriate safeguarding, supervision and safety measures remain in place.

Children are never encouraged to keep unsafe secrets or to exercise a choice where doing so would place themselves or another person at risk.

Mutual respect

Practitioners create an inclusive environment in which:

- every child is valued as an individual;
- children learn to listen to and respect others;
- differences are acknowledged positively;
- children are encouraged to show kindness and empathy;
- discriminatory, prejudicial, bullying or exclusionary behaviour is challenged appropriately;
- resources, stories and activities reflect the diversity of children, families and communities;
- stereotypes are actively challenged;
- children learn that people may have different abilities, appearances, cultures, languages, family structures, faiths and beliefs.

Staff model respectful communication at all times and do not tolerate racist, discriminatory, homophobic, transphobic, sexist or otherwise prejudicial behaviour.

Any discriminatory behaviour by children or adults is dealt with in accordance with the Nursery's **Valuing Diversity and Promoting Inclusion and Equality Policy**, **Behaviour Policy**, **Safeguarding and Child Protection Policy** and **Complaints Policy**, as appropriate.

Tolerance of those with different faiths and beliefs

The Nursery supports children to develop an age-appropriate understanding and appreciation of different faiths, beliefs, cultures and traditions.

This includes:

- recognising and celebrating diversity within the Nursery community;
- providing books, stories, music, resources and experiences representing a range of cultures and beliefs;
- talking positively about similarities and differences;
- supporting children to ask questions respectfully;
- avoiding assumptions or stereotypes about people's beliefs or backgrounds;
- respecting families who hold religious or non-religious beliefs;
- helping children understand that people may believe different things and that differences should be treated respectfully.

The Nursery does not promote one faith or belief as superior to another. Activities are presented in an inclusive and age-appropriate manner.

Children are supported to develop respect for their own identity and background while learning to appreciate the identities and backgrounds of others.

Inclusion, equality and challenging stereotypes

British values are inseparable from our commitment to equality and inclusion.

We:

- provide an environment where all children and families feel that they belong;
- use inclusive language and resources;
- challenge stereotypes relating to race, culture, disability, sex, gender, religion or belief, family circumstances and other protected characteristics;
- ensure children have opportunities to play and learn together rather than being routinely separated according to sex, ability, ethnicity or other characteristics;
- challenge discriminatory language and behaviour promptly and sensitively;
- consider the individual needs of children with SEND and make reasonable adjustments where required;
- work with families to understand children's identities, experiences and needs.

This approach is consistent with the Equality Act 2010 and with the 2026 safeguarding expectation that leaders and practitioners create inclusive, anti-discriminatory cultures and challenge racism and discrimination. ([Legislation.gov.uk](https://legislation.gov.uk))

Prevent duty

Impact Montessori Nursery recognises its statutory Prevent responsibilities under the **Counter-Terrorism and Security Act 2015**.

The purpose of Prevent is to safeguard people from being drawn into terrorism. The current Prevent duty guidance for England and Wales was updated in 2023 and came into force on 31 December 2023. ([GOV.UK](https://www.gov.uk/government/guidance/prevent-duty))

Our Prevent arrangements are proportionate to the age of the children and are integrated into our wider safeguarding procedures.

We:

- maintain a safe, inclusive and respectful environment;
- promote the fundamental British values through everyday practice;
- provide staff with appropriate Prevent awareness and safeguarding training;
- ensure staff understand how to recognise and respond to safeguarding concerns relating to radicalisation or extremism;
- maintain appropriate procedures for recording and reporting concerns;
- work with parents and carers wherever appropriate and safe to do so;
- follow local safeguarding partnership procedures and referral pathways;
- seek advice from the appropriate safeguarding or Prevent professionals where a concern arises;
- ensure concerns are shared promptly with the Designated Safeguarding Lead (DSL) or deputy;
- make a referral to the appropriate agency where required.

The Nursery does not attempt to investigate Prevent concerns independently. Staff report concerns through the Nursery's safeguarding procedures so that they can be considered and acted upon by the appropriate safeguarding professionals.

The Department for Education provides a Prevent risk-assessment template specifically for registered early years settings, which can be used to support the Nursery's assessment of local and setting-specific risks. ([GOV.UK](https://www.gov.uk/government/publications/prevent-risk-assessment-template))

Responding to concerning or discriminatory behaviour

Staff must challenge behaviour that is inconsistent with the Nursery's values in a calm, proportionate and age-appropriate manner.

This may include:

- discriminatory or prejudicial language;
- racist or culturally discriminatory behaviour;
- bullying or exclusion;
- behaviour that targets a child's disability or additional needs;
- sexist or gender-based stereotyping;
- intolerance towards a person's religion or belief;
- homophobic or transphobic language or behaviour;
- behaviour that encourages hatred, hostility or violence towards others;
- behaviour that raises safeguarding concerns about radicalisation or extremism.

When responding to children, staff consider the child's age, stage of development, understanding and individual circumstances.

Staff do not label young children as extremist or use inappropriate political or ideological terminology when responding to developmentally typical behaviour or questions.

Where behaviour raises a genuine safeguarding concern, staff follow the Nursery's safeguarding procedures and inform the DSL without delay.

Staff responsibilities

All staff, students, volunteers and other adults working with children are expected to:

- model the Nursery's values;
- treat children, families and colleagues fairly and respectfully;
- challenge discrimination and prejudice;
- promote inclusion and equality;
- support children's voices and choices;
- maintain appropriate professional boundaries;
- understand their safeguarding responsibilities;
- complete required safeguarding and Prevent training;
- report concerns promptly;
- follow the Nursery's policies and procedures.

Managers monitor practice and provide support, supervision and further training where necessary.

Partnership with parents and carers

We recognise parents and carers as important partners in helping children develop positive relationships and values.

We:

- welcome families' cultural, religious and community experiences;
- seek to understand children's individual backgrounds and identities;
- communicate respectfully with all families;
- work with parents and carers when concerns arise about behaviour, discrimination or safeguarding;
- provide information in an accessible way and make reasonable adjustments where required;
- respect lawful differences in family beliefs while maintaining our responsibilities for children's welfare, equality and safeguarding.

Where a parent's or carer's behaviour is discriminatory, threatening or otherwise inconsistent with the Nursery's safeguarding responsibilities, the Nursery will respond in accordance with its relevant policies and may involve appropriate external agencies where necessary.

Monitoring and review

The manager and leadership team monitor how British values are promoted through:

- observations of practice;
- staff supervision and discussions;
- curriculum planning and evaluation;
- children's experiences and participation;
- feedback from children, parents and carers;
- equality and inclusion monitoring;
- safeguarding records;
- staff training;
- complaints and incidents;
- Prevent risk assessment and safeguarding arrangements.

The policy is reviewed at least annually, or sooner where there are changes to legislation, statutory guidance, local safeguarding arrangements or Nursery practice.

The Nursery will consider current guidance from the Department for Education, Home Office, Ofsted and the local safeguarding partnership when reviewing this policy.

Legal framework

- **Counter-Terrorism and Security Act 2015**
- **Equality Act 2010**
- **Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers**, current framework effective from 1 September 2026 ([GOV.UK](https://gov.uk))
- **Working Together to Safeguard Children 2026** ([GOV.UK](https://gov.uk))
- Relevant local safeguarding partnership procedures and arrangements

Further guidance

- [Prevent duty guidance: England and Wales \(2023\)](https://gov.uk) ([GOV.UK](https://gov.uk))
 - [Early years foundation stage statutory framework](https://gov.uk) ([GOV.UK](https://gov.uk))
 - [Working Together to Safeguard Children 2026](https://gov.uk) ([GOV.UK](https://gov.uk))
 - [Equality Act 2010](https://legislation.gov.uk) ([Legislation.gov.uk](https://legislation.gov.uk))
 - [Prevent duty risk assessment templates for early years](https://gov.uk) ([GOV.UK](https://gov.uk))
-

This policy was adopted by:

Impact Montessori Nursery

Date: _____

Date to be reviewed: _____

Signed on behalf of the provider: _____

Name of signatory: _____

Role of signatory: _____