

General Welfare Requirement: Safeguarding and Promoting Children’s Welfare

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



Safeguarding children

Promoting Children’s Rights and Entitlements

Policy statement

As a team 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 through targeted PSED and UW activities, 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.

7 Key features of effective practice

The best for every child	High quality care	The Curriculum	Pedagogy	Assessment	Self-regulation and executive function	Partnership with Parents
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf						

What these values look like in practice:

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

- Asking for and respecting children’s views
- Helping children to listen to others ideas, views and values
- To assist children to talk about feelings, and acknowledge them
- Age appropriate democracy in action – for example by asking children to vote through 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.

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 our pre-school

- 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.

- be 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.

To be resilient means to:

- be sure of their self-worth and dignity.
- be able to be assertive and state their needs effectively.
- be able to overcome difficulties and problems.
- be positive in their outlook on life.
- be able to cope with challenge and change.
- have a sense of justice towards themselves and others.
- develop a sense of responsibility towards themselves and others.
- be able to represent themselves and others in key decision-making processes.

To be listened to means:

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas.
- adults who are close to children are able to tune in to their verbal, sign, and body language in order to understand and interpret what is being expressed and communicated.
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate.
- adults respect children’s rights and facilitate children’s participation and representation in imaginative and child centred ways in all aspects of core services.

This Policy was reviewed by	Sandra Cawsey - Bursar
Adopted by	Rotherfield Village Pre-School Staff & Directors
Date	May 2021
Review Date	May 2022

Review Log

Review Date	Brief Details of Amendments	Amended By	Agreed By
May 2021	None required	Sandra Cawsey	Rotherfield Pre-School Staff & Directors