



# British Values

Date adopted: 18.08.2020

## Policy statement

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporate both British and universal values, we have a legal obligation not to discriminate against directly or indirectly, harass or victimise those protected characteristics. We make reasonable adjustments to procedures; criteria and practice to ensure those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding, we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

## Procedures

### British Values

The fundamental British Values of *democracy rule of law, Individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- Democracy, or making decisions together (through the prime area of Personal, Social and Emotional Development).
  - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
  - Practitioners support the decisions that the children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- *Rule of law* or understanding that rules matter (through the prime area of Personal. Social and Emotional development).
  - Practitioners ensure that children understand their own and other's behaviour and its consequences.
  - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual liberty*, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World).
  - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop self-knowledge, self-esteem and increase their confidence in their own abilities, for example, through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences, and learning.

- Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
- *Mutual respect and tolerance* or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional development and Understanding the World).
- Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures, and races are valued, and children are engaged in the wider community.
- Children should acquire tolerance, appreciation, and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures, and traditions.
- Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other opinions.
- Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, culture, or racial stereotyping.
- *In our setting* it is not acceptable to:
  - Actively promote intolerance of other faiths, cultures, and races.
  - Fail to challenge gender stereotypes and routinely segregate girls and boys.
  - Isolate children from their wider community.
  - Fail to challenge behaviours (whether of staff, children, or parents) that are not in line with the fundamental British Values and democracy, rule of law. Individual liberty, mutual respect, and tolerance for those with different faiths and beliefs.

## **Prevent Strategy**

Under the Counterterrorism and Security Act 2015 we also have a duty *"to have due regard to the need to prevent people from being drawn into terrorism"*

## **Legal Framework**

Counterterrorism and Security Act 2015

## **Further Guidance**

Equality Act 2010: Public Sector Equality Duty – What Do I Need to Know? A Quick Start Guide to Public Sector Organisations (Government Equalities Office 2011)  
 Fundamental British Values in the Early Years (Foundation Years 2015)  
 Prevent Duty Guidance for England and Wales (HMG 2015)  
 The Prevent Duty: Department Advice for Schools and Childcare Providers (DFE2015)

## **Other useful Early Years Alliance Publications**

Guide to the Equality Act and Good Practice (2015)

This policy was adopted by Hanslope Pre-school on 18<sup>th</sup> August 2020

Date to be reviewed 18<sup>th</sup> August 2021

Signed on behalf of Hanslope Pre-school

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By Debbie Watson

Chairperson 18<sup>th</sup> August 2020

