



# British Values

Date reviewed: 18.09.2023

## 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 incorporates both British and universal values, we have a legal obligation not to discriminate directly or indirectly and 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

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 Early Years Foundation Stage and are further clarified here based on *Fundamental British values in the Early Years*

(<https://foundationyears.org.uk/wp-content/uploads/2017/08/Fundamental-British-Values-in-the-Early-Years-2017.pdf>)

### **Democracy: making decisions together**

1. For self-confidence and self-awareness (PSED), practitioners encourage children to see the bigger picture, children know their views count, value each other's views and values and talk about feelings e.g., when they do or do not need help.
2. Supporting the decisions children make and providing activities that involve turn-taking, sharing, and collaboration. Children are given opportunities to develop enquiring minds, where questions are valued and prejudiced attitudes less likely.

### **Rule of law: understanding rules matter (PSED)**

1. Practitioners ensure children understand their and others' behaviour and consequence.
2. Practitioners collaborate with children to create rules and codes of behaviour, e.g., rules about tidying up, and ensure all children understand that rules apply to everyone.

### **Individual liberty: freedom for all (PSED & UW)**

1. Children should develop a positive sense of themselves. Staff provides opportunities for children to develop their self-knowledge, and self-esteem and increase their confidence in their own abilities, for example by allowing children to take risks on an obstacle course, mixing colours, exploring facets of their own identity, talking about their experiences, and learning. Practitioners encourage a range of experiences, allow children to explore the language of feelings and responsibility, reflect on differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Primary School.

### **Mutual respect and tolerance: treat others as you want to be treated (PSED & UW)**

2. Staff creates an ethos of inclusivity and tolerance where views, faiths, cultures, and races are valued, and children are engaged with the wider community.
3. Children should acquire tolerance, appreciation, and respect for their own and other cultures; know about similarities and differences between themselves, others, and among families, faiths, communities, cultures, and traditions.
4. Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting others' opinions.
5. Staff promote diverse attitudes and challenge stereotypes, for example, by sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, and cultural/racial stereotyping.

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 values of 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 2017)  
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 reviewed by Hanslope Pre-school on 18<sup>th</sup> September 2023

Date to be reviewed 11<sup>th</sup> September 2024

Signed on behalf of Hanslope Pre-school

B Mudaliar

By Brittany Mudaliar

Chairperson on

23<sup>rd</sup> September 2023