



Safeguarding and Welfare Requirement: Equal Opportunities

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

9.3 British values

Policy statement

Pirton pre-school 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 directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and 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.

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):

Procedures

- Democracy (making decisions together)
 - We 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.
 - We support the decisions that 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)
 - We support children in understanding their own and others' behaviour and its consequence (refer to Positive Behaviour policy).
 - We work with the 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 (freedom for all)
 - We encourage children to develop a positive sense of themselves by providing opportunities for children to develop their 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.
 - We promote 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.
- Mutual respect and tolerance (treating others as you want to be treated)
 - We have an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with 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.
 - We promote and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
 - We 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, cultural 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 of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

Prevent Strategy

Under the Counter-Terrorism and Security Act 2015 we also have a duty “to have due regard to the need to prevent people from being drawn into terrorism”

We therefore have a duty of care to protect our children from radicalisation from within the family or outside influences. If we suspected any children in our care is involved or witnessed any terrorist conversation or act it is our duty of care to contact our local police or dial 101 (non-emergency number). We can also ring the Department of Education helpline on 020 7340 7264.

Legal framework

- Counter-Terrorism and Security Act 2015

Further guidance

- Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for 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: Departmental Advice for Schools and Childcare Providers (DfE 2015)

This policy was adopted at a meeting of Pirton Pre-School Committee.

Held on (date)

Signed on behalf of the Management
Committee / Proprietor

Role of signatory (e.g. chairperson)