

## **Equality of Opportunity**

### **1.13.1 British Values**

#### **Procedure statement for St Joseph's Pre-school**

At St Joseph's Pre-school we are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment and actively promote inclusion, equality of opportunity, the valuing of diversity and British values. In addition to this, St Joseph's Pre-school strives to ensure that racism does not permeate into the setting.

As an early years setting, all staff must demonstrate these values through the management and implementation of the Early Years Foundation Stage (EYFS) framework, and ensure that they are understood and applied. Failure to do so may result in funding being withdrawn by the local authority<sup>1</sup>.

#### **Background**

The Prevent Duty and Promoting British Values from 1 July 2015 required that all registered early years childcare providers are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism"<sup>2</sup>. Under Section 26 we are required to:

- know about and identify early indicators in children, staff and others associated with the pre-school;
- develop the confidence to challenge and intervene;
- assess the risk of our children being drawn into terrorism and terrorist ideology;
- have clear protocols and keep records; and
- be monitored by Ofsted in how we exercise these duties.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, St Joseph's Pre-school has a legal obligation not to directly or indirectly discriminate, 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. 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 and universal values. The EYFS supports children's earliest skills so that they can become social citizens in an age-appropriate way, ie.

- so that they are able to listen and attend to instructions;
- know the differences between right and wrong,
- recognise similarities and differences between themselves and others;

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<sup>1</sup> Re Para 15.9 Gloucestershire County Council Local Provider Agreement

<sup>2</sup> Known as Prevent Duty – see Policy 1.2 Safeguarding Children and Child Protection

- make and maintain friendships;
- develop empathy and consideration for 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; and
- to 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 2021 EYFS and are further clarified below<sup>3</sup>. This is complimented by Appendix 1 “The EYFS and British values wheel”.

### *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, eg. recognising when they do or do not need help.
- Practitioners support the decisions that children make and provide activities that involve turn-taking sharing and collaboration. Children are given opportunities to develop enquiring minds where questions are valued.
- St Joseph's Pre-school has built, and continues to maintain, an environment alongside the children, where it is a safe place to share ideas, look into different alternatives and courses of action, and have freedom to make mistakes without judgement.

### *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 others' behaviour and its consequences.
- Practitioners collaborate with children to create rules and the codes of behaviour, eg 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]

- Practitioners motivate children to ask questions. They give them the assurance that those questions, along with their ideas and opinions, will be valued and respected.
- Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, eg 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, eg 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]

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<sup>3</sup> Based on the Fundamental British Values in the Early Years guidance (Foundation Years 2015)

- Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. To assist with this the setting ensures that it has a range of books, toys and other resources which reflect a multicultural society.
- Children explore the world around them through cultural days, trips out and national celebrations (eg. Diwali). They even learn aspects of Geography, like what other countries are like to visit and their environments.
- Practitioners are encouraged to share their social identity with the children. For example, by sharing stories related to their heritage, enabling them to be a model having pride in their background.
- 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's opinions.
- Practitioners promote diverse attitudes and challenge stereotypes, eg. sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.

At St Joseph's Pre-school it is not acceptable to:

- 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; and
- fail to challenge racist language used by a child or adult in the setting.

### **Staff responsibilities**

All practitioners and staff working with children must be familiar with the process by which we can at least begin to identify those children who may be vulnerable to radicalisation. Understandably, there is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, but staff should be alert to changes in children's behaviour, which could indicate they may be in need of help or protection.

Clearly very young children are extremely susceptible to suggestion from adults and other sources and we need to recognise and assess the context of what appears to be extremist behaviour. Staff will always seek guidance from the Lead Practitioner who in turn will be advised by the Local Authority experts where behaviour is deemed to be of a reportable or uncertain nature.

The St Joseph's Pre-school, early years staff use the EYFS to support them ensuring children learn right from wrong, mix and share with other children, and value other views.

### **Training and awareness**

As part of our statutory duties we will ensure that staff are fully trained to understand how to minimise the possibility of radicalisation. This will be achieved by promoting behaviours and understanding in children that are fundamental to the EYFS.

- Ensure that all staff are fully aware of the threats, risks and vulnerabilities that are linked to extremism and radicalisation. This includes being alert to early indicators, responding to and reporting. Training will include all staff including part-time, bank and volunteers.

- We will follow the recommendations of the Local Authority and ensure staff attend Prevent, or other recommended training and that this is relevant to the job role in St Joseph's Pre-school.
- Staff are required to be familiar with the Pre-school's policies and procedures.

### Legislation

- Equality Act 2010
- Counter Terrorism and Security Act 2015
- 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)

### Further information

- [Early Years Foundation Stage Statutory Framework – for group and school-based providers](#) (latest version)
- [Home Office Statutory Guidance: Revised Prevent Duty Guidance: for England and Wales](#) (latest version).
- Anna Freud "[Helping young children to think about race in the early years](#)" (published Jan 2023)

### Associated Policies and Procedures

- 1.2 Safeguarding children and child protection (including managing allegations of abuse against a member of staff)
- 1.12.2 Preventing Radicalisation

### Additional Information

All staff have undertaken Prevent Duty training and our Designated Safeguarding Lead ensure that all staff are kept up to date with regards to safeguarding.

| Version Number | Author  | Purpose of change                                                                                                                                                                                            | Date                                       |
|----------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| 1.0            | K Coupe | New policy                                                                                                                                                                                                   | 01/05/2019<br>Committee Meeting            |
| 2.0            | K Coupe | Reviewed – some minor amendments plus the inclusion of an appendix "The EYFS and British values wheel"                                                                                                       | 20/11/2021<br>Committee Member (T Clapp)   |
| 3.0            | K Coupe | Inclusion of reference to the Home Office Statutory Guidance on Prevent Duty – updated 1 April 2021. Inclusion of associated policies and procedures as per EY services Safeguarding Audit (175/157 section) | 22/03/2022<br>Committee Member (A Shipton) |
| 4.0            | K Coupe | Reviewed and updated to include further reference to the EYFS. Plus updated reference to the Home Office Statutory Guidance                                                                                  | 16 May 2024<br>Committee Member (G Ind)    |

| <b>Version Number</b> | <b>Author</b> | <b>Purpose of change</b>                                           | <b>Date</b>                               |
|-----------------------|---------------|--------------------------------------------------------------------|-------------------------------------------|
| 5.0                   | K Coupe       | Reviewed and updated to include reference to anti-racist practice. | 6 Oct 2025<br>Committee Member<br>(G Ind) |