

STANDARD 2 – Equal Opportunities



EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
Child development Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

Standard 9.3 - Promoting British Values

Policy statement

Horsted Keynes Preschool actively promotes 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 against directly or indirectly, 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 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 2017 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2017):

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, 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 (through the prime area of Personal, Social and Emotional Development)

- We have a behaviour policy which staff must adhere to and we all then have the same expectations of children's behaviour.
- We teach the rule of law by having visits from local police officers who tell us about their jobs and how they keep us safe; we also visit the fire station to find out about what they do.
- Staff all work together so children understand the rules and boundaries within Preschool and the world around us, so children can have a safe environment to play in.
- We support the children in managing their behaviour. For example, by providing books that show how characters behave and help and support each other
- We ensure that children understand their own and others' behaviour and its consequence.
- We 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)

- We teach the children that their decisions count
- We encourage group discussion to talk about feelings and recognise that everyone has different opinions.
- We teach children about individual liberty by allowing them to take risks, for example during outdoor play and when trying new ideas.
- We have a daily routine where children can access child or adult led activities based on their own interests;
- We have a rolling snack time where children choose when they would like their snack and what foods they would like
- Children make choices; we have labelled trollies where children can access their own resources. Children get to know what resources we have and will ask adults to help them to find them if they are in store cupboards which cannot be accessed without the help of an adult.
- Our learning journeys reflect the children's voice, where they can express their opinions on different aspects of Preschool.
- 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, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- We 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)

- We help the children to recognise and respect both similarities and differences
- We teach children to be polite and listen to others.
- Children at Horsted Keynes Preschool listen to each other through small group games and experiences.
- We teach the children to use 'Kind words', that We share and are helpful and respectful to others.
- We teach the children about compromise – that some of us believe one thing... some of us believe something totally different... but we can all play together in the same house (or group setting) and respect each other.
- We teach children to work together – we provide them with projects that involve everyone in the provision and we plan group times, where children learn to listen, take turns and value contributions from others. This type of planning is a very important part of British values, teaching about shared values and working together towards a common goal.
- We encourage the children to recognise and celebrate success.

- Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures, and races are valued and children are engaged with the wider community.
- We visit the church for Harvest Festival and Easter, we celebrate British traditions such as May Day and the Royal Family events and we also observe traditions from other cultures such as Chinese New Year and Diwali.
- We involve the children in the wider community through fundraising for things such as Children in need and Red nose day.
- We teach children to be part of their local community and We plan to celebrate festivals and mark special days from the world around us, linking children's learning so they understand they are part of a much wider world; displaying posters and reading books which show world religions and cultures, blended families, disability, equality of opportunity etc. as the norm.
- 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 provide lots of role play activities
- In our learning and routines at Preschool we promote tolerance and understanding while celebrating British values, this will help children respect other cultures while developing a sense of national identity.
- We encourage 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.
- We work in partnership with parents to share knowledge and experience and we involve them in decision making by listening to feedback received and using it to improve our practice
- We think about characteristics of Effective Learning and how children are engaged, motivated and thinking critically
- We teach children about the world around them and use the seasons, weather, special days etc. to plan meaningful learning experiences;
- We teach children about Britain, showing them the work of sculptors and artists to inspire creativity, listening to music to promote dance and drama (and listening skills of course).
- We extend teaching, using the book corner and community library bus, and support them as they learn to respect others by introducing music, dance, art etc. from around the world.
- We plan to allow enough time for activities to be completed and to discuss their outcomes.

At Horsted Keynes Preschool 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"*

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)

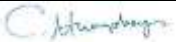
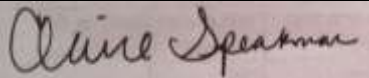

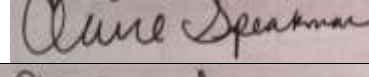

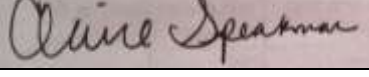


Fundamental British Values in the Early Years (Foundation Years 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

Other useful Preschool Learning Alliance publications

Guide to the Equality Act and Good Practice (2015)

This policy was adopted by	Horsted Keynes Preschool
On	1 st August 2016
Reviewed 1 st Aug 2017	 
Reviewed 1 st Aug 2018	 
Reviewed 1 st Aug 2019	 
Reviewed 1 st Aug 2020	
Reviewed 1 st Aug 2021	
Reviewed 1 st Aug 2022	
Signed on behalf of the provider	
Name of signatory & Role of signatory	Clare Humphreys Manager
Countersigned by Chair of committee	
Name of Counter signatory	Claire Speakman