



Promoting Equality and Diversity in the Early Years linked to ‘British Values’

Course Handout February 2023

The fundamental British values (FBVs) 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 Early Years foundation Stage.

Separately, the Counter Terrorism and Security Act also places a duty on early years providers “to have due regard to the need to prevent people from being drawn into terrorism” (the Prevent Duty). The duty came into effect from July 2015. Statutory guidance is available at

<https://www.gov.uk/government/publications/prevent-duty-guidance>

The following are examples of how FBV look like in practice within an early year setting. This list is by no means exhaustive

Value	
Democracy: making decisions together	<p>As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> • Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other’s views and values and talk about their feelings, for example when they do or do not need help. • When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands. • Staff can support the decisions that children make and provide activities that involve turn taking, sharing and collaboration. • Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.
Rule of law: understanding rules matter	<p>As part of the focus on managing feelings and behaviour as cited in Personal Social and Emotional Development</p> <ul style="list-style-type: none"> • Staff can ensure that children understand their own and others’ behaviour and its consequences and learn to distinguish right from wrong. • Staff can collaborate with children to create the rules and the codes of behaviour, for example,



	<p>to agree the rules about tidying up and ensure that all children understand rules apply to everyone.</p>
<p>Individual liberty: freedom for all</p>	<p>As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:</p> <ul style="list-style-type: none"> • Children should develop a positive sense of themselves. Staff can 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. • Staff should 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 in a small group discuss what they feel about transferring into Reception Class.
<p>Mutual respect and tolerance: treat others as you want to be treated</p>	<p>As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:</p> <ul style="list-style-type: none"> • Managers and leaders should create 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 a tolerance and appreciation of 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 and share and discuss practices, celebrations and experiences. • Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions. • Staffs should 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



	<p>and racial stereotyping.</p> <ul style="list-style-type: none">• A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.
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What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races.
- failure to challenge gender stereotypes and routinely segregate girls and boys.
- isolating children from their wider community.
- failure 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.

Ofsted – Early Years Equality, Diversity and British Values

The Ofsted Education Inspection Framework 2023 includes reference to equality, diversity and 'British' values within the sections on:

Behaviour and attitudes

- Children have consistently high levels of respect for others. They increasingly show high levels of confidence in social situations. They confidently demonstrate their understanding of why behaviour rules are in place and recognise the impact that their behaviour has on others
- Children are highly motivated and are eager to join in, share and cooperate with each other.
- They have consistently positive attitudes to their play and learning (Outstanding) (Early Years Inspection Handbook, November 2022)

Personal development (Outstanding)

- The provider goes beyond the expected and is highly successful at giving children a rich set of experiences that promote an understanding of, and respect for people, families and communities beyond their own. Opportunities for all children to develop their talents and interests are of exceptional quality.
- The provider ensures that these rich experiences are planned in a coherent way in the curriculum, and they considerably strengthen the provider's offer.
- The way the provider goes about developing children's character is exemplary and worthy of being shared with others (Outstanding) (Early Years Inspection Handbook, May 2019)



Personal development (Good)

- The curriculum and the provider's effective care practices promote and support children's emotional security and development of their character. Children are gaining a good understanding of what makes them unique.
- The curriculum and the provider's effective care practices promote children's confidence, resilience and independence. Practitioners teach children to take appropriate risks and challenges as they play and learn both inside and outdoors, particularly supporting them to develop physical and emotional health.
- A well-established key person system helps children form secure attachments and promotes their well-being and independence. Practitioners teach children the language of feelings, helping them to appropriately develop their emotional literacy (see pages 8 to 9 of the ['Statutory framework for the early years foundation stage \(applies from 1 September 2021\)'](#), which set out the personal, social and emotional development (PSED) area of learning). Relationships between staff and babies are sensitive, stimulating and responsive.
- Practitioners provide a healthy diet and a range of opportunities for physically active play, both inside and outdoors. They give clear and consistent messages to children that support healthy choices around food, rest, exercise and screen time.
- Practitioners help children to gain an effective understanding of when they might be at risk, including when using the internet, digital technology and social media and where to get support if they need it.
- Practitioners ensure that policies are implemented consistently. Hygiene practices ensure that the personal needs of children of all ages are met appropriately. Practitioners teach children to become increasingly independent in managing their personal needs.
- Practitioners value and promote equality and diversity and prepare children for life in modern Britain. They do this in an age-appropriate way to help children to reflect on their differences and understand what makes them unique. Practitioners do this by: teaching children to be respectful and to recognise those who help us, and contribute positively to society; developing children's understanding of fundamental British values; developing children's understanding and appreciation of diversity; celebrating what we have in common; and routinely challenging stereotypical behaviours and promoting respect for different people.



Anti-discriminating Practice

Fundamental - examination of one's own values, beliefs, attitudes and expectations, updating, challenging and changing them when necessary

Proactive efforts to give all children and young people equality of opportunity at all times.

Knowledge of equal opportunities legislation, responsibilities under that legislation and putting them into practice organisation's equal opportunities policy and codes of practice and practitioner responsibilities

Use of language and resources in the work setting which promote equal opportunities

Respect for **all** people.

Contact details

For further guidance, support please check out:

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