

Actively Promoting Fundamental British Values
What Does This Look Like In Practice?

- Democracy
- The rule of law
- Individual Liberty and mutual respect
- Tolerance of those with different faiths and beliefs

A setting should not:

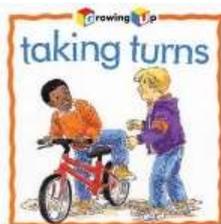
- Actively promote intolerance of faiths, groups, cultures and races
- Fail to challenge gender stereotypes
- Routinely segregate girls and boys
- Isolate children from their wider community
- Fail to challenge behaviours that are not in line with the fundamental British values above.

The EYFS already promotes children learning right from wrong, mixing and sharing with other children, valuing each other's views, knowing about similarities and differences between themselves and others and challenging stereotypes.

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- 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 ('use timers to help children take turns and share'), sharing, understanding rules and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued. Children are taught about self-confidence and self-awareness.



40-60 months

PSED making relationships –

- ✚ Initiates conversations, attends to and takes account of what others say.
- ✚ Explains own knowledge and understanding, and asks appropriate questions of others.
- ✚ Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Early Learning Goal: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others needs and feelings, and form positive relationships with adults and other children.

PSED confidence and self-awareness –

- ✚ Confident to speak about own needs, wants, interests and opinions.

Early Learning Goal: children are confident to ...say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, ...they say when they do or don't need help.

PSED managing feelings and behaviour –

- ✚ Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- ✚ Aware of the boundaries set, and of behavioural expectations in the setting.
- ✚ Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Early Learning Goal: ...they work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

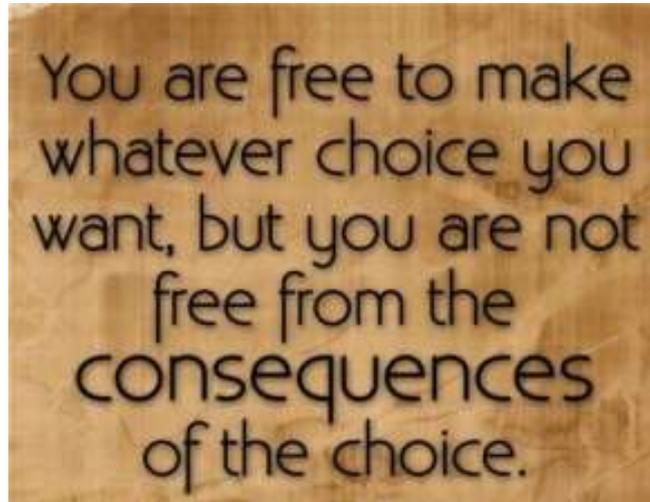
Examples of practice:

- Practitioner and baby take turns, eg to hide face for peekaboo, choosing nursery rhyme.
- Practitioner gives toddler choices about food, drink, activities.
- Children use appropriate body language and vocabulary to negotiate all having a turn with the new remote control toys, how long a turn should be on the computer, to prepare the table for snack time, to set up the role play area with new resources, to set up an obstacle course.
- Staff facilitate talk between a group of children to find out what they would like to grow in the greenhouse and flower beds next term, to identify the 'golden rules' for all to observe.

Rule of law: understanding rules matter

As cited in Personal Social and Emotional development; as part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong; for example children can use the phrase "stop it, I don't like it", or the Makaton sign of palm facing outward, with a reason "because you are hurting me".
- Staff can collaborate with children to create the golden rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone. Children give their feedback to what they want more or less of, resources they would like out, snacks they prefer, which story to have, when to go out and play and ideas towards topics; this is fed into weekly planning.



PSED managing feelings and behaviour –
8-20 months

- ✚ Beginning to understand 'yes', 'no' and some boundaries

16-26 months

- ✚ Responds to a few appropriate boundaries, with encouragement and support.

22-36 months

- ✚ Shows understanding and cooperates with some boundaries and routines.

40-60 months

- ✚ Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- ✚ Aware of the boundaries set, and of behavioural expectations in the setting.
- ✚ Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Early Learning Goal: ...children talk about how they and others show feelings, talk about their own and other' behaviour, and its consequences, and how that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Examples of practice:

- Information is shared between home and setting to ensure that consistency helps babies learn about boundaries
- Books and stories have characters that help and support each other and where conflicts are resolved.
- Golden rules have been draw up by and with the children, setting clear, consistent and reasonable expectations of behaviour and are referred to continuously by practitioners and children to remind everyone to implement them.
- Older children are supported to share limited amounts of playdough and tools, the favourite scootr, musical instruments.
- Feelings are discussed at circle times, during activities and through routines.

Individual liberty: freedom for all

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:

- 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, at circle time talking about their experiences and learning; bringing in special things from home.
- 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.



40-60 months

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- ✚ Initiates conversations, attends to and takes account of what others say.
- ✚ Explains own knowledge and understanding, and asks appropriate questions of others.
- ✚ Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Early Learning Goal: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others needs and feelings, and form positive relationships with adults and other children.

PSED self-confidence and self-awareness –

- ✚ Confident to speak about own needs, wants, interests and opinions.
- ✚ Can describe self in positive terms and talk about abilities.

Early Learning Goal: children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

PSED managing feelings and behaviour –

- ✚ Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- ✚ Aware of the boundaries set, and of behavioural expectations in the setting.
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Early Learning Goal: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes in routine in their stride.

UTW people and communities

- ✚ Enjoys joining in with family customs and routines

Early Learning Goal: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Examples of practice:

- Practitioners provide a variety of activities and resources in an environment that encourages free choices or the opportunities to show what they would like to play with.
- All children are provided with opportunities to make choices and express preferences

Mutual respect and tolerance: treat others as you want to be treated

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:

- 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 and racial stereotyping.



40-60 months

PSED making relationships –

- + Initiates conversations, attends to and takes account of what others say.
- + Explains own knowledge and understanding, and asks appropriate questions of others.
- + Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Early Learning Goal: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others needs and feelings, and form positive relationships with adults and other children.

PSED managing feelings and behaviour –

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UTW people and communities

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Examples of practice:

- Images and resources are displayed prominently to show diversity in a positive way all around the setting
- Puppets and dolls are used to promote empathy, and positive attitudes, and to challenge negative attitudes and stereotypes.
- Children are praised for a wide variety of actions, effort, behaviours and results.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

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

Prevent Duty Guidance

The [Counter-Terrorism and Security Act 2015](#) contains a duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism. This is also known as the Prevent duty.

In March 2015, Parliament approved guidance issued under section 29 of the act about how specified authorities are to comply with the Prevent duty. Specified authorities must have regard to this guidance when complying with the Prevent duty.

Early years providers serve arguably the most vulnerable and impressionable members of society. The Early Years Foundation Stage (EYFS) accordingly places clear duties on providers to keep children safe and promote their welfare.

It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS).

Early years providers must take action to protect children from harm and should be alert to harmful behaviour by other adults in the child's life.

Early years providers already focus on children's personal, social and emotional development

The Early Years Foundation Stage framework supports early years providers to do this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

Publications that support our role:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children>;

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>;

Glossary of terms:

'Having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

'Extremism' is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

'Interventions' are projects intended to divert people who are being drawn into terrorist activity.

Interventions can include mentoring, counselling, theological support, encouraging civic engagement, developing support networks (family and peer structures) or providing mainstream services (education, employment, health, finance or housing).

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence.

'Prevention' means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

'Safeguarding' is the process of protecting vulnerable people, whether from crime, other forms of abuse or (in the context of this document) from being drawn into terrorist related activity.

The current UK definition of 'terrorism' is given in the Terrorism Act 2000 (TACT 2000).

In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

'Vulnerability' describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.