



## **Prevent support programme**

### **British values and the curriculum – Engineering**

The Prevent duty requires providers and practitioners to exemplify British values in their practice and to use opportunities to explore British values and to challenge extremism.

British values are defined as including:

**“democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs”<sup>i</sup>**

This includes complying with the Equality Act 2010 and preventing discrimination against those with protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.<sup>1</sup>

#### **Behaviour in the workplace**

Effective learning takes place in the workplace and classrooms where there is tolerance and mutual respect as set out in the Equality Act and where those with the protected characteristics receive fair treatment, so that all are treated equally.

All providers should have a code of conduct which requires all student or apprentices to behave with tolerance and mutual respect of others.

By maintaining these standards of behaviour in class teachers, lectures and trainees will be promoting British values

#### **Commercial success**

Mutual respect and tolerance are essential to success in the workplace. If your student or apprentices don't show tolerance and mutual respect they will not work effectively with their colleagues and if they have contact with customers or clients they will find an alternative supplier if they are not treated with mutual respect and tolerance. This is an essential part of the training and education which student or apprentices need to prepare them for the workplace. The Equality Act of 2010 also requires that no-one in the nine protected groups is discriminated against. There is case law which shows that the Equality Act rights are being enforced against businesses and the public sector.

#### **The Law and Democracy**

In vocational courses Health and Safety legislation will always be taught. This applies to all engineering roles, tasks and workplace. This is a perfect opportunity to discuss British law in terms of Health and Safety Legislation. This will also be an opportunity to discuss employment law and the rights that employees have.

---

<sup>1</sup> Equality Act, 2010: <http://www.legislation.gov.uk/ukpga/2010/15/section/4>

This can provide a further opportunity to discuss how these laws have come about through the democratic system and as a result of the use of the democratic system to achieve change.

You might also discuss other forms of regulation and tax law. All of these can provide a further opportunity to discuss how these laws have come about as a result of the use of the democratic system to achieve change.

Examples for this might be:

- Trade union pressure to introduce health and safety laws and employment protection laws.
- Businesses which want changes to legislation to make it easier to trade
- Politicians pressure which often comes from constituents contacting them about issues
- Public pressure such as demonstrations and letter writing campaigns and petitions
- Newspaper, TV, radio and social media campaigns to introduce new laws.

### Individual liberty

Student or apprentices will discuss their options after completing their courses. This provides an opportunity to refer to individual liberty to make choices about developing their careers or progressing in education.

### Challenging extremism

The Prevent duty is not intended to stop student or apprentices debating controversial ideas

If student or apprentices make comments which could be regarded as extremist staff should encourage the student or apprentices:

- to think critically
- to consider whether the evidence they have is accurate and full
- to consider whether they have received an partial and/or unsustainable interpretation of evidence
- to consider alternative interpretations and views

Staff should use opportunities to challenge extremist narratives through discussion with student or apprentices. If staff do not feel confident in challenging extremist ideas with their student or apprentices they should ask for support.

If student or apprentices behave in a way which contravenes the equality and diversity aspects of the code of conduct which they have signed then this is a disciplinary issue e.g. refusing to work with a gay student or apprentice or a student or apprentice of a different ethnicity. It should be dealt with through normal provider disciplinary processes.

<b>Applying British values to your subject area: Example</b>	
<b>British values</b>	<b>Examples from:</b> City and Guilds: Level 3 NVQ Diploma in Fabrication and Welding – Pipe and Tube Fabrication (1782-30)
<b>Rule of Law</b>	<p><b>Compliance with statutory regulations and organisational safety Requirements</b></p> <p><b>Know how to comply with statutory regulations and organisational safety requirements describe the roles and responsibilities of themselves and others</b></p> <p><b>under:</b></p> <ul style="list-style-type: none"> <li>• the Health and Safety at Work Act, and other current</li> <li>• legislation (such as The Management of Health and Safety at Work</li> <li>• Regulations, Workplace Health and Safety and Welfare Regulations,</li> <li>• Personal Protective Equipment at Work Regulations,</li> <li>• Manual Handling Operations Regulations,</li> <li>• Provision and Use of Work Equipment Regulations,</li> <li>• Display Screen at Work Regulations,</li> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences</li> <li>• Regulations</li> </ul>

	<b>Equality Act</b>
<b>Democracy</b>	<b>How have the laws come about e.g. pressure from the public? Trade Union and public pressure for Health and safety legislation.</b>
<b>Individual liberty</b>	<b>Choices in terms of education, employment and careers. Limitations on individual liberty e.g. by complying with employment or training contracts and individual liberty within the law and social expectations</b>
<b>Tolerance and mutual respect</b>	<b>Student or apprentice code of conduct. Good working relationships and client service. Compliance with the Equality duty Describe the regulations that affect how they should be treated at work (such as equal opportunities act, race and sex discrimination, working time directive)</b>

<b>Applying British values to your subject area: Example</b>	
<b>British values</b>	<b>Examples from: Edexcel Level 2 Diploma in Network Construction Operations (Water) – Main Layer (QCF)</b>
<b>Rule of Law</b>	<b>Maintain the health and safety of themselves and others Maintain the safety and security of plant, equipment and the working environment Respond to emergencies Demonstrate general knowledge and understanding for utilities network construction operations Demonstrate knowledge of legislation, regulations, procedures and company policies relating to health and safety Be able to use and communicate data and information</b>
<b>Democracy</b>	<b>How have the laws come about e.g. pressure from the public? Trade Union and public pressure for Health and safety legislation.</b>
<b>Individual liberty</b>	<b>Choices in terms of education, employment and careers. Limitations on individual liberty e.g. by complying with employment or training contracts and individual liberty within the law and social expectations</b>
<b>Tolerance and mutual respect</b>	<b>Student or apprentice code of conduct. Good working relationships and customer service. Be able to establish and maintain productive working relationships</b>

For further information use the Education and training Foundation's [Prevent for FE and training Website](http://www.preventforfeandtraining.org.uk) :  
<http://www.preventforfeandtraining.org.uk>

<sup>i</sup> <http://www.preventforfeandtraining.org.uk/p-useful-links>