



PREVENT PROGRAMME 2015-16

British values and the curriculum – vocational qualifications

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”ⁱ

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.¹

Behaviour in the workplace

Effective learning takes place in workshops or labs 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 students to behave with tolerance and mutual respect of others.

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

Commercial success

Mutual respect and tolerance are essential to success in the workplace. If your students 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 students 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 roles, tasks and workplaces including health and beauty, plumbing, land based studies, the sports industry,

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

manufacturing, travel and tourism. 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. 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

Students 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 students debating controversial ideas

If students make comments which could be regarded as extremist staff should encourage the students:

- 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 students. If staff do not feel confident in challenging extremist ideas with their students they should ask for support. This will normally be through the Safeguarding officer.

If students 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 a student of a different ethnicity. It should be dealt with through normal provider disciplinary processes.

The Safeguarding team should be notified of examples where extremism has been challenged.

Applying British values to your subject area: Example	
British values	Retail level 2
Rule of Law	Health and Safety Law relating to retail. Retail Law Employment law
Democracy	How have the laws come about e.g. pressure from the public for safe products. Trade Union pressure for Health and safety legislation.
Individual liberty	Choices in terms of employment and careers
Tolerance and mutual respect	Student code of conduct. Good working relationships and customer service. This can be explored through the employability section of the syllabus.

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>

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