



Prevent support programme

British values and the curriculum – Health and Social care

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 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 trainers 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 health and social care roles, tasks and workplaces including nurseries and care homes. 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

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

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.

Applying British values to your subject area: Example	
British values	Examples from: Level 2 and 3 Certificate in Preparing to Work in Adult Social Care (4229-02/03)
Rule of Law	Principles of safeguarding and protection in health and social care Introduction to duty of care in health, social care or children’s and young people’s settings Understand health and safety in social care settings Understand how to handle information in social care settings
Democracy	How have the laws come about e.g. pressure from the public? Trade Union and public pressure for Health and safety legislation.
Individual liberty	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
Tolerance and mutual respect	Principles of diversity, equality and inclusion in adult social care Settings Student or apprentice code of conduct. Good working relationships and client service.

Applying British values to your subject area: Example	
British values	Examples from: Level 2 Certificate For The Children And Young People's Workforce
Rule of Law	Equality and inclusion in health, social care or children's and young people's settings Safeguarding the welfare of children and young people Contribute to children and young people's health and safety Contribute to the support of positive environments for children and young people
Democracy	How have the laws come about e.g. pressure from the public? Trade Union and public pressure for Health and safety legislation.
Individual liberty	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
Tolerance and mutual respect	Student or apprentice code of conduct. Good working relationships and customer service. Equality and inclusion in health, social care or children's and young people's settings Support children and young people's positive behaviour
Applying British values to your subject area: Example	
British values	Examples from NCFE CACHE Level 1 Award, Certificate and Diploma in Introduction to Health, Social Care and Children's and Young People's Settings
Rule of Law	Understand protection and safeguarding in health and social care (adults and children and young people), early years and childcare Know how key legislation protects people who have a disability
Democracy	How have the laws come about e.g. pressure from the public, politicians and media? Trade Union pressure for Health and Safety legislation.
Individual liberty	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 Know how to research a vocational area Know how to develop the skills and knowledge for a chosen job role
Tolerance and mutual respect	Student or apprentice code of conduct. Good working relationships and customer service. Know the importance of equality and inclusion within health, social care and children's and young people's settings. Know the effects of discriminatory attitudes and behaviours on individuals Know the factors that affect equality and inclusion of individuals.

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>