



Promoting British Values

All provider staff have a legal responsibility under The Prevent Duty to exemplify the British values of "**democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs**" into their practice.

As well as being a legal requirement this is an important part of maintaining a safe environment and fully preparing our learners for life in modern Britain.

Promoting 'Fundamental British Values'

An important part of The Prevent Duty is to promote the four fundamental British values above. It is important you are familiar with what these mean so you can promote these principles with learners..

Promoting Fundamental British values... What will inspectors look for?

Inspectors will consider "how well the provider prepares learners for successful life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs".

Outstanding provision will be able to show, "the promotion of fundamental British values is at the heart of the provider's work".

1. Democracy

The United Kingdom has a political system called a democracy. This means government by the whole population or all the eligible members of a state through elected representatives.

Could you articulate the advantages of a democracy to your learners? Democracy:

- *protects the interest of the people*
Real power lies with the people exercising it by means of representatives duly elected by the people.
- *promotes equality*
Democracy is generally based on the rule of equality. This means that all members of a country are equal in the eyes of law.
- *gives stability in administration*
When there are fixed and elected representatives a more stable and responsible government is usually formed.
- *Can help make good citizens*
Democracy aids in creating an ideal environment where individuals learn about their duties and rights.



- *Promotes change*

Democracy can pave way for change, provide a sense of involvement and reduce the chance of violence.

‘Having our say’

By exercising the right to vote we can have our say on how the country is managed. Young people can now register to vote when they are sixteen. How will you promote these opportunities in the future?

Example

Evan’s tutor has been emphasising the benefits of providing input and giving feedback. As a result, Evan decides to get more involved with the student union and volunteers for a group planning a multi-cultural celebration. He enjoys making new friends and discovers new interests. Evan also registers to vote during one of the provider’s promotional campaigns.

His improved communication skills come in very useful when he starts his placement and works well alongside people from a variety of backgrounds.

How do you encourage those around to participate and lead? What opportunities could you promote?

British values and democracy... How can I introduce this theme into sessions?

Look out for the following opportunities to build UK democracy, or the concept of democracy, into your delivery:

- National / local elections discussion
- Any opportunity to promote learner voice The importance of community links and activities
- Activities providing learners with the opportunity to argue and defend points of view, through structured or unstructured debate
- Any opportunity where learners ‘set their own rules’
- The impact of persuasive media coverage on us and the democratic process

2. The Rule of Law

We should be committed to preventing and addressing discrimination and reinforcing the fact we are all accountable to the laws of society. This means combating the unjust or prejudicial treatment of people with different characteristics, disabilities and sexualities for example.

As well as upholding the law we have our own policies and procedures that help us do this. Do you know where to find them, what they say and how they impact upon your role?



Prejudice and discrimination: do you know the difference?

Prejudice is “the process of prejudging someone or something, possibly resulting in unreasonable or unfair behaviour or harm”.

Discrimination can be defined as “the unjust or prejudicial treatment of different categories of people”. It is often described as “prejudice in action”.

Government guidance... Prevent and discrimination

The Prevent Duty guidance for further education institutions says:

“We expect institutions to encourage students to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.” In fact, providers have been required to do this for many years and the Prevent duty reinforces this obligation.

Can you remember the nine protected characteristics from the Act? Look them up if you are not sure.

3. Promoting British values - Individual liberty

Individual liberty means to live with freedom of choice, free from oppressive restrictions or control by others. This is a human right that we need to work hard at all levels to protect.

Individual liberty is supported by a positive culture within the FE and Skills setting.

4. Mutual respect

As we encourage learners to ‘have their say’ we need to ensure they communicate in a positive manner. The statement below is given as an Ofsted ‘Outstanding’ Grade 1 descriptor.

“Learners discuss and debate issues in a considered way, showing respect for others’ ideas and points of view”.

Is this true of your learners?

Religion, faith and belief

In the United Kingdom people have the freedom to hold different faiths and beliefs. People having faiths or beliefs other than ones own (even if this is none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

The term ‘tolerance’ is used because we recognise that people are different and, while we do not always agree, we should still respect each other’s views and beliefs.



Considerations for learner-lead activities

We have mentioned the importance of learners having their say and taking the lead. They may be willing to talk about their own beliefs and this can be a powerful exercise, both for them and fellow learners. There are, however, a few things we should be mindful of. We should ensure:

- delivery does not single out learners with minority characteristics in a negative way
- there is a balanced approach (i.e. the focus is not on one religion or belief)
- learners show respect to each other at all times, including when religious beliefs may conflict with other characteristics (sexual orientation, for example)

Promoting British values: cross-provider initiatives

A coordinated approach to activities like the ones below is a powerful way to promote values. Do you know where and when such things are taking place so your learners can benefit? Perhaps you could work with other providers and contacts to make these things happen.

‘Super citizen days’ can be arranged where people join together with many multicultural and multi-faith groups to run workshop sessions.

Trips to parliament can promote to learners what true democracy actually ‘looks like’. The rules of law, individual liberty, and the importance of making a positive contribution are reinforced and celebrated.

Visits from authorities such as the police and fire services reinforce the importance of the rule of law.

A **‘language of the term’** schedule promotes languages spoken by learners for whom English is an additional language, and members of different faiths or religions are encouraged to share their knowledge.

Promoting British values: moving forward - resources to help you

There are many resources out there to help. For example, the website www.preventforfeandtraining.org.uk is sector-specific, free and provides a wealth of curriculum guidance and materials.