

Your fastest way to learn. Why wait?



British Values & Prevent Duty

June 2018

British Values & The Prevent Duty

Firebrand will:

- Provide staff with sufficient training to be able to recognise this vulnerability (Radicalisation) and be aware of what action to take in response
- Understand when to make referrals to the Channel programme and where to get additional advice and support.
- Keep Learners safe and promote their welfare
- Be alert to any safeguarding issues in the learner's life at home or elsewhere
- Take action to protect Learners from harm and be alert to harmful behaviour by other adults in the child's life.
- Focus on learners' personal, social and emotional development
- Ensure learners understand right from wrong, mix and share with others and value others views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes

To do this staff will:

- Listen to learners
- Share appropriate information with parents if applicable
- Listen to parents
- Report concerns
- Challenge negative behaviour
- Focus on what learners need
- Support learners **personal, social and emotional development** by helping learners to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Extracts to explain the meaning of British Values

Providers will actively promote fundamental British values and not promote views or theories as fact which are contrary to established scientific or historical evidence and explanations:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of different faiths and beliefs

Ofsted's expectations:

	Grade 1 Outstanding	Grade 2 Good	Grade 3 Requires improvement	Grade 4 Inadequate
Effectiveness of Leadership and Management	The promotion of equality, diversity and British values is at the heart of the setting's work. It is demonstrated through all its practices, including tackling any instances of discrimination and being alert to potential risks from radicalisation and extremism	Leadership and managers actively promote equality, diversity and British values through all policies and practice. They tackle instances of discrimination effectively.	Leadership and management are not yet good. Any breaches of statutory requirements do not have a significant impact on Learners' safety, well-being or learning and development	Leaders fail to recognise and/or tackle instances of discrimination. Equality, diversity and British values are not actively promoted in practice
Quality of Teaching, Learning and assessment	Facilitators provide an exceptional range of resources and activities that reflect and value the diversity of Learners' experiences. They actively challenge gender, cultural and racial stereotyping and help learners gain an understanding of people, families and communities beyond their immediate experience.	Facilitators provide a wide range of opportunities for Learners to learn about people and communities beyond their immediate experience. Resources and activities reflect and value the diversity of Learners' backgrounds and experiences.	The provision is not yet good. Any breaches of the statutory requirements do not have a significant impact on Learners' learning and development	Facilitators do not promote equality and diversity or extend Learners' understanding of communities beyond their immediate environment
Personal development, behaviour and welfare	Facilitators give learners a wide range of experiences that promote understanding of people, families and communities beyond their own. They teach Learners the language of feelings and give them opportunities	Learners are learning to respect and celebrate each other's differences. They develop an understanding of diversity beyond their immediate family experience through a range of activities that teach them effectively about people in the wider world.	Provision to support Learners' personal development, behaviour and welfare is not yet good. Any breaches of the statutory requirements for safeguarding and welfare and/or learning and development do not have a significant impact on Learners' safety, well-being and personal development.	Learners have a narrow experience that does not promote their understanding of people and communities beyond their own or help them to recognise and accept each other's differences.

Equalities Act 2010

The British Values and Prevent duty relate to the Equality Act 2010, as the Organisations that perform 'public functions' are also covered by these duties to:

- Eliminate unlawful discrimination, harassment or victimisation
- Advance equality of opportunity between people who share a protected characteristic, and those who do not
- Foster good relations between people who share a protected characteristic, and those who do not.

Protected Characteristics

The Equality Act covers the following 'protected characteristics':

- Race/ethnicity
- Gender
- Gender reassignment/gender identity
- Disability
- Religion and belief
- Pregnancy/maternity
- Sexual orientation
- Age and marriage/civil partnerships are also protected under 'employment' within the Act

Glossary

- **'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'** in the context of this document 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

Authorisation & Document Control

Document Title	British Values & Prevent Duty		Status	V.1	
Classification	External	Last Review	2017	Next Review	2018
Location	S:\Apprenticeship\Quality\Policies & Procedures\2017				

Authorisation	Responsible Person or Body
Document Owner	Barbara Turner
Authorised By	Kiely Makepeace

Version History

Version	Author	Issued	Summary of Changes
Draft	Barbara Turner	May 2017	Development of Policy & Procedure to replace existing
V.1	Barbara Turner	June 2017	Approved and issued
V.2	Barbara Turner	June 2018	Review