

British values and the curriculum

Hospitality and Catering

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.”

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.

The Prevent duty also includes an expectation that staff will encourage students to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.

Behaviour in classrooms, workshops and workplaces

Effective learning and work takes place in the workplace and classrooms or kitchens where there is tolerance and mutual respect for different faiths and beliefs, as well as respect for people with protected characteristics as set out in the Equality Act.

Learners in the workplace should also be aware of the need to ensure that no one in protected groups is discriminated against. Those employers who allow discrimination to take place have been prosecuted using the Equality duty.

By maintaining high standards of behaviour, including mutual respect and tolerance for different faiths and beliefs and encouraging learners to respect the protected characteristics, class teachers, lecturers and trainers will be promoting British values.

The law

In any area of employment regulation is very important

- As part of hospitality and catering courses, as in other vocational courses, the importance of health and safety legislation will always be taught.
- Discussion of employment rights will also present a perfect opportunity to discuss employment law and how it impacts on employees.
- Data protection legislation will also impact on most employees.

Democracy

Legislation that directly impacts on learners' work can provide an 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.

Examples for this might be:

- Trade union pressure to introduce health and safety laws and employment protection laws.
- Businesses that want changes to legislation to make it easier to trade.
- Politicians' pressure that 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

Learners will usually have considered what their options were and selected from them before they chose their course or apprenticeship. They will also have choices to make while they take their current qualification and they will often have choices to make as they consider further education, training or careers after completing the apprenticeship or course.

Challenging extremism

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

If students or apprentices make comments that could be regarded as extremist, staff should encourage the student or apprentices to consider:

- what they have said
- where the views they are expressing came from
- whether the evidence they have is accurate and full
- whether they have received a partial or incorrect interpretation of evidence
- alternative interpretations and views
- whether they need to make a referral to the designated safeguarding lead.

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

If students or apprentices behave in a way that contravenes the equality and diversity aspects of the code of conduct that 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.

Applying British values to your subject area: Hospitality	
British values	Level 2 Technical Award in Cookery and Service for the Hospitality Industry (6106-20)
Rule of law	<p>Learners will understand how the following legislation influences the hospitality industry and the implications of non-compliance:</p> <ul style="list-style-type: none"> • Health and Safety at Work Act • Consumer Protection from Unfair Trading regulations • Data Protection Act • Discrimination Act • Food safety regulations • Weights and Measures Act • Licensing Act • Employment Law (e.g., Working Time Directive, Contract of Employment, Equality Act) • Food Information for Consumers regulations
Democracy	How have the laws come about, e.g., pressure from the public or trade unions?
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 of different faiths and beliefs and the Equality duty	<p>Understanding the importance of:</p> <ul style="list-style-type: none"> • multicultural workforce • diversity of workforce <p>Learners will understand how and why the following dietary requirements impact food consumption choices, including:</p> <ul style="list-style-type: none"> • religious • cultural

Applying British values to your subject area:	
British values	Examples from: Level 3 Diplomas in Advanced Professional Cookery (7100-85/86)
Rule of law	<p>The learner will understand the role of the supervisor in ensuring compliance with food safety legislation</p> <p>The learner will be able to:</p> <p>1.1 summarise the importance of food safety management procedures</p> <p>1.2 explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance</p> <p>1.3 outline how the legislation is enforced</p> <p>Food safety management procedures HACCP (hazard analysis and critical control points): ranging of HACCP, identification monitoring and assessment of critical control points, implementation of HACCP, corrective action, verification, documentation, on-going review Monitoring and reporting procedures, pest control, swabbing, supervision, instruction and training, cleaning, waste disposal, maintenance of equipment and building infrastructure, SFBB (Safer Food, Better Business)</p> <p>How the legislation is enforced Through the Food Safety Act 1990, the Food Safety (England, Scotland, Wales, Northern Ireland) Regulations 2006, enforcement visits (e.g., by EHOs/EHPs), enforcement notices (hygiene improvement notice, hygiene prohibition order, hygiene emergency prohibition notice), through the civil and criminal courts, in addition the employer enforces legislation through appropriate practices, procedures and training</p>
Democracy	How have the laws come about, e.g., pressure from the public or Trade unions
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 of different faiths and beliefs and the Equality duty	Behaving in a professional manner including respect for equality and diversity Explain the influences of different cultures/religions on eating and drinking



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