

## British values and the curriculum – Hair and Beauty

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 classrooms 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**

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### **In any area of employment, regulation is very important**

- As part of hair and beauty 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 and its link to rule of law**

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 used their individual liberty to select 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 their 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 students 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.

<b>Applying British values to your subject area: Example</b>	
<b>British values</b>	<p>Examples from: Edexcel BTEC Level 2 Extended Certificate in Beauty Therapy Services and BTEC Level 2 Diploma in Beauty Therapy (QCF)</p>
<b>Rule of law</b>	<p>Follow health and safety practice in the salon COSHH – what does this stand for and why is so important to follow when styling hair? Health and safety working practices Hazards and risks Personal presentation and hygiene Security Legislation and responsibilities: differences between legislation, codes of practice and workplace policies Health and Safety at Work Act 1974 Current regulations relating to the hair and beauty industry, e.g., Control of Substances Hazardous to Health (COSHH) Regulations 2002, Electricity at Work Regulations 1989, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995, Workplace (Health, Safety and Welfare) Regulations 1992, Manual Handling Operations 1992, Provision and Use of Work Equipment Regulations 1998, Personal Protective Equipment at Work Regulations 1992, Health and Safety (First Aid) Regulations 1981, Cosmetic Products (Safety) Regulations 1989 Equality Act 2010</p>
<b>Democracy</b>	<p>How have the laws come about, e.g., pressure from the public for safe products? Trade union and public pressure for health and safety legislation? Legal and political factors affecting business Freedom to vote and have a say in the economy of the country Testing on animals and the right to protest</p>
<b>Individual liberty</b>	<p>Choices in terms of education, employment and careers. Stereotypes and discrimination within the sector Limitations on individual liberty, e.g., by complying with employment or training contracts Limitations on individual liberty within the law and social and cultural expectations? The freedom to look and express yourself in terms of style and</p>

	<p>fashion verses cultural or religious expectations?          Employment expectations in terms of attire and grooming may restrict individual liberty, how and is this right?</p>
<p><b>Tolerance and mutual respect of different faiths and beliefs and promotion of the Equality duty</b></p>	<p>Student or apprentice code of conduct          Client care and communication in beauty-related industries          Good working relationships and client service          Compliance with the Equality duty          Leading and managing individuals and teams gaining further knowledge on religious and cultural customs and expectations          Exploring different cultural styles and beauty          Being aware of how to address people and not offend them</p>

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