

British values and the curriculum – Construction

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, workshops or sites 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 construction courses, as in other vocational courses, the importance of health and safety legislation will always be taught.

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- 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 the 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 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: Example	
British values	Construction apprenticeships and courses
Rule of law	<p>Compliance with statutory regulations and organisational safety requirements</p> <p>Know how to comply with statutory regulations and organisational safety under:</p> <ul style="list-style-type: none"> • The Health and Safety at Work Act • The Management of Health and Safety at Work • Personal Protective Equipment at Work Regulations • Manual Handling Operations Regulations • Provision and Use of Work Equipment Regulations • Display Screen at Work Regulations • Reporting of Injuries, Diseases and Dangerous Occurrences <p>Know the behaviour expected in a construction trade work environment.</p> <p>Identify types of good behaviour that employers expect from workers in the construction trade.</p> <p>Be able to behave appropriately in a work environment.</p> <p>Be able to communicate effectively in a work environment.</p> <p>Compliance with the Equality Act.</p>
Democracy	<p>Economic Development and Construction Act</p> <p>Building on the Greenbelt?</p> <p>Engineering and the environment?</p> <p>How have the laws come about, e.g., pressure from the public for safe working practices? Trade union and public pressure for health and safety legislation?</p>
Individual liberty	<p>Choices in terms of education, employment and careers</p> <p>Limitations on behaviour, e.g., stereotyping and discrimination on a building site are not legally acceptable</p> <p>Employment contracts and restrictions</p> <p>Limitations on individual liberty, e.g., by complying with employment or training contracts and individual liberty within the law and social expectations</p>
Tolerance and mutual respect of different faiths and beliefs and promotion of the Equality duty	<p>Compliance with the Equality Act 2010.</p> <p>Know the behaviour expected in a construction trade work environment.</p> <p>Identify types of good behaviour that employers expect from workers in the construction trade.</p> <p>Be able to behave appropriately in a work environment.</p> <p>Be able to communicate effectively in a work environment.</p> <p>National Occupational Standards: COSVR210: Develop and maintain good working relationships.</p> <p>Describe the regulations that affect how they should be treated at work (such as equal opportunities act, race and sex discrimination, working time directive).</p>

Developed with Solihull College

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Applying British values to your subject area: Example	
British values	Examples from: Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Construction Operations (Construction) (QCF)
Rule of law	<p>Comply with all workplace health, safety and welfare legislation requirements</p> <p>1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area</p> <p>1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements</p> <p>1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment</p> <p>1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment</p> <p>1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area</p> <p>1.8 State how to comply with control measures that have been identified by risk assessments and safe systems</p> <p>Compliance with the Equality Act</p>
Democracy	How have the laws come about, e.g., pressure from the public for safe working practices? 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. Compliance with the Equality Act 2010. National Occupational Standard : COSVR210: Develop and maintain good working relationships.

Applying British values to your subject area: Example	
British values	From Level 3 – Principal Learning Specification (2764-03) assessment 2013 onwards: Construction and the Built Environment
Rule of law	Legislation relating to health, safety and welfare, and project planning in the construction of the built environment 1.1 analyse the legislation used to control health, safety and welfare and project planning (IE4): a. Health and Safety at Work Act 1974 b. Construction Design and Management (CDM) Regulations 2007 c. Construction Health, Safety and Welfare Regulations 1996 d. Management of Health and Safety at Work Regulations 1999 e. Work at Heights Regulations 2005 Compliance with the Equality Act 2010
Democracy	How have the laws come about, e.g., pressure from the public, politicians and media for safe working practices? 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.
Tolerance and mutual respect of different faiths and beliefs and promotion of the Equality duty	Student or apprentice code of conduct. Good working relationships and customer service.