

Understanding Fundamental British Values & Applying the Prevent Duty: A Guide for Careers Practice

1. INTRODUCTION

There are a number of questions raised when we consider this agenda:

Terminology

- What do you think of when you hear the term “fundamental British values”?
- Do we have difficulties with the term ‘fundamental’ or perhaps defining what is meant by ‘British’ in a diverse, multi-cultural, globalised society?
- Do we have difficulties in understanding, defining and embracing these principles?

Application

- Why are we expected to embed fundamental British values into our systems, process and careers practice? What are the policy and legislative expectations?
- What are the challenges we face with this?
- Should this be an extraneous organisational response to adhering to policy or can this be engendered so it becomes more intrinsic, integrated and owned by careers professionals?

Relevance to Careers Provision

- How can we as a careers profession support this process – how is easy is the marriage with the CDI Code of Ethics and FBV?

This guide aims to consider the above questions with the following objectives:

- To clarify what is meant by Fundamental British Values.
- To provide some understanding of policy context and rationale for their application.
- To consider some of the challenges we face as careers providers to improving FBV.
- To outline the support that can be provided to CDI members in addressing the above.

2. BACKGROUND

- The term *fundamental British values* (FBV) entered **government policy in 2011** as a Home Office response about the nature and prevention of violent terrorism.
- This then entered then the **world of education in 2011-12 with the publication of a statement about teachers’ standards** which came into force in September 2012. The Department for Education (2012) adopted some of the phrases in the Home Office definition of extremism as a basis for establishing the standards required of professional teachers:
 - ‘A teacher is expected,’ the DfE said, ‘to demonstrate consistently high standards of personal and professional conduct’. Three statements defining ‘the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career’,
 - The first of which was ‘Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by ...’

- There then followed five bullet points, the fourth of which was: not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- c. On **Monday 9 June 2014** it featured prominently in a speech in the House of Commons by the Secretary of State for education in England, Michael Gove, and in media coverage about this speech. The context was a statement about Ofsted reports on, as it had become known, the Trojan Horse affair in Birmingham.

Mr Gove said: We already require independent schools, academies and free schools to respect British values. Now we will consult on new rules that will strengthen this standard further, requiring all those schools *actively to promote British values*, and I will ask Ofsted to enforce an equivalent standard on maintained schools through changes to the Ofsted framework.

Six days later (15 June) there was an article by the Prime Minister in the *Mail on Sunday*. Entitled 'British values aren't optional, they're vital'.

3. LEGISLATION

The Government published the 'Prevent' strategy in 2011 as part of its overall counter-terrorism strategy, CONTEST.

The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism. This is also known as the Prevent duty.

In March 2015, Parliament approved guidance issued under section 29 of the act about how specified authorities are to comply with the Prevent duty.

Three key objectives of the 2011 Prevent Strategy Legislation are:

1. To **respond to the ideological challenge of terrorism** and the threat from those who promote it.
2. To **prevent people from being drawn into terrorism** and ensure that they are given appropriate advice and support.
3. To **work with sectors and institutions where there are risks of radicalisation** that we need to address.

Key legal definitions for the Preventing extremism duty include British values and extremism.

What are British values?

- These are defined as: 'Democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.'
- Mutual respect and tolerance includes encouraging students to respect other people with particular regard to the protected characteristics of the Equality Act [2010]

What is extremism?

Extremism as is defined in law as: 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with 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.'

From the Counter-terrorism and Security Act 2015 www.legislation.gov.uk

4. CURRENT GUIDANCE

Prevent' duty guidance, first published in February 2015, was put into place in the further education and skills sector on 18 September 2015. As a result, all further education and skills providers in England must have 'due regard' to the need to 'Prevent' people from being drawn into terrorism. Therefore, 2015/16 is the first academic year of the duty being put into practice formally.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Two versions of the Prevent Duty guidance were approved: one for specified authorities in England and Wales, and one for specified authorities in Scotland. These 2 documents were revised in July 2015, removing the chapters on further and higher education institutions. This is because 4 new pieces of stand-alone, sector-specific guidance for these institutions were issued.

Higher and further education prevent duty guidance

The remaining 4 documents, issued on 16 July 2015 under section 29 of the act, have been issued to provide guidance to higher and further education institutions subject to the duty. Following Parliament's approval of the guidance documents, they came into effect on 18 September 2015.

To comply with the duty the guidance expects further education institutions to have clear and visible policies and procedures in place covering staff, learners, learning, partnerships and infrastructure. These will support the institution to identify where learners might be at risk of being drawn into extremism and includes a requirement to exemplify British values. The responsibilities support those under [the Equality Act \[2010\]](#) and cover student welfare, including equality and diversity, the safety of students and staff, and ensuring there is awareness of the risks of being drawn into terrorism through Prevent awareness training.

5. **OFSTED Prevent Survey (2015)** - the purpose of this survey was to evaluate how well further education and skills providers are implementing the 'Prevent' duty in its first year, and to assess the impact of the work being done to protect learners from those who wish to promote extremism. Her Majesty's Inspectors carried out the fieldwork for this survey between November 2015 and May 2016. Findings were informed by visits to 37 further education and skills providers, as well as 46 full inspections or monitoring visits carried out between November 2015 and May 2016:

- Nearly half of providers lacked sufficient safeguards to keep learners safe online, with learners in some cases bypassing security settings to access websites selling firearms or promoting terrorist ideology.
- In some instances, inspectors saw no effort by providers to implement the requirements of the duty, leaving learners at risk.
- There is also too little effort put into partnership working, with several local authorities failing to support providers, who were unaware of the range of advice and guidance available to them.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/543936/How_well_are_further_education_and_skills_providers_implementing_the_Prevent_duty.docx

The **Ofsted Further Education and Skills Handbook (2017)** includes guidance on how the Prevent duty, including the promotion of British values, will be inspected from April 2017.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/608481/Further_education_and_skills_inspection_handbook_for_use_from_April_2017.pdf

6. UPHOLDING & PROMOTING FBVs IN CAREERS PROVISION

- a. All careers providers are therefore duty bound to successfully implementing Prevent. This involves practitioners actively promoting fundamental British values. This is evaluated under the 2015 Ofsted inspection framework, which also has a much greater focus on:
- Preparing learners (clients) to become responsible citizens, contributing to wider society and life in Britain.
 - Safeguarding, including protecting learners from prejudice-based discrimination.
 - Outstanding providers are expected to place the active promotion of fundamental British values 'at the heart' of their work.
- b. There is strong integration between the nine protected characteristics of the Equality Act 2010 and the Fundamental British Values (Figure 1). Therefore **in upholding the principles of the Equality Act 2010 we are embedding all the British Values into our practice and policies.**

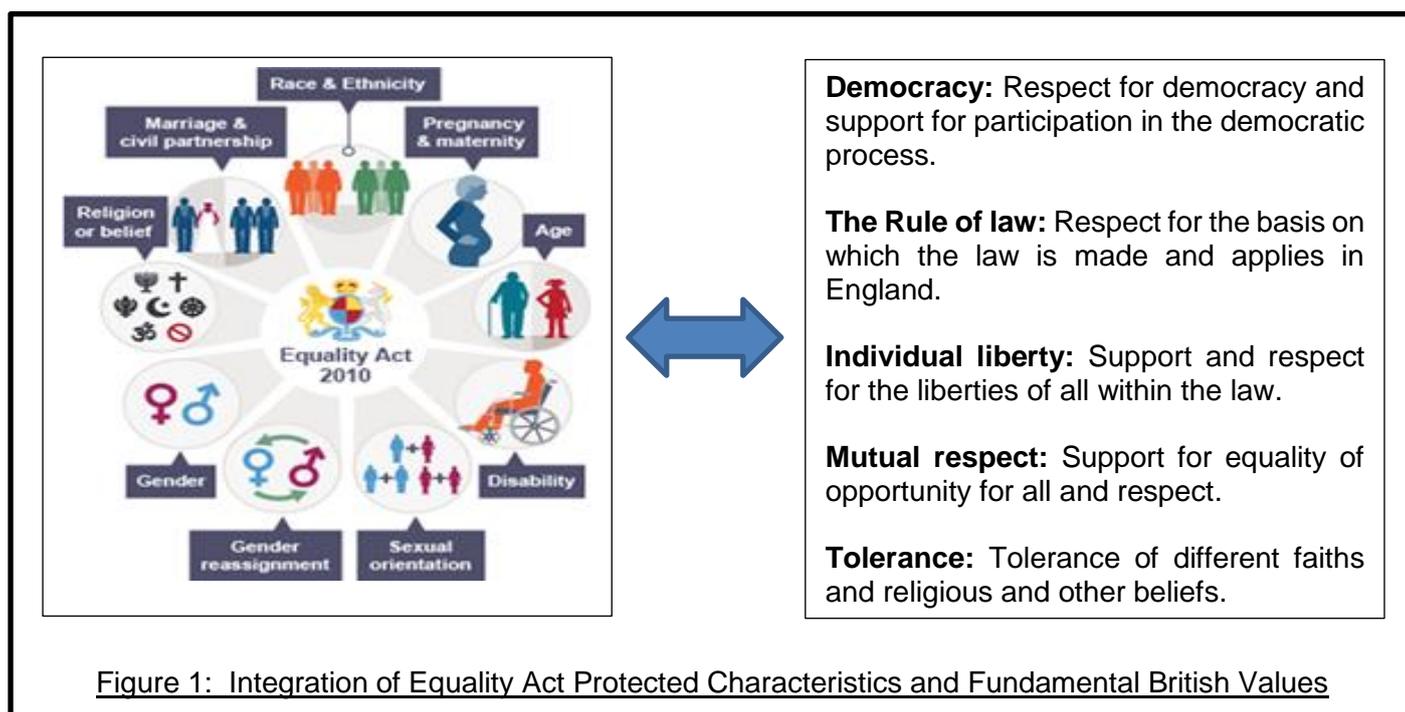


Figure 1: Integration of Equality Act Protected Characteristics and Fundamental British Values

- c. **Promoting Fundamental British Values means taking a positive approach:**
- We need to be able to challenge and to encourage our clients to challenge views that oppose fundamental British values in a way that promotes an ethos of respect.
 - British values can be used in the session as a framework for setting and maintaining ground rules for the interaction and in group sessions these can contribute to effective session and behaviour management and a better learning experience.
 - It is important to avoid knee jerk reactions and tick-box approaches to upholding and promoting FBVs. There are often no obvious signs of extremism or vulnerability to radicalisation. There is no typical list of signs but although changes in behaviour and dress are often cited these will often be signs of perfectly normal behaviour. It should be noted that individuals taking their religion more seriously, choosing to grow a beard or wearing a headscarf for religious reasons are NOT signs of extremism.
 - Therefore knee jerk reactions, without understanding properly what Fundamental British Values mean for our community and clients are unhelpful as are cutting and pasting a few things on your resources and ticking a box on 'British values' on your documents. Instead it is your sound professional judgement which will lead you to decide to refer a Safeguarding concern relating to extremism.

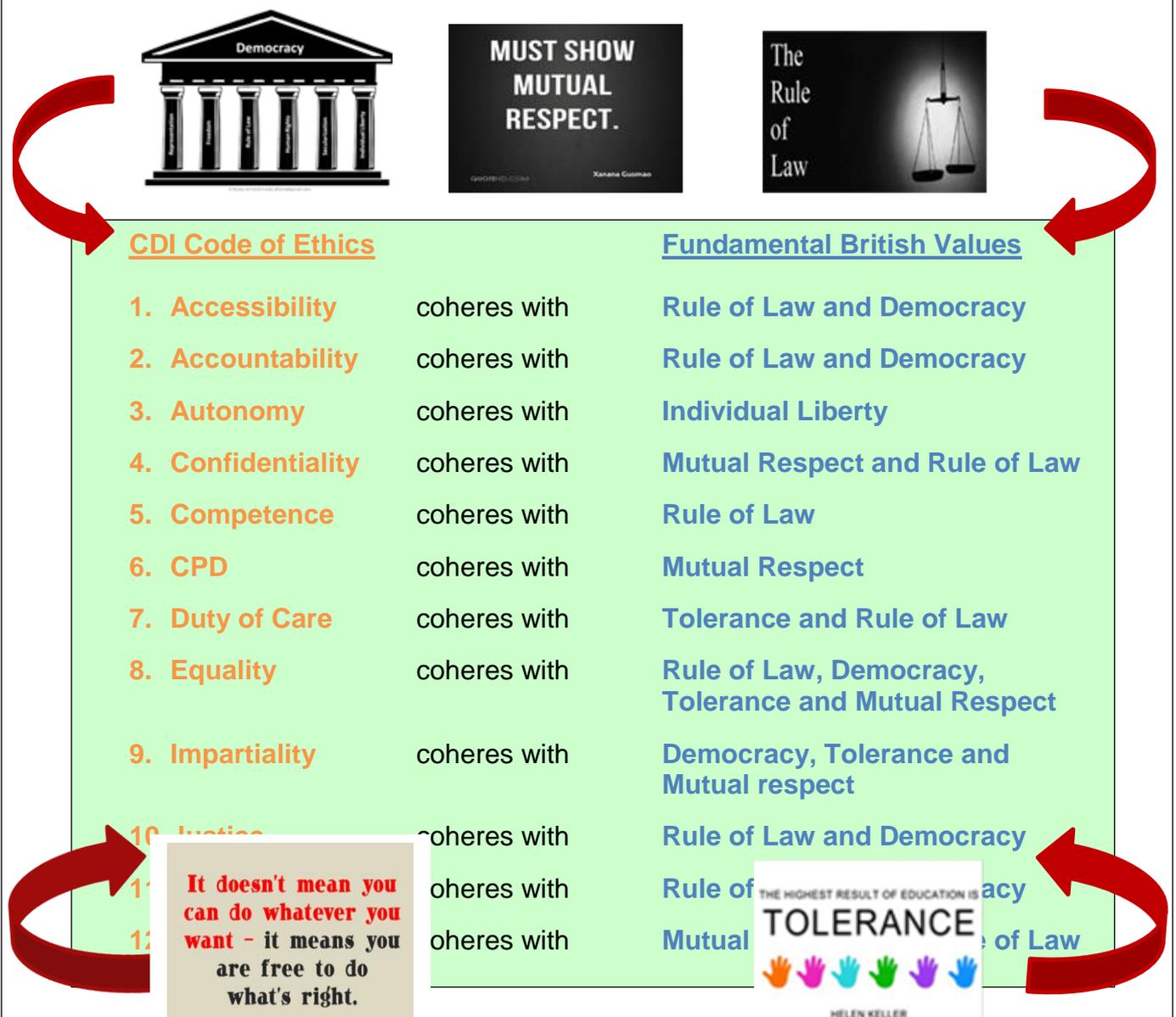
- This must be followed within a planned, coherent and collaborative approach for the successful implementation of Prevent – where institutions have clear and visible policies and procedures in place covering staff, learners, learning, partnerships and infrastructure.

d. Linking fundamental British values to Career Development Institute Code of Ethics.

- As Figure 2 denotes there is strong coherence when mapping the twelve principles of the CDI Code of Ethics to the five fundamental British Values.
- Applying the CDI Code of Ethics in careers practice thus:
 - Provides a safe framework within which to uphold and promote FBVs in preventing and protecting clients from radicalisation and extremism.
 - Ensures that the experiences and opportunities provided for customers on FBVs are relevant, meaningful and inclusive.
 - Necessitates that equality of opportunity and diversity are promoted well so that any form of direct or indirect discriminatory behaviour is prevented and prejudice is not tolerated.
 - Provides linkage of fundamental British values to ‘behaviour and safety’ aspects of Ofsted judgements

Adhering to the Code of Ethics thus put the promotion of fundamental British values at the heart of the work as a careers practitioner and ensures that the values are applied intrinsically in practice.

Figure 2: Mapping of CDI Code of Ethics to Fundamental British Values



- e. The **CDI Ethical Case Study on Fundamental British Values & Prevent** provides further insight on the application of these principles in delivery careers sessions and providing an appropriate **response on Prevent**. <http://www.thecdi.net/Code-of-Ethics---Case-Studies>

Essentially assessors, trainers, teachers, lecturers or careers practitioners should find opportunities to promote British values and challenge extremism in their sessions with clients and learners. **You should:**

- know that there is a clear point of contact for anyone who has a concern about an individual vulnerable to exploitation by extremists in your organization
- be aware of the relevant policies and procedures and any reviews which need to take place
- exemplify British values yourself and support your colleagues in exemplifying British values
- be aware of how your organization can find opportunities to promote British values
- challenge extremism and support your colleagues in challenging extremism
- support or lead in making sure all staff, volunteers and board members are Prevent duty trained
- be aware of the Ofsted or Estyn requirement
- ensure that your Safeguarding team know where to refer concerns outside the organisation i.e. a local Prevent Coordinator

More information is available via Prevent Training programmes.

7. TRAINING

To assist implementation of the duty in section 26 of the Counter-Terrorism and Security Act 2015, a [Prevent e-learning training package](#) is now available. This is introductory training. It provides a foundation on which to develop further knowledge around the risks of radicalisation and the roles involved in supporting those at risk.

Institutions covered by the Prevent Duty may wish to consider further [training resources available within the Prevent training catalogue](#) to support their implementation of the Prevent Duty.

Prevent Training Catalogue (Home Office, 2016) - this catalogue has been produced by the Home Office to highlight some of the training courses to help individuals covered by the requirements of the Prevent Duty, contained in Section 26 of the [Counter-Terrorism and Security Act 2015](#).

The courses within this catalogue aim to support frontline staff in increasing their understanding and awareness of radicalisation and how it can be prevented.

8. SOURCES OF INFORMATION, CASE STUDIES & GOOD PRACTICE ON APPLYING PREVENT

- <http://www.et-foundation.co.uk/>
- <http://www.excellencegateway.org.uk>
- <https://www.gov.uk/government/publications/the-prevent-duty-in-further-education-and-skills-providers>
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445916/Prevent_Duty_Guidance_For_Higher_Education_England_Wales_.pdf

- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445919/Prevent_Duty_Guidance_For_Further_Education_Scotland_-_Interactive.pdf
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445921/Prevent_Duty_Guidance_For_Higher_Education_Scotland_-_Interactive.pdf
- <http://www.insted.co.uk/british-values.pdf>
- <http://www.richmondschool.net/Our-School/British-Values-PREVENT>

You will find through your training on Prevent and review of the published literature that much of the application is already embedded within careers practice. Moreover 'most (further educational) institutions already understand their *Prevent*-related responsibilities, especially in the context of ensuring the welfare of learners, staff and visitors, and there are numerous examples of good practice in these areas. As with higher education, compliance with this duty will reflect existing best practice and should not add significant new burdens on institutions. It is to be implemented in a proportionate and risk-based way' (Prevent Duty Guidance, 2015, p2). In applying the CDI Code of Ethics therefore a careers professional is complying with the duties required by Prevent.

Produced on behalf of CDI Professional Standards Committee by Lydia Lauder.

Acknowledgment: Rose Davies, The Skills Company.

July 2017.