

The Prevent Strategy: An Educational Pack for Teachers

This information pack is designed for teachers and lecturers in schools, colleges, and universities. We've compiled this guide to provide advice and information for those in education who want to know more about the Prevent strategy.

This pack was created by the learning design team at High Speed Training, who provide online Preventing Radicalisation and Extremism Training for educators and other frontline workers.



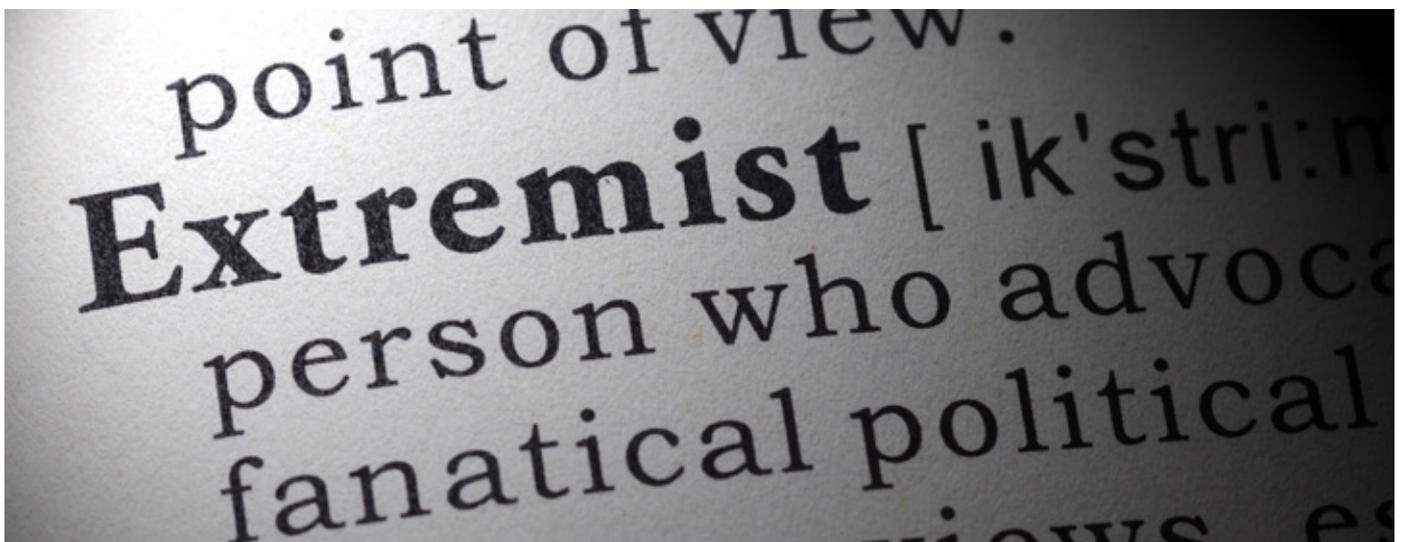
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The Prevent Strategy

If you have contact with the public in your daily job, then you are known as a frontline worker, and you have a vital role to play in preventing radicalisation. The Prevent duty relates not only to terrorism, but to radicalisation and extremism.

Before we look in detail at Prevent, let's first consider some of these key terms.



What Does 'Terrorism' Mean?

The Terrorism Act (2000) defines terrorism as where:

- The use or threat of an action is designed to influence the government or an international governmental organisation, or to intimidate the public.
- The use or threat is made for the purpose of advancing a political, religious, racial, or ideological cause.

This action may:

- Involve serious violence against a person.
- Involve serious damage to property.
- Endanger a person's life, other than that of the person committing the action.
- Create a serious risk to the health or safety of the public, or a section of the public.
- Be designed to seriously interfere with, or seriously disrupt, an electronic system.

What Does 'Extremism' Mean?

Extremism can be categorised into the two following types:

Violent Extremism: The 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. Extremism also includes calls for the death of members of the armed forces.

Non-Violent Extremism: This is extremism but without a violent element. Non-violent extremism can create an atmosphere conducive to terrorism, popularising views which terrorists can then exploit.

Extremist ideologies and routes into extremism can include (but are not restricted to):

- Political extremism (such as extreme right-wing ideologies that promote the notion of white supremacy, as seen in groups such as National Action).
 - Religious extremism (for example, Islamic extremism as purported by groups such as Daesh).
 - Mixed, Unclear, or Unstable (MUU) ideology – this relates to instances where people exhibit a combination of elements from multiple ideologies (mixed), move between different ideologies (unstable), or where the individual does not present a coherent ideology, yet may still pose a terrorism risk (unclear).
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What Does 'Radicalisation' Mean?

Radicalisation is the process where someone comes to support terrorism and the extremist ideologies that are associated with terrorist groups.

This can be an active (e.g. where an individual seeks out information) or passive (e.g. through being groomed) process. Increasingly, extremists are using online platforms to generate interest, disseminate messaging, and facilitate contact with potential supporters. We offer specific training regarding Online Safety and Harms with regards to children and young people.

There is no single profile of someone vulnerable to radicalisation but recruiters often look for people who have an emotional, physical, or psychological need that is not being met, or for people who are seeking meaning, identity, or purpose. Recruiters look to exploit this disconnection with society – much like gang culture.

This can make young people particularly vulnerable, as it is during the teenage years that individuals start to explore their own identities and beliefs, or potentially seek a sense of belonging.

How Does the Prevent strategy Work?

The Prevent duty was introduced in 2006 as part of the UK Government's counter-terrorism strategy, also known as CONTEST. The CONTEST strategy was last reviewed in June 2018, and has four strands:

- **Pursue** aims to stop terrorist attacks in the UK and overseas by coordinating security services to gather intelligence and stop terrorist plans.
- **Prevent** aims to stop people from becoming radicalised by stopping terrorism at its ideological root.
- **Protect** aims to strengthen the UK's infrastructure, border security, and transport system.
- **Prepare** is about mitigating any impact of a terror attack.



The Prevent duty relates to the supportive intervention of people with safeguarding duties to stop the process of radicalisation, and to challenge extremist views, of those individuals who, if not properly supported, might be potentially vulnerable to engaging with terrorism or terrorist activity.

The core tasks of the Prevent Duty are:

- To tackle the causes of radicalisation and be responsive to the ideological challenges of terrorism.
- To safeguard and support those most at risk, through early intervention and ongoing support.
- To enable those already engaged in terrorism to disengage and rehabilitate.

Prevent Responsibilities

The Prevent duty and its responsibilities are a part of your wider safeguarding duties, and the implementation of them into your daily duties shouldn't be problematic.

The Counter-Terrorism and Security Act 2015 states that specified authorities must have due regard to the need to prevent people from being drawn into terrorism.

The specified authorities with a statutory Prevent duty are:

- Local Authorities.
- Education and early years providers.
- Health services.
- Criminal justice: prisons and probation.
- The police (including transport and ports police).

Each of these authorities have sector-specific responsibilities but there are general expectations shared by all.

All specified authorities are expected to take a **risk-based approach** to their Prevent duty. This means being able to demonstrate awareness of the risk of radicalisation in their area, institution, or body. Additionally, they must share information and cooperate together to prevent people being drawn into terrorism.

The approach that specified authorities take should be dynamic to the individual and should be based on a range of factors, such as the age of the person of concern and their background. Each local area will have a different profile of risk, and this is one of the reasons that the guidance states that risk must be assessed locally, with plans being based on both national and local risks and priorities.

All specified authorities must ensure that their frontline staff and those engaged with the public must:

- Understand what 'radicalisation' and 'extremism' mean, and understand the relationship between extremism and terrorism.
- Know how to spot the signs and concerns that someone is being radicalised.
- Know why people are drawn into terrorism and how to challenge extreme ideologies.
- Know what support is available to prevent people being drawn into terrorism and how to access such support.
- Have appropriate training to enable them to fulfil these responsibilities.

The latest best practice guidance issued by the government can be found [here](#).

The Channel Programme

Channel forms a key part of the Prevent strategy – the two are often interlinked.

In England and Wales, when an individual is highlighted as vulnerable to being drawn into terrorism, and a Prevent referral is made, the referral will first be triaged by specialist staff.

If it is decided that the individual is vulnerable to being drawn into terrorism, then their case will be referred to the Channel programme. (Note – if they are considered to be an immediate ‘terrorism risk’, however, the police will manage the case directly.)

The Channel process adopts a multi-agency approach to identify and provide support to individuals who are vulnerable to becoming involved in terrorism or supporting terrorist organisations. It focuses on providing this support at an early stage to those who are vulnerable, regardless of age, faith, ethnicity, or background.

The programme aims to develop the most appropriate support plan for individuals before they are exploited by those who want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

Channel is confidential and individuals need to consent to receive support from the Channel programme. The success of the programme is dependent on the cooperation and coordinated activity of all partners involved, to ensure consistent support.

Criticism of Prevent

Since its introduction, the Prevent strategy and subsequent duty has been criticised for reasons such as:

- **Disproportionately targeting Muslims** – contributing to Muslim stereotyping and Islamophobia.
- **Ineffectiveness** – there have been cases where, despite Prevent referral, individuals have gone on to prepare or carry out terrorist attacks, such as Safaa Boular, who at age 18 was jailed for 13 years for two counts of preparing acts of terrorism.
- **Leading to overreactions** – such as in 2016, when a ten-year-old Muslim boy from Lancashire, included the phrase, ‘terrorist house’, rather than ‘terraced house’ in his writing, resulting in his concerned teacher making a referral to the police.
- **Stifling important classroom debates and discussions** – for some Muslim students, the introduction of Prevent has led them to worry about being seen as suspect.
- **Causing staff to be overly vigilant in policing students’ beliefs and views.**



There's a real concern in some public spheres that Prevent has done more to increase stereotypes than it has to safeguard against radicalisation. Increasing stereotypes and treating Muslim students as suspect should not be what the Prevent duty is about and, with awareness, it can be done better.

Your contextual knowledge of the situation and common sense are essential to the successful application of Prevent. Every situation that you come across is unique, and you should remember to look for a number of signs in unison, not isolated signals, especially ones that could just be an indication of faith.

Further resources:

[Our Hub](#) provides articles and resources for education professionals on a range of topics. Within this pack, we have included the following, intended to further help you reflect aspects of the Prevent duty in your practice.

- Practical Tips for Managing Controversial Topics in the Classroom
- Fundamental British Values – Prevent Strategy Ideas for Teachers

Practical Tips for Managing Controversial Topics in the Classroom

This guide has been designed with teachers in mind to help you navigate sensitive or potential controversial topics in the classroom.

Issues like immigration, terrorism, war, religion, extremism, race and racism, and sexism are big in the news. Discussing sensitive issues and providing age-appropriate learning opportunities around these issues help prepare students for democratic participation in later life.

Debate-style activities can be used successfully in all areas of the curriculum, but you are perhaps more likely to include them in regards to more sensitive concepts and issues, within PSHE, relationship, sex and health education, citizenship, and religious studies.

Structured classroom debate can provide students with the ability to:

- Debate their beliefs.
- Practice and develop reason.
- Make cognitive gains in decision making.
- Challenge their views and the views of others.
- Recognise, unpack, and explain subtext.
- Take a step back and develop objectivity.
- Acknowledge and explain the reasons why other people hold their views.

These are skills that children need - and they also help to promote British values, which is part of the Prevent duty within the education sector.



Tips for Teachers

Whether you're new to teaching or a seasoned veteran, it's important to have a toolbox of tips for successfully navigating discussion of sensitive issues.

Here are our six favourites:

1. Establish Ground Rules.

In the classroom, you need to establish ground rules and create an atmosphere of respect and tolerance. It is important that you discuss these beforehand, ideally co-construct them with the students, and refresh everyone's memory of them at the start of sessions. Remember - by modelling the ground rules, and the way you expect students to conduct themselves in such discussions, you are also providing a powerful learning opportunity.

Such ground rules may include:

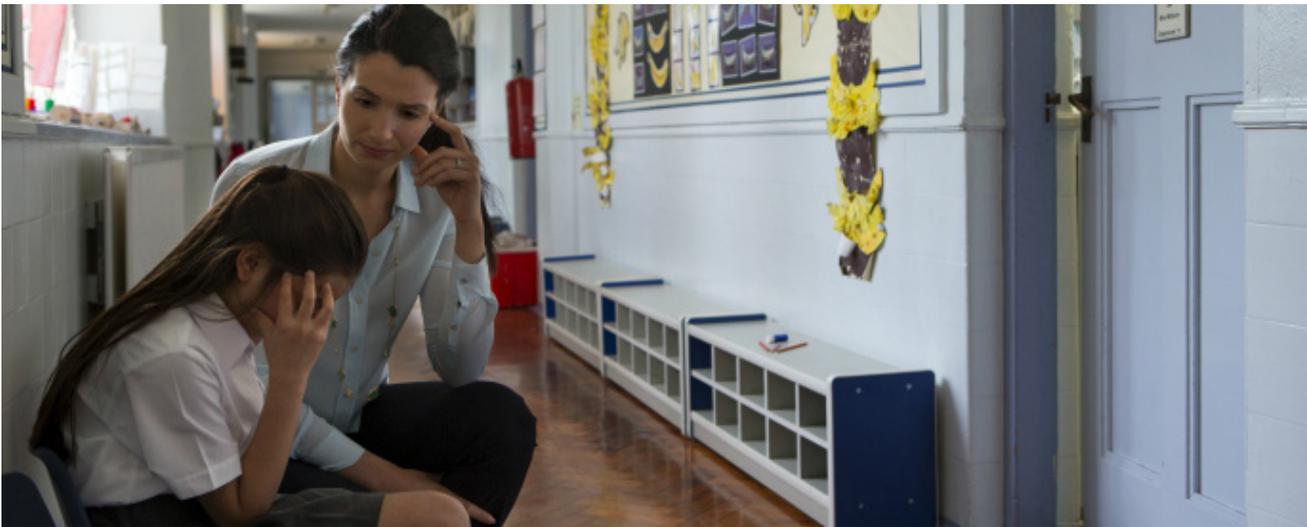
- Not permitting personal attacks.
- Maintaining a zero-tolerance policy on intolerance like homophobia and Islamophobia.
- Asking students to be open to and examine their own subtext.
- Asking students to remain open to multiple perspectives.

Never show surprise at what some people believe. Everyone is different. Overcoming intolerant beliefs can be hard because these thoughts and opinions are often deeply embedded.



2. Never ignore intolerant remarks.

Never leave remarks unchallenged or unexplored. If you ignore something hateful, this teaches students that intolerance and trivialising are okay. Worse, it makes some students feel like they aren't protected in the classroom. When someone makes a comment that is hurtful, upsetting, or intolerant, it's a good idea to discuss it calmly and try to consider why some people might feel this way. However, you need to balance exploring the comment with making sure the student who said it doesn't feel isolated or attacked! If you can do this, you can turn a heated moment into an opportunity for deeper learning and development. And remember, all your students should be protected in the classroom, no matter who they are or what they're saying.



3. Know when to talk outside of the classroom.

Supporting students who've had a difficult time in class can help them learn from their experience and feel supported. You may need to support people whom you don't agree with as well. It's just as important to speak to the student who got upset as it is to speak to the student who made the remark or held the belief.

Of course, if something mentioned in the activity strikes you as a potential safeguarding concern, you should follow the established procedures for reporting that.

Part of your Prevent duty responsibilities is to notice signs of radicalisation. If, during such activities, you become concerned that a student might be exposed to, or supporting, extremist ideologies, you need to respond to these concerns. Recalling your Prevent training, the next step after noticing a concern, would be to check that concern by speaking to a colleague, your Designated Safeguarding Lead, and the student themselves.

4. Recognise when students are distressed.

Sometimes you may have to guess what's upsetting a student who's showing visible signs of distress. Without mentioning who in the room is being affected, it can be a good idea to introduce other perspectives if the conversation begins to get one-sided.

5. Respect that some students might want to remain silent.

Some issues are uncomfortable for some people. They might be worried about the views of their peers, or they could worry that hateful language and generalisations might be directed at them. If they choose to remain silent be sure to respect this.



6. Make use of The Five Minute Rule.

The Five Minute Rule (Landis, 2008) is an activity that allows students to explore marginalised, invisible, or controversial views by trying to get into the mindset of a person who holds that view for five minutes.

Students can ask for this exercise to be used or you can implement it at any time. The Five Minute Rule requires you to set a timer for five minutes. During this time, the group must refrain from criticising the perspective in question and try to get into the mindset of someone who believes it. You can prompt students using the following questions:

- What's interesting or helpful about this view?
- What are some intriguing features of this viewpoint?
- What would be different if you believed this perspective?
- Under what conditions might this idea seem truthful? Think social, cultural, economic conditions, etc.

Managing Difficult Conversations

If, during these activities, emotions seem to run high, or students become upset or angry, these results can still form part of their learning experience. Emotive responses lead to the recognition that debates on social issues should be handled with care, sensitivity, and respect. It also teaches students to try to remain objective, and that not everyone will agree with them - coming to terms with this is vital! Exploring these tensions in a carefully managed and structured way is essential.



Ask students to leave emotions and beliefs at the door.

This isn't always possible.

But you need to remember that no one makes a controversial comment without reasoning. Try to get students to adopt this attitude because it's much better to explore the thoughts, experiences, and conditioning behind a comment. Equally, trying to approach topics on an abstract level allows students to take a step away from themselves and consider the perspectives of others.

However, abstract reasoning doesn't mean that students should use insensitive, cold, cruel or unkind remarks - make this clear. Thinking in abstract terms is useful to allow students to perspective take and remain removed from themselves, not from others.

Help students explore subtext.

Subtext refers to the ideas or hidden meanings underneath communication. Sometimes subtext expresses hidden meanings that are purposefully ambiguous - this device is often employed when expressing controversial ideas but not wanting to be pinned down for a controversial view. Body language, tone, and intonation are also a part of subtext.

Sometimes, the subtext is visible to others but invisible to the person who said it. In these cases, it may be that the speaker isn't aware of the impact of their words.

A common feature of controversial topics and social issues is that, for the people whom the issue does not apply to, they are unaware of the impact of their words and the hidden message within them. Someone who is unaware of their prejudices won't consider themselves racist, sexist, homophobic, etc, and it's possible that they won't understand the subtle impact of the language they're using.

Being able to understand AND explain subtext in a clear way is a huge asset for students in their future relationships and in the world of business.



Keeping Your Head

- Recognise your biases. Everyone has biases; recognise what yours are, how they could be offensive and remain neutral.
- Breathe. Monitor yourself if you know that the subject is something you feel strongly about.
- Be a role model. Handle controversy how you want your students to because they'll look to you for guidance.
- Keep some distance. Don't get involved in the debate. Your role is to facilitate students learning, to guide students, to introduce new arguments, and to remind students of the ground rules.
- Prepare. If the issues that might come up are areas that you don't know a lot about, do your research. Is it an area with many misconceptions, or where victims are relatively voiceless? Come prepared with facts, case studies, and statistics.
- Be proactive. Stop the discussion if you need to and interrupt politely to provide guidance and structure if the conversation stops being useful.

Fundamental British Values: Prevent Strategy Ideas for Teachers

The Prevent strategy places a mandatory duty on education professionals and childcare providers to promote fundamental British values.

This article explains what these values are and offers ways to incorporate them into the curriculum and wider school culture, through activities, lessons and special events.

What are the Fundamental British Values?

Fundamental British values are a set of social attitudes thought to maintain social cohesion and equality. These values are:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect for, and tolerance of, those with different faiths and beliefs and for those without faith.



British Values Explained

Democracy describes our national electoral system and the skills needed to participate in it successfully. Democracy relies on listening to the needs of everyone and adapting a decision until the vast majority agree. The democratic process requires rigorous thinking, perspective-taking, patience, and understanding.

Individual liberty is the right of British citizens to make choices regarding the elements of their life that are outside of government control. This refers to freedom of speech and the right to make choices about our education, food, beliefs, opinions, work, family, etc.

The rule of law refers to creating an attitude of accountability and respect towards the laws and rules of institutions and nation-states.

Mutual respect and tolerance are attitudes which recognises and respects the individual liberty of others – even if their choices, lifestyle, and beliefs are ones that you don't share.

As well as promoting these values to students, school staff should reflect them through their conduct. Teachers can be issued with a Misconduct Order where there is evidence that their behaviour undermines British values or promotes political or religious extremism.



How Can I Imbed British Values in Lessons?

Schools should have a clear strategy for promoting these values, in their work, as well as methods for showing how this strategy has been effective (e.g. through lesson plans or pupil voice).

Some subjects, such as PSHE, health and relationships education, history, citizenship, and religious education, offer quite explicit subject links. The statutory programmes of study across all key stages, for these subjects include learning outcomes relating to understanding stereotyping, promoting tolerance, respecting differences, and understanding the role and workings of democracy in Britain.

However, opportunities should also be found for embedding British values in lessons within subjects with less explicit links - for example, through the texts that are chosen to be studied in English, or in discussions related to the works and artists studied in art and design.

The following are some ideas to further promote British values within school. We have split these up into age ranges, although most strategies can be adapted to suit different age groups.

Teaching British Values in Early Years

Early years settings are well placed to begin to establish the fundamental British values, and they are embedded in many of the routines and learning experiences children will encounter. Examples of ways to foster this include:

Incorporate Choice

By providing child-initiated learning experiences, where children are given opportunities to decide on the activities they wish to pursue, you can help to foster the concept of individual liberty, whilst providing a framework of rules which nurture tolerance and respect. For example, a child may need to wait for an activity to become free if another child has chosen before them.

You can also begin to develop an understanding of democracy by offering choice at a group or class level. This can be something as simple as offering two stories to be read aloud and asking for a show of hands to make the decision. Children will experience having a vote that counts, contributing to a decision, and also abiding by group choices that may or may not reflect your personal wishes.

Reflect children's individual interests

Anyone who has worked with young children has witnessed the power of show and tell. Children enjoy sharing their interests and news with their peers. Viewed from a perspective of British values, this simple forum for sharing offers both a reinforcement of their individual liberty, showing that their interests and ideas are valued, and promotes ideas of difference and tolerance as they learn about the things that are important to their peers.

Learning experiences within the early years should reflect and build upon the interests of the children, providing them with stimuli to encourage questions and engagement.

Establish clear and consistent rules

By establishing clear and consistent rules for behaviour, you are able to reinforce the importance of rules, alongside the values of tolerance and respect. These should be expressed in child-friendly terms which are easily understood - for example 'kind words' might be enough to remind children that we do not call people names or try to hurt their feelings with our words.



Teaching British Values in Primary Schools

By establishing clear and consistent rules for behaviour, you are able to reinforce the importance of rules, alongside the values of tolerance and respect. These should be expressed in child-friendly terms which are easily understood - for example 'kind words' might be enough to remind children that we do not call people names or try to hurt their feelings with our words.

School Councils

Most schools recognise the importance of including pupil voice in their decision-making process. School councils allow children to put themselves forward for a position of responsibility. Representatives are usually voted for by their peers to represent them (often one or two councillors per class), in order to put their ideas, questions, and sometimes concerns, to a larger meeting of the school council.

Representatives usually hold the position for a set period of time (e.g. a term) and then other children have a chance to put themselves forward.

As children get older, they could be encouraged to put forward a more detailed pitch for why they think they should hold the position and what they would want to do for their peers, as their representative.

This process works for all school-age children and gives them a chance to be involved in a democratic process on many levels - as voters, representatives, and constituents.

Mock Elections

Sometimes schools take the opportunity to mirror current events and hold mock elections in line with general elections or occasional referendums. This gives children an opportunity to learn about what is involved, and deepen their understanding of the importance of such events that they will encounter in the media.

Depending on the age of the children, this could provide excellent learning opportunities to look at party political agendas, with an emphasis on tolerance of differing viewpoints.

Co-constructing class rules or values

In primary schools, the first week of term often provides a good opportunity to write a set of class values or rules which will form a contract for the year ahead. This allows opportunity to discuss why rules are needed and how they benefit the whole community. Teachers can tie this in with learning about laws in a wider sense.

Once the ideas are agreed, the class can work together to create a display for the classroom so that they can be easily referred to, or perhaps a charter that is signed by every member of the class - including the teaching staff.

Try to make these positive values or rules - so rather than 'We do not interrupt', opt for 'We listen to each other'.

Teaching British Values in Secondary Schools

Strategies such as school councils or mock elections will also work well in a secondary setting, although you will be able to delve further into the intricacies of the democratic process with older children.

Co-constructing class rules or values

With regards to older children, some secondary schools have successfully created 'school values' in consultation with pupils. These can then become the basis of reward system - for example if one of the chosen values is 'kindness' then children who are found acting kindly to a peer can be rewarded with achievement points or some other form of recognition.

Both class and school rules should be reflective of a wider school culture of tolerance and respect.

Embedding British Values in the Wider School Culture

Across all key stages, lessons and strategies on the British values will not be successful in isolation. The key values need to be embedded in every area of school life, from official policies, to the ways children are greeted in corridors.

Children need to see the values reflected in the school culture, and to feel that they as individuals are treated with respect and tolerance, and they are in turn expected to treat others that way. The following are some ways that schools can help cement such a culture:

- Behaviour policies - the values of tolerance and respect should be reflected in a clear and consistent behaviour policy.
- Celebrating differences - again this needs to be done on many levels, from choices in books for story time to acknowledging and celebrating a range of festivals in assemblies.
- Actively rewarding the values that you seek to instil - again this can be reflected in behaviour policies but it can be as simple as remembering to thank someone for their kindness.
- Valuing pupil voice - this needs to go further than having a school council because it is the 'done thing'. Pupils' views should be sought, listened to, and acted upon in an appropriate way. There should be a number of ways for students input into this - for example, focussed email surveys (where there is an opportunity to remain anonymous) can be useful.

Part of the Prevent Duty for the education sector is to promote British values and to be able to evidence this, through lesson plans and policies, etc. However, these values are not new to education. They are something you will already be promoting through your teaching practice - from teaching nursery-aged children to share resources and take turns, to encouraging A-level students to examine an issue from multiple viewpoints in an essay. We hope some of the strategies in this article will help you to recognise where you are already promoting British values in your practice, and to build upon them.

Prevent Duties in the Education and Childcare Sector

What is Prevent Training?

Frontline staff are found in the health, education, childcare, prison and probation, police, and local authority sectors. According to government guidance, frontline staff who engage with the public should be trained to:

- Understand what radicalisation means.
- Understand why people may be vulnerable to being drawn into terrorism as a consequence of it.
- Understand what the term 'extremism' means.
- Understand the relationship between extremism and terrorism.
- Know what measures are available to prevent people from becoming drawn into terrorism.
- Know how to challenge extremist ideology that can be associated with terrorism.
- Understand how to obtain support for people who may be being exploited by radicalising influences.

All specified authorities with a Prevent duty need to ensure they provide appropriate training for staff involved in the implementation of this duty, and be able to show compliance with this requirement.



Prevent Responsibilities by Sector

Check your sector below to find out what you need to know. These lists are indicative of Prevent safeguarding duties. These lists are not exhaustive and you must check with the Prevent safeguarding specialist in your field or organisation to make sure you are aware of all of your safeguarding duties. Detailed guidance can be found [here](#).

1. Higher Education Institutions and Universities

The Prevent duty extends to the further education (FE) sector, including sixth-form colleges and independent training providers. Higher education (HE) settings (e.g., universities) are also subject to it.

FE and HE institutions must work in partnership, including at a senior level, with other agencies such as the police, Local Authority, local Prevent coordinators, and the regional higher/further education Prevent lead.

Working in partnership with students is similarly important – they should be consulted about the setting's delivery of the Prevent duty, and information should be shared with them where appropriate. Further expectations include:

- Undertaking risks assessments.
- Creating action plans which highlight the risks, and have mitigations in place to offset them.
- Having IT policies in place which cover acceptable use – these should reflect the Prevent duty too.
- Relevant staff, including security staff, governors, trustees, and board members (where appropriate) undertaking Prevent training.
- Having an internal Channel panel that provides support and advice. (This only applies to larger institutions.)
- Having policies and protocols in place regarding external speakers, including for sharing information with other institutions and partners.
- Having sufficient pastoral, chaplaincy, and welfare support in place.

2. Schools and Childcare Providers

The Prevent duty applies to all schools (including those in the independent sector), as well as registered early and later years childcare providers. Expectations of schools and childcare providers include:

- Promoting British values as part of their curriculum and everyday culture.
- Creating a safe, open atmosphere so that students feel able to discuss sensitive topics (e.g., discrimination, extremism, and terrorism).
- Having robust safeguarding policies and procedures in place to identify students who may be at risk of radicalisation, as well as to assess the risks associated with letting facilities to community and other groups.
- Working with partners and the Local Authority's risk assessment to determine the potential risk of individuals being drawn into terrorism in their local area, and completing their own risk assessment.
- Making sure they have measures in place to protect pupils from harmful online content (e.g., filters and IT policies), and having an awareness of the increased risk of online radicalisation.
- Making sure that all staff and governors are fully trained in, and aware of, extremism, radicalisation, and the Prevent duty.
- Knowing when it is appropriate to make a referral to Channel or children's services, or carry out early interventions (the DSL is responsible for this).
- Never encouraging terrorism or inviting support for a proscribed terrorist organisation. Both are criminal offences. Schools must also not provide a platform for these offences to be committed.
- Having appropriate engagement with parents or carers.

Schools must balance their legal duties in terms of both ensuring freedom of speech and protecting student and staff welfare.

Test Your Knowledge of Prevent

1. Do you know how the UK government defines radicalisation?

A - The 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

B - The process of building a relationship of trust with someone in order to exploit or abuse them

C - The process through which someone comes to support terrorism and the extremist ideologies that are associated with terrorist groups

D - The carrying out of a violent incident or attack based on political, religious, economic, ethnic, or nationalistic beliefs

2. Which piece of UK legislation includes the duty to prevent radicalisation?

A - The Anti-terrorism, Crime and Security Act 2001

B - Counter-Terrorism and Security Act 2015

C - Terrorism Act 2006

D - The Terrorism (United Nations Measures) Order 2006

3. Which of the following should frontline staff know?

A - How to challenge extremism

B - How to access the support systems in place for people drawn to terrorism

C - Why some people are vulnerable to extremism

D - All of the above

4. What is a Counter-Terrorism Local Profile?

- A - A CTLP outlines the threats and vulnerabilities known in your area. They can include an overview of crime, information on community tensions, and the context of any extremism that exists
 - B - A CTLP is a map held in the local police office that highlights areas of concern in the region
 - C - A CTLP is a directory of known terrorists in your region
 - D - A CTLP is a document that outlines all the legislation that your local area needs to know about the Counter-Terrorism Act 2000
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5. How could schools take appropriate action to protect young people from accessing extremist content at school?

- A - Ensure IT equipment has suitable filters
 - B - Ban the use of computers or the internet at school
 - C - Hire security staff to circulate during IT lessons and watch over students
 - D - Tell them not to access extremist content
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Prevent Duty Quiz Answers

1. C 2. B 3. D 4. A 5. A

High Speed Training's Preventing Radicalisation and Extremism Training

[This course](#) gives you a clear and concise overview of the Prevent duty. You'll look at radicalisation and extremism in the UK and gain a nuanced understanding of how a vulnerable person could be drawn into extremist thought. You will consider signs that may indicate an individual may be vulnerable to, or be experiencing, radicalisation, how to respond to your concerns, and how Prevent and the Channel programme work in practice.

This course covers both the individual Prevent responsibilities for frontline workers, and sector-specific responsibilities. The latter is delivered via Choose Your Path content, meaning that you can select the content that is relevant to your job role. Case studies and scenarios are included throughout to give you useful opportunities to apply key learning.

- Developed by professionals.
- Accredited by CPD.
- Fully online course and assessment with no time limits.
- Full audio voiceover.
- Approximate duration: 1-2 hours.
- On completion, certificate is posted the next working day.

Who should take this course?

This course is perfect for anyone working in frontline sectors who has contact with potentially vulnerable people. If you work in the sectors which have statutory Prevent duties and must show compliance, this course can be used to demonstrate due diligence.

The course is particularly useful for anyone working (including as a volunteer) in:

- Education – from early years settings to further and higher education.
- Childcare – including registered childcare providers.
- Local Authorities.
- Health care.
- Prisons, the probation service, and the police.

Course Content

Module One: Introduction to Prevent

This introductory module introduces the key terms, looks at what factors might make someone vulnerable to radicalisation, and explores the ways in which people can be radicalised.

- Definitions of key terms
- What does terrorism look like?
- What is Prevent?
- The Channel programme
- How does radicalisation happen?
- New social groups
- Online grooming
- Extremist messaging online

Module Two: Prevent Responsibilities

In this module, you will learn about your responsibilities under the Prevent legislation, including general guidance regarding expectations of all frontline workers. There is an opportunity for you to access sector-specific content, according to what is the most relevant to your job role.

- The Prevent legislation
- General guidance
- Sharing information
- Assessing risk
- Action plans
- Counter-terrorism local profiles
- Monitoring inspection and enforcement

Choose Your Path Content (Sector-Specific Guidance):

- Local Authorities
- Schools and childcare providers
- Further and higher education
- Health sector
- Prisons
- Probation services
- Police

Module Three: Potential Signs of Radicalisation

This module looks at potential signs of radicalisation and contains a number of example scenarios and reflection points, allowing you to apply your learning.

- Example scenario - Alex
- Potential signs of radicalisation
- Example scenario - Yasmin
- Example scenario - Max

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Course Content

Module Four: Responding to Concerns

In this module, you will learn the procedures that should be followed if you have a concern about an individual. There will be opportunities to revisit and build on the scenarios from Module Three to further put your learning into practice.

- Notice, Check, Share
- What to do if you have a concern
- Example scenario - Yasmin (Choose Your Path content)
- Example scenario - Max (Choose Your Path content)
- Levels of concern

Module Five: Prevent in Practice

This final module covers how to make a Prevent referral and what might happen after you do so. It looks at some success stories and also considers some of the main criticisms of Prevent.

- Making a prevent referral
- Local Authority thresholds
- Channel
- Local initiatives and community organisations
- Prevent statistics
- Channel programme success stories - Jack
- Channel programme success stories - Amina
- Criticisms of Prevent
- Independent review
- Resources

Aims of the training

Once you've completed your Preventing Radicalisation and Extremism training, you will:

- Understand what extremism and radicalisation are.
- Understand how young people are radicalised and how extremist messaging can be spread.
- Understand what the Prevent strategy is and what its aims are.
- Understand what the Channel programme is and what its aims are.
- Understand your own Prevent responsibilities.
- Understand what sector-specific responsibilities there are with regards to Prevent guidance.
- Know how to recognise potential signs of concern.
- Know what action to take if you are concerned about a child, young person, or vulnerable adult.
- Understand what steps might be taken following a Prevent referral.