

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.

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The Prevent strategy: Examining the Debate and Controversies

Since the introduction of the Prevent strategy, the Government scheme has been dogged by controversy. It's also been accused of going against its very aims, and of being counterproductive.

But can the Prevent strategy be a positive means of safeguarding vulnerable children? Here we look at some of the issues and debates surrounding Prevent.



Firstly, an explanation of what we're talking about. Prevent was launched in 2011 as part of the Government's CONTEST strategy to combat terrorism and radicalisation in the UK and abroad. CONTEST has 4 key themes:

Pursue – To stop terrorists.

Prevent – To stop people becoming radicalised or supporting terrorists.

Protect – To strengthen the protection against terrorist attacks.

Prepare – To lessen the impact of a terrorist attack.

Prevent is the most controversial strand of the CONTEST strategy and has come under public scrutiny since its inception.

What Does 'Terrorism' Mean?

The Terrorism Act (2000) defines terrorism as:

- The use or threat of action designed to influence the government or an international governmental organisation or to intimidate the public, or a section of the public; made for the purposes of advancing a political, religious, racial or ideological cause; and it involves or causes:
- Serious violence against a person; serious damage to a property; a threat to a person's life; a serious risk to the health and safety of the public; or serious interference with or disruption of an electronic system.



What Does 'Radicalisation' Mean?

Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

It is important to note that there is no obvious profile of who is likely to become involved in extremism. Similarly, you cannot identify a single indicator or event which turns people to extremism. Radicalisation is very different in each individual case and must be treated as such without any generalisations or stereotyping.

How Does the Prevent strategy Work?

The Home Office currently funds the Prevent strategy, with over 25 local authority coordinators in place. In addition to this, a number of police forces have officers working in

engagement roles. For Prevent to work, it forms part of the Channel programme. Channel is used to identify those vulnerable people who are at risk of being exploited by extremist ideologies.

Channel meetings are confidential and the discussions should not form part of any records that follow the person who has been reported to the panel. This stops the person who has made the referral from feeling concerned that the person they have referred will face long-term consequences.

The key therefore, is for cooperation from professionals and community leaders across the country to consistently engage with the programme and support the Channel programme and Prevent strategy.

The Home Office points out that the Prevent strategy has not been set up to spy or use any covert methods; the main aim has to be the protection of vulnerable people in the UK. Personal information should only be shared with the relevant authorities when it is believed that there is a real danger to a vulnerable person, and he/she may need support. Surveillance is only used if someone is identified as possibly engaging vulnerable people into extremism.



Criticism about Prevent

However, the practicalities of applying the Prevent strategy have caused confusion and resentment amongst educational establishments. There has been a chorus of discontent with how the Prevent strategy has been applied.

The first area of criticism concerns the quality of training. There are inconsistencies in how training and reporting is carried out. The Prevent strategy has proved unpopular amongst the teaching profession and, as a result, the National Union of Teachers has voted in favour of scrapping the programme. Criticism of the programme focusses on the fact that the training course was idealistic, and that extremism could not be presented to teachers in the simplistic terms that it is often delivered. There have also been instances when teachers are unsure about what they should be reporting under Prevent guidelines. For example, the press has described stories of young children being reported for mispronunciation of words,

or for showing an interest in websites that should not be considered as extremist. All these cases heighten concerns about how the Prevent strategy is being used.

Additionally, a number of leading figures and institutions have criticised the Prevent strategy. These people worry that, far from being used to integrate communities and protect vulnerable people, Prevent is actually creating a sense of mistrust amongst ethnic minority groups.

Labour MP, Andy Burnham has recommended that Prevent should be abolished. Burnham has suggested that Prevent is now seen as a 'toxic brand' due to the way it has caused distrust in many communities. Similarly, the National Union of Students fears that, if Prevent is not correctly used, it can cause alienation and discrimination based on faith and culture. Black and Asian students are at risk of racial profiling, and they believe this could lead to signs of islamophobia on campus. Malia Bouattia, President of the NUS says that "Prevent is not guided by intelligence or statistical evidence or criminal behaviour".

Prevent has also attracted criticism from universities, who argue that the reporting under Prevent has impacted the free speech and thinking that universities encourage. Sally Hunt, general secretary of the University and College Union, said "[The latest guidance is confusing](#) and we remain unconvinced that the government has properly considered how it will sit alongside universities' existing duties and codes of practice concerning academic freedom."



How to Approach Prevent

It's clear that emotions run high around the Prevent strategy, and if you need to implement the training, you may be unsure as to how to approach it. Whilst Prevent has its critics, you need to ensure that it works well for your organisation.

Firstly, remember that safeguarding concerns should be paramount. Whatever your views on the Strategy, the child in question should always be the most important person. Prevent

is about using your judgement and experience: look for signs of changing behaviour in a child, just as you would with other safeguarding concerns. Children's desire to understand more about different ideals should not automatically be misconstrued as radical tendencies. Children will always be inquisitive, and you should not be afraid to talk to them about the Prevent strategy. For more information on how to deal with issues surrounding the discussion of extremism and radicalisation in classrooms, take a look at our article on managing heated discussions in the classroom.

Effective training of staff is vital. Training should go further than just listing extremist groups; it should include [case studies and a real debate](#) on signs to look out for that may indicate a child is being radicalised. Don't be afraid to talk to colleagues about any concerns you may have if you are unsure about what action to take.

Practical Tips for Managing Controversial Topics in the Classroom

This guide has been designed with teachers in mind to help you navigate hot topics in the classroom.

Issues like immigration, terrorism, war, religion and extremism, [race and racism](#), and sexism are big in the news. Ignoring them in the classroom isn't realistic, and you don't have to do it. Discussing sensitive issues prepares students for democratic participation in later life. When you choose to embrace hot topics, you're making a choice to let students learn vital life skills and learn from the moment.

Structured classroom debate provides 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 handle emotions, and
- Acknowledge and explain the reasons why other people hold their views.

These are skills that children need – especially if they must uphold the [British values](#) that Prevent wants teachers to instil. So this requires you to successfully navigate hot topics and keep up to speed on your [conflict management skills](#).



Tips for Teachers

Whether you're new to teaching or a seasoned veteran, it's important to have an arsenal of tips for heated moments. Here are our 8 favourites:

1. 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 deep learning and development. And remember, all your students should be protected in the classroom, no matter who they are or what they're saying.

2. Connect students to groups outside the classroom.

Sometimes you're not going to be the best person for your students to speak to. But that doesn't mean you can't help - there are plenty of resources at your disposal if you're willing to use them. If a student feels isolated and alone, you're in a unique position to lead them towards books, after school clubs, religious groups, and other extracurricular groups. These outlets are places where students can engage with their interests and gain [exposure to new ideas](#) and new people in healthy ways.

Most importantly, for students grappling with their religious identity or with intolerant views they can explore and challenge ideas in a supportive environment free from fear. Helping students to find groups outside of the classroom can encourage them to take pride in their identity, to make new friends, and to become exposed to new people. And, above all, it protects them from the judgement they might encounter elsewhere.



3. Make things comfortable, for everyone, no matter what they believe.

In the classroom, you need to establish ground rules and create an atmosphere of respect and tolerance. It's important to lead by example, so you'll need to have a firm grip on your emotions too.

Remember that taboos are different for everybody and never be surprised at what some people believe. Everyone is different. Overcoming intolerant beliefs is hard because these thoughts and opinions are often deeply embedded. But you have a uniquely powerful position as an educator to be a source of inspiration, tolerance, and hope in every child's life. Remember to keep an open mind, and try to understand how every child came to the opinion they have even if the belief differs widely from your own.

4. Don't know how to navigate something?

Schedule it for another time. This allows you to do your research, plan a conversation, and let everyone cool off. Making a firm commitment to speak about the issue again with a student or group of students gets them to reflect on the issues raised, and reflection is an important part of learning.

5. 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.



6. 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.

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

Some issues are scarier for some people. Talking about ISIS and Islamophobia might be a terrifying subject for Muslim students. 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. Don't put them on the spot and don't ask for their view as a Muslim.

8. Make use of The Five Minute Rule.

The 5 Minute Rule 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 5 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

When things suddenly seem to explode or something threatening is said, teaching and learning is compromised. Don't despair, though; there are ways to claw it back, protect egos, and challenge ways of thinking!

Tears, hurt egos, and anger happen in classrooms everywhere. It's all part of learning how to discuss issues that people feel strongly about.

These hot moments lead to the recognition that debates on social issues should be handled with care, sensitivity and respect. It also teaches students how to remain abstract from emotions, and that not everyone will agree with you – coming to terms with this is vital!

Exploring these tensions in a carefully managed and structured way leads to deep learning; this is the kind of learning that stays with people. It also ensures that your classroom is not a place of taboo or silence.

There are two big tasks for managing these moments:

1. Guiding students to make these moments useful.
2. Helping students to learn in the moment and from it afterwards.



1. Teach your class to accept discomfort.

This is the first and most important lesson. Learning is sometimes difficult and uncomfortable and there's nothing wrong with discomfort.

To feel uncomfortable about controversial topics is very human.

Try printing out something that reminds students that it's okay to find a topic uncomfortable. You can refer back to it during heated moments and before tough discussions to mentally prepare students and lower tensions.

2. 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 that got them there than it is to leave it as an explosion. 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 say 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.



3. 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 and 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. It's also likely that if you explain what is beneath their words, they will deny it. 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.

Establishing Rules

If you know the topic you're discussing is controversial, establish some ground rules with the class and remind them of these rules before beginning.

Before you begin, mention the issues that might come up to prepare students. You might have your own rules, but here are a few general ones to think about and use:

- Don't permit personal attacks.
- Maintain a zero-tolerance policy on intolerance like homophobia and Islamophobia.
- Ask students to be open to and examine their own subtext.
- Ask students to remain open to multiple perspectives.



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? Come armed with facts and statistics. Is it an area where victims are relatively voiceless? Come armed with stories.

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 Lesson Plans for Teachers

The Prevent strategy places a mandatory duty on teachers, lecturers, and childcare providers to instil the fundamental British values of democracy, individual liberty, the rule of law, and respect and tolerance.

This article explains what these values mean and offers ways to incorporate them into everyday life through 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 and tolerance.



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. Not every need and not every person can be accommodated all the time. 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 is an attitude that recognises and respects the individual liberty of others - even if their choices, lifestyle and beliefs are ones you don't agree with or like.



Students Protest in London, 2010. Students use democratic rights to protest education cuts and tuition fees.

Teaching British Values in the Classroom

A lot of what teachers do every day develops so-called British values. Having rules at school, giving students choices, discussing huge social issues, and socialising with diverse ranges of the population establishes the skills needed to participate and integrate into British life.

Promoting democracy in the classroom

To prepare students for future elections and democratic processes, it's essential you teach students how to engage successfully with democracy.

Create a democratic classroom culture. Students of all ages are eager to get involved in politics when you pose the right questions, demonstrate how politics affects them, and create an open-minded and inclusive environment. This has been discussed before in another article on [how to discuss controversial topics](#), how to manage heated moments, and how to create an inclusive classroom culture. If you create the kind of classroom where everyone - no matter what their view - feels protected and valued you can combat isolation.

Hold a mock school election. At [Rossett School in Harrogate](#), a history teacher organised a whole school [mock general election](#) and [mock EU referendum](#) to get students active within the democratic process. You could do this too. Mirror contemporary events like elections and referendums.



Encouraging mutual respect and tolerance

In every society, there are going to be those who are intolerant. However, every education professional can teach children to be brave enough to speak up against intolerance when they see it and to respect individual difference.

Use books to encourage tolerance. In classes that encourage perspective-taking like English and Drama, use plays and books that help children think through issues on immigration and ethnic identity. Reading fiction has even been proven to encourage empathy in children.

Celebrate all festivals. Teach children about festivals and holidays such as Diwali, Holi, Eid, Christmas, Chinese New Year, and Hanukkah. Keep a festival calendar as part of your lesson planning, so you know what's going on when!



Teaching children about individual liberty

Individual liberty is all about the choices we make that are outside of government remit.

Use Religious Studies to discuss identity. Clothing is a huge part of identity. And there are plenty of misconceptions about religious dress. For example, not all Muslim women choose to wear religious clothing like a headscarf; it really is a choice. So no matter what someone is wearing, whether it's a headscarf, crucifix, Star of David, niqab or burqa, teach students that it isn't their place to comment.

Let students lead their own tactile projects. Designing something allows students to make choices, think for themselves, and develop independence. A clock building technology project allows students to design a product to their own taste and they'll soon discover that something they like is not someone else's taste.



Teaching the rule of law

This is central to every child's education. It's about teaching children why we have laws and rules in organisations, at home, and at a national level - and, it's about teaching children, adolescents, and young adults that they have a central role to play in deciding and changing the laws that govern them.

Play games with rules. Playing games is a simple way to teach children about rules and accountability. Every child has experienced how unfair it feels when someone breaks those rules and so playing games is a natural way to teach respect for fair laws that are intended to create equality.

Discuss political movements. Plan a lesson on the civil rights movement, the feminist movement, and the neurodiversity movement. These are groups who have changed and continued to change the laws that we live by. Teaching the intricacies of these movements can show students how movements have used democratic processes to affect the rule of law.



Prevent Duties in the Education and Childcare Sector

Frontline staff are found in the health, education, childcare, prison and probation, police, and local authority sectors.

They need to demonstrate compliance and an awareness of radicalisation to show they have an awareness of prevention techniques, radicalisation, and extremism in the UK.



Prevent Training Required 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.

Higher Education Institutions and Universities

If you work in an HE institution, you and your institution need to:

- Actively engage with police and local Prevent coordinators.
- Share information internally through a cross-departmental group. Members should be

comprised from the relevant faculties.

- Have regular contact with regional HE Prevent coordinators.
- Undertake Prevent awareness training.
- Be aware of who could be vulnerable, what actions are appropriate to take, and when you should make a referral to Channel.
- Have an internal Channel panel that provides support and advice. This only applies to larger institutions.
- Create a Prevent action plan.
- Undertake risk assessments to see where students could be vulnerable and to assess institutional policies and physical elements.
- Have suitable pastoral care and support.
- Have protocols in place for sharing information about speakers with other institutions and partners.
- Exclude external speakers and guests who promote extremist views.
- Provide security staff with Prevent awareness training.
- Have clear policies on the usage of IT equipment which make explicit reference to the Prevent duty.

Schools and Childcare Providers

Schools and childcare providers need to:

- Complete a risk assessment.
 - Know the risks affecting children in their area.
 - Understand how to identify individuals at risk.
 - Have an awareness of the increased risk of online radicalisation.
 - Know when it's appropriate to make a referral to Channel.
 - Integrate Prevent duties into their safeguarding policies.
 - Have taken Prevent awareness training.
 - Make sure filters are on I.T. equipment to prevent young people and children from accessing extremist content.
 - Have a clear strategy for promoting "British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs" in their work.
 - Have a way of showing how they have been effective at teaching these values (this could be through lesson plans).
 - Show evidence of the integration of British principles into teaching and care.
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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 distributing materials or developing a relationship of trust in order to recruit someone into a terrorist organisation
 - 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
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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
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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
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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

4. How could schools take appropriate action to protect young people from accessing extremist content at school?

A - Ensure I.T. equipment has suitable filters

B - Ban the use of computers or the internet at school

C - Hire security staff to circulate during I.T. lessons and watch over students

D - Tell them not to access extremist content

Prevent Duty Quiz Answers

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

Preventing Radicalisation Training

Preventing Radicalisation Training gives you a clear and concise overview of the Prevent duty and the UK's Counter-Terrorism legislation in a no-nonsense way. With High Speed Training, 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 or terrorist-related action.

Packed full of real-life case studies, you'll become familiar with the pitfalls of Prevent and the times when it really makes a difference. These scenarios are included to increase your confidence about incorporating the duty into your job and knowing when it's appropriate to make a referral.

- **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, we post your certificate the next working day.**

Who Should Take This Online Course?

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

Assessment

The online assessment is taken on completion of the training. You'll be asked ten multiple choice questions with a pass mark of 70%. Your answers are marked instantly so you'll know whether you have passed straight away. You can take the test as many times as you need with no extra charge.

Module One: Introduction

The first module in your online training explores the aims of the Prevent strategy. It creates

an outline of what extremism looks like in the everyday world and shows you how terrorist action could develop from seemingly harmless thoughts and opinions into violent actions if not challenged. You'll discover what the potential signs of radicalisation are, and you'll read some case studies that will familiarise you with informal ways to handle your concerns and be the support that a vulnerable person might need. The topics are:

- What is Prevent?
- What does terrorism look like?
- Islamophobia in the UK.
- Who is at risk?
- How does radicalisation happen?
- What are the warning signals?
- Case Study: Griff's story.
- Case Study: Alesha's story.

Module Two: Compliance

Module two explains the Prevent duty in detail. It shows you how you to demonstrate compliance and incorporate Prevent into your role through easy risk assessments and action plans. The topics covered are:

- Legal definitions.
- Explaining the Prevent legislation.
- General guidance.
- Assessing risk.
- Creating an action plan.
- Using Counter-Terrorism Local Profiles.
- The Channel panel.
- What is a proportionate response?

Module Three: Sector Specific Guidance

Here you'll get an overview of the mandatory reporting duties and expectations placed on different sectors. The sectors covered are:

- Higher education and universities.
- Schools and childcare providers.
- The health sector.
- Prisons.
- Probation services.
- Police.
- Local authorities.

Module Four: Prevent in Practice

This module looks at the challenges of the Prevent duty for those who have to implement it. You'll look at case studies where Prevent has worked and situations where it hasn't because getting familiar with the reality of Prevent will make it easy to incorporate it into your wider safeguarding duties. The topics covered are:

- Isa Andrew Ibrahim.
- Kalsoom Bashir.
- Hanif Qadir.
- Failures to implement.
- Overreactions.
- Prevent: is it safeguarding or stereotyping?
- Understanding the public response.
- Extra resources.

Aims of the Training

Once you've completed your Preventing Radicalisation training, you'll:

- Understand what radicalisation is.
- Recognise the signs of someone vulnerable to extremism.
- Know how to safeguard against extremist recruitment.
- Feel confident challenging extreme views.
- Know when it's appropriate to make a referral to Channel.
- Understand the aims of Prevent.
- Understand what duties you have under Prevent.

To find out more about the online course, or purchase a course, go to:
www.highspeedtraining.co.uk/safeguarding-people/preventing-radicalisation-and-extremism-training.aspx