



**Equality &  
Diversity UK**

Training • Resources • Network



**This course is available as an In-House Course and we also run it as an Open Course in Manchester**

## Implementing the Prevent agenda in educational settings

Skills to implement the prevent agenda in educational settings: Deconstructing and challenging Religious/far-right narratives

Under the Counter Terrorism and Security Act 2015 ('the Act'), public sector and statutory agencies must have due regard to the need to prevent people from being drawn into terrorism.

Many education practitioners complete W.R.A.P. training but feel that they require more advanced knowledge of extremism and ideologies.

They further wish to acquire robust toolkits and skills to be able to better challenge extremist narratives they may encounter in educational settings as a 'first response'.

This innovative, essential and sector-leading workshop aims to fill these identified gaps in training. Lead by a Home office registered and approved Intervention provider working with young people at risk of extremism referred to Channel panel; the day will:

- invite practitioners to think about how religious and far-right extremists present their narratives.
- allow practitioners to engage with tailored toolkits that they can use in their educational settings to challenge extremist narratives, as well as give them insights in to how young people in educational settings can keep themselves safe from such toxic ideas.

Here are seven key points from the Prevent Duty that teachers/education providers and staff need to be aware of.

- 1 Risk assessments are the start. Understanding how and where young people can be put at risk of extremism and radicalisation is the critical first step in addressing the threat. Education providers are required to carry out risk assessments that will help them to measure the responses that they need to implement in order to protect their students.
- 2 Policies and procedures need to be in place. As with other safeguarding concerns, system need to be put in place that show people how to respond to the risks that they identify. With the rapid evolution of extremist influence techniques it is critical that any policies and procedures that are communicated clearly, implemented are well understood and regularly reviewed.
- 3 Staff must be appropriately trained. Developing an awareness of the Prevent strategy, how to respond to the risks, and how to identify someone at risk from extremism and radicalisation is an essential element of the duty. Staff should receive training that gives them knowledge, skills, and awareness, and those in leadership positions require additional training to ensure that they have a full grasp on the duty.
- 4 IT access must be safe. Extremist groups make huge efforts to promote their messages through the internet and social media. Whilst freedom to access online information about the world must be given to young people, schools must ensure that they are protected from exposure to violent extremist material.
- 5 Efforts will be monitored. In order to ensure that the new duty is being implemented in schools, Ofsted will consider the policies and procedures implemented and will look at an education provider's response mechanisms for when someone is considered to be at risk from extremism and radicalisation.
- 6 Knowledge is the key. As is the case with implementing any new system, developing proper understanding is crucial to the overall success of the strategy. Extremism and radicalisation is a specialist field that is rapidly evolving and constantly being debated, so presenting the most relevant points for use by teachers and their leaders is critical.
- 7 Support is available. Finally, knowing who to talk to and where to access specialist support is a critical part of the duty. Local Prevent coordinators, Police counter-terrorism units, safeguarding boards, and private organisations are all able to provide support services to an organisation's efforts.

## Aims of the Training

- To better understand the scientific and ideo-theological narratives ISIS-Daesh and Far right groups use to attract vulnerable young people.
- To discuss what specific vulnerabilities could lead to young people being drawn in to extremism.
- To explore how symbolism, social media and other platforms are utilised by extremist groups to spread such narratives.
- To engage with a robust toolkit that seeks to challenge religious and far right extremist narratives you may encounter in educational settings.
- To understand how to keep students safe from such narratives both on and off the school site.
- To apply the toolkit to video-based religious and far right case studies.
- To provide opportunities to ask any questions and concerns you may have about Prevent in general.

## Benefits of attending this session

By the end of the session delegates will:

- Unique insight in to the way extremist groups construct their narratives
- Interactive and eclectic mode of delivery.
- Ready to implement toolkits and skills sets to challenge such ideas that may present themselves in your educational setting.
- Rare access to an Intervention Provider who has first hand experience of working with young people referred to the Channel Programme.

## Who should take this course?

- Safeguarding leads in educational settings
- School/College SLT teams.
- School/College head of year staff
- Pastoral and PSHE staff
- Chaplaincy staff at educational settings
- Staff with an interest in developing their knowledge of the extremism arena.

# Cost

## Open Course

Please see our [Costs and Agreement](#)

## **Equality and Diversity UK Contact Details**

Email: [info@equalityanddiversity.co.uk](mailto:info@equalityanddiversity.co.uk)

Telephone: 0161 763 4783

Website: [www.equalityanddiversity.co.uk](http://www.equalityanddiversity.co.uk)