'Prevent for the Further Education and Skills Sector'

<table>
<tr><td>

Important note

This document is a non-interactive version of the course 'Prevent for the Education and Skills Sector'.

The original course can be used to raise awareness and understanding of the Prevent duty.

To complete it, you must:

- **enrol on the original course via ETF's Learning platform**

- **progress through it to the end, including a series of case studies that are specific to your role**

- **achieve a score of 70% on the end-of-course quiz.**

Reading this Word document does not count as completing the training.

</td></tr>
</table>

Course details

Course title	Prevent for the Further Education and Skills Sector
Link to original online version	https://learning.etfoundation.co.uk/courses/prevent-for-further-education-fe-and-skills-202526
Length/guided learning hours	3 hours
Learning objectives	• Develop your understanding of the Prevent duty – including British values – and the roles and responsibilities that relate to it in the FE and skills sector • Explore how to recognise vulnerability to and indicators of extremism and radicalisation
Course description	This course explores the Prevent duty and British values in the Further Education (FE) and skills sector. It's designed to: • equip you with a working knowledge of the Prevent duty and how it relates to the FE and skills sector • highlight some of the vulnerabilities facing your learners • explore how you can exemplify British values in your organisation.

Who's this course for?	All working within an educational space (eg a college or a training provider) and the associated supporting teams

Course content

Module 1: Exploring the Prevent duty

Lesson: Welcome to the course

Page: Welcome and introduction

Welcome to 'Prevent for the Further Education and Skills Sector'.

This course was designed by the Education Training Foundation (ETF) to help you meet the following learning objectives:

- Develop your understanding of the Prevent duty – including British values – and the roles and responsibilities that relate to it in the FE and skills sector
- Explore how to recognise vulnerability to and indicators of extremism and radicalisation

'Prevent for the Education and Skills Sector' is classed as mandatory training for raising awareness around Prevent.

To complete it, **you must**:

- **enrol on the original course via [ETF's Learning platform](#)**

- **read case studies that are specific to your role and decide how you would respond in each situation**. (If you are keen to understand how Prevent affects the roles that you work with – or perhaps the roles into which you might progress – then you are welcome to read those case studies, too.)

- **achieve a score of 70% on the end-of-course quiz.**

<div style="border:1px solid black;padding:10px;color:red;">

The case studies and quiz are reproduced here, but <u>you must complete them on the original course to meet the mandatory requirements</u>.

</div>

Why is this course important?

All schools, colleges and independent training providers (ITPs) are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have *"due regard to the need to prevent people from becoming terrorists or supporting terrorism"*.

This duty is known as the Prevent duty.

It also requires schools and FE settings to "*actively promote British values*" (Home Office, 2024).

This course aims to:

- equip you with a working knowledge of the Prevent duty and how it relates to the FE and skills sector
- highlight some of the vulnerabilities facing your learners
- explore how you can exemplify British values in your organisation.

These are all key areas that education inspectorates Ofsted (England) and Estyn (Wales) have been tasked with inspecting.

Challenging content

Throughout the course, you will be asked to think about your role in the context of your organisation or workplace.

Prevent covers sensitive and potentially distressing topics, and the content of this course may be triggering or impactful for some individuals.

If the content raises any concerns or issues, please talk to your organisation's safeguarding lead or designated safeguarding lead.

Resources and media

The resources in this course are licensed under the [Open Government Licence v3.0](#) except where otherwise stated.

Thanks are extended to everyone who took part in videos, audio clips and/or written case studies. (Please note: names and job titles were correct at the time of production – but some may have changed since then.)

References

Home Office (2024), 'Prevent duty guidance: for England and Wales' [online]. Available from: https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible [Accessed 29 April 2025].

Lesson: What's happening in this module?

Page: Welcome to Module 1

Welcome to Module 1

In this module, you will:

- be introduced to the Prevent duty and British values
- define some key terms
- consider Prevent in a safeguarding context, including how to spot signs and make referrals
- look at what happens after a referral, with reference to Channel
- develop your understanding of conspiracy theories, misinformation and disinformation.

A range of resources will be recommended to support your learning.

--

Lesson: An introduction to Prevent

Page: Understanding the Prevent Duty

Start by watching the following video from the Home Office, which introduces the Prevent duty.

Select play on the video below to learn more.

Complying with the Prevent duty is a statutory responsibility for all FE and skills providers. The [Home Office's statutory guidance document for England and Wales](#) – which, at the time of writing, was last updated in 2024 – outlines what you must do.

Learners and staff are expected to understand the Prevent duty and uphold British values, which are defined as:

1. democracy
2. the rule of law
3. individual liberty
4. mutual respect
5. tolerance for those with different faiths and beliefs.

Page: Glossary

Before you move on, here are some terms that will be used throughout the course.

There are plenty of other relevant definitions in the ['glossary of terms'](#) that accompanies the Home Office's Prevent duty guidance.

- **Extremism**

Extremism – in the context of Prevent – has been defined by the Government as *"the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:*

1. *negate or destroy the fundamental rights and freedoms of others; or*
2. *undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or*
3. *intentionally create a permissive environment for others to achieve the results in (1) or (2)."*

(MHCLG & DLUHC, 2024)

- **Grooming**

Grooming is the process by which *"a person builds a relationship with a child, young person or an adult who's at risk so they can abuse them and manipulate them into doing things. The abuse is usually sexual or financial, but it can also include other illegal acts… Grooming can take place online or in person and it can happen over a short or long period of time - from days to years."* (Metropolitan Police, n.d.).

- **Radicalisation**

Radicalisation is the process by which people adopt an extreme position in terms of politics and religion or move to violent action in support of their beliefs. The extreme position could be a violent extremist ideology – but radicalisation doesn't necessarily result in violence being committed or even supported.

Radicalisation does not follow a single pathway – and there are no specific stages or steps involved. It is often a social process which involves interactions with others, but there are also reported cases of individuals self-radicalising.

The rate at which a person becomes radicalised can vary greatly. People may become radicalised rapidly, while others go through a more gradual process. Some may start to become radicalised only to 'stop' at a certain point or continue to become radicalised later.

A **radicaliser** is an individual or influence that encourages others to develop or adopt beliefs and views supportive of terrorism, and/or forms of extremism leading to terrorism.

- **Resilience**

Resilience is often defined as the ability to 'bounce back' from adversity. Many – including teachers and mental health professionals – use it to describe a *"process in which people can overcome or resist negative influences that block (for instance) emotional wellbeing and/or achievement"* (Bonnell et al., 2011).

In this [blog](#) from ETF, Polly Harrow – Assistant Principal and Designated Safeguarding Lead (DSL) at Kirklees College – considers the meaning of 'resilience' and how it can be applied in the FE and skills sector.

- **Terrorism**

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the Government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

- **Vulnerability**

Vulnerability is often interpreted as greater exposure to risk. However, this is not always true. The factors surrounding vulnerability are many and they are unique to each person.

For example, someone can be vulnerable in terms of deprivation (food, education and parental care), exploitation, abuse, neglect or violence. (This is not an exhaustive list.)

Vulnerability is usually defined around three fundamental aspects of dependency:

- material aspects (money, food etc.)
- emotional aspects (care, love, space to grieve and containment of emotions)
- social aspects (absence of supportive peer groups, role models or guidance in difficult situations, and risks in the immediate environment).

Vulnerable young people may have:

- 'known' vulnerabilities and meet the statutory thresholds
- 'at risk' vulnerabilities and do not meet statutory thresholds
- 'emergent' vulnerabilities.

In terms of personal vulnerability, various factors may make an individual susceptible to exploitation:

- adverse community circumstances
- risky behaviour
- language barriers
- adverse cultural influences
- grooming
- lack of support
- immigration status
- presence of abuser(s)
- adverse family circumstances
- isolation
- coercive control
- lack of power.

The individual's religion, mental health, gender, ethnicity, age, disability/difference and sexuality can also play a part.

None of the factors identified here are conclusive in themselves, or exclusive of each other. Therefore, they should not be considered in isolation but in conjunction with the particular circumstances of the individual and any other signs of radicalisation.

Vulnerability resources

If you want to learn more about vulnerability, you might find it useful to explore the following resources:

- the Vulnerability Assessment Framework in Annex B of the Channel Duty guidance. (The Channel Duty is part of Prevent. You will explore Channel later in the course.)

- this blog from ETF website, in which Polly Harrow (Assistant Principal and DSL at Kirklees College) considers what the term 'vulnerable' means and explores how the Covid-19 pandemic has shaped how vulnerable learners are thought about.

- the Understanding Vulnerability site, which includes four short videos that will give you an insight into vulnerability in the context of radicalisation and the building blocks of extremism. The discussion points, top tips and additional resources have been put together for 14+ learning.

- the Grooming Process webpage, which explores signs to look out for and tactics employed by extremists online and offline.

References

Bonnell, J., Copestake, P., Kerr, D., Passy, R., Reed, C., Salter, R., Sarwar, S. & Sheikh, S. (2011), *Teaching approaches that help to build resilience to extremism among young people* [online]. Available from: https://www.gov.uk/government/publications/teaching-approaches-that-help-to-build-resilience-to-extremism-among-young-people [Accessed 29 April 2025].

Metropolitan Police (n.d.), 'Grooming' [online]. Available from: https://www.met.police.uk/advice/advice-and-information/gr/grooming/ [Accessed 29 April 2025].

Ministry of Housing, Communities & Local Government and Department for Levelling Up, Housing & Communities (2024), *New definition of extremism (2024)* [online]. Available from: https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024 [Accessed 29 April 2025].

Page: Safeguarding learners

Simply put, Prevent is about:

- safeguarding individuals from being drawn into terrorism
- ensuring that those who are vulnerable to extremist and terrorist narratives are given appropriate advice and support at an early stage.

Spotting signs of extremism

In many ways, Prevent is no different to other forms of safeguarding from harm – and as with other kinds of harm, **there are often no obvious signs of extremism**.

There is no definitive list of things to look out for, either. Although changes in behaviour and self-presentation are often cited, it's quite normal for young people to change their behaviour or self-presentation. You should use your judgement to decide when such changes are worrying and when they are within the normal range.

Some forms of extremism may be associated with specific forms of self-presentation. You are not expected to be aware of the significance of tattoos, but if – for example – you are worried about someone with what seems to be far-right imagery on their skin, you should pass the details onto your DSL, your college prevent officer or another member of the safeguarding team in your organisation. They can contact local Prevent coordinators or Prevent officers for help, if they need to.

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. Equally, an individual expressing an interest in or enthusiasm for politics or peaceful protests is NOT a sign of extremism.

**Making referrals**

In brief:

- The grooming of children, young people and adults at risk for the purposes of involvement in violent extremist activity is abuse.

- Practitioners and volunteers working with children, young people and adults at risk should follow their organisation's and local area's safeguarding policies and procedures.

- Referrals to DSLs, college prevent officers or other members of the safeguarding team should be made where there are concerns.

Concerns which should *always* be passed on include evidence of:

- sharing extremist websites

- homophobic, religion-based or racist bullying.

You should understand the **Notice, Check, Share** approach to referring concerns.
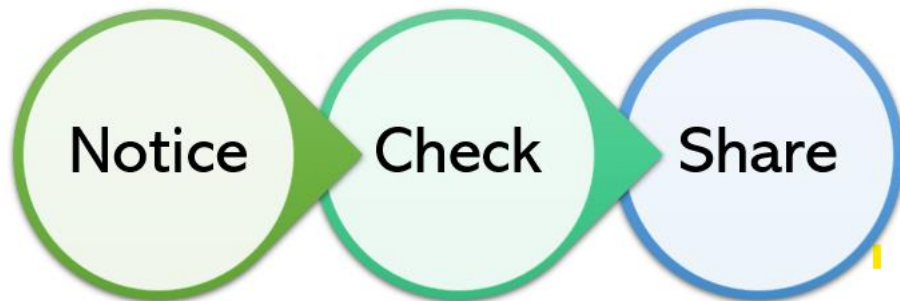
- **Notice**

  Be aware of any behaviour which leads to any safeguarding concerns, including Prevent duty-related ones (eg someone showing signs of radicalisation).

- **Check**

  Check out the information. You may want to do this by discussing your concern with the person responsible for safeguarding at your organisation.

- **Share**

  Refer any concerns to the DSL, college prevent officer or another member of the safeguarding team, providing as much relevant information as possible.

It is your own professional judgement, based on your training, which will lead you to decide to refer a safeguarding concern, whether that relates to extremist grooming or any other kind of grooming.

What happens after you make a referral?

If an individual is identified as vulnerable to exploitation by extremists, they may be offered tailored support by the Channel panel.

What is Channel?

Channel is part of Prevent. It's an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour.

It works in a similar way to other safeguarding partnerships that are designed to protect vulnerable people. Any referral is screened to check that there is a genuine vulnerability around radicalisation and the referral is not malicious or misinformed.

Channel works according to three criteria:

- engagement with an extremist group, cause or ideology
- intent to cause harm
- capability to cause harm.

Who does Channel work with?

Channel is designed to work with individuals of any age from all backgrounds, and who are at risk of being exploited by extremist or terrorist ideologies.

The process is shaped around the circumstances of each person and can provide support for any form of radicalisation or personal vulnerabilities.

Channel operates in the non-criminal space and accepting support from Channel does not criminalise individuals.

How does Channel work?

Each Channel panel is chaired by a local authority and brings together a range of multi-agency partners. The group may include statutory and non-statutory partners, as well as safeguarding professionals and the police.

The panel will determine suitability and collectively assess vulnerability and risk. They can make decisions on whether a support package is needed.

Following assessment, if the group feels the person would be suitable for Channel, it develops a package of support, tailored for that person.

The partnership approach ensures those with specific knowledge and expertise around the vulnerabilities of those at risk are able to work together to provide the best support.

What does Channel support look like?

Channel interventions are delivered through local partners and specialist agencies.

The support may focus on a person's vulnerabilities around health, education, employment or housing, as well as specialist mentoring or faith guidance and broader diversionary activities such as sport.

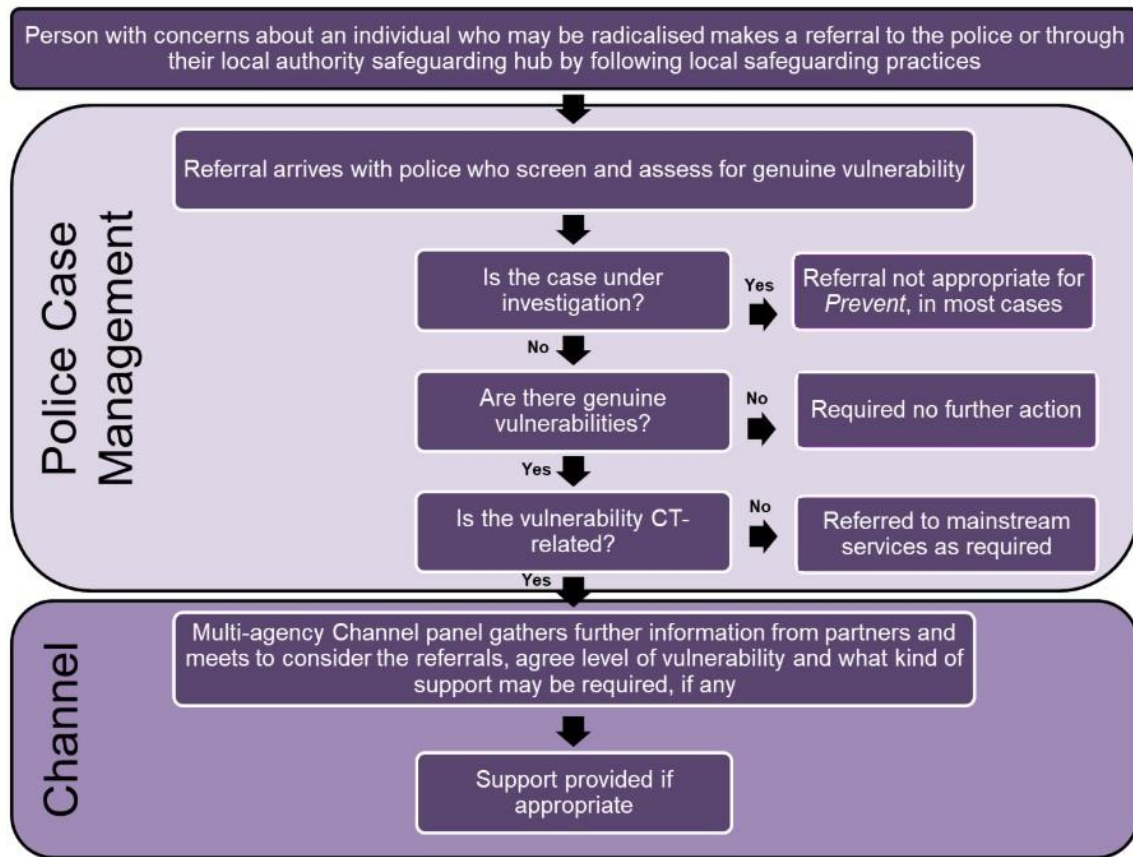Each support package is tailored to the person and their particular circumstances.

What does the referral process include?

Anyone who is offered support will always be informed. The process is voluntary, and their consent is needed before they take part. If they are under 18, their parent or guardian must also agree. This process is managed carefully by the Channel panel.

If an individual goes through the Channel procesSs, this will not be highlighted through the Disclosure and Barring Service (DBS), formerly known as the Criminal Records Bureau (CRB) process.

Any referral from a FE and skills provider to the local Channel panel should be through the DSL.

The referral process looks a bit like this:

Police Case Management

Person with concerns about an individual who may be radicalised makes a referral to the police or through their local authority safeguarding hub by following local safeguarding practices

Referral arrives with police who screen and assess for genuine vulnerability

Is the case under investigation? — **Yes** → Referral not appropriate for *Prevent*, in most cases

No ↓

Are there genuine vulnerabilities? — **No** → Required no further action

Yes ↓

Is the vulnerability CT-related? — **No** → Referred to mainstream services as required

Yes ↓

Channel

Multi-agency Channel panel gathers further information from partners and meets to consider the referrals, agree level of vulnerability and what kind of support may be required, if any

Support provided if appropriate

(Home Office, 2024)

A Channel case study

Jon was fostered because his mother had died and his father, who left when he was six years old, said that he could not support him.

He struggled to make new friends at his new college – but he was an academically able young man who achieved five grade 4s in his GCSEs and progressed onto a Level 3 apprenticeship programme where he worked for a medium-sized firm as an administrator. He was doing well at the firm and was beginning to go out in the evenings, although he did not want to tell his foster parents who he met.

The foster parents became concerned after discovering a Nazi flag and a picture of Adolf Hitler in his room. They checked his internet history and found he had been accessing extreme right-wing websites such as Stormfront. They then contacted Channel to pass on their concerns and seek support.

In order to understand more about Jon, Channel officers contacted his apprenticeship provider as part of the information gathering process. They met with the apprentice's assessor and employer to identify any concerns and build up a bigger picture. The employer reported noticing concerning behaviour

involving neo-Nazi views but had not known how to address it. Following on from the initial discussions, the training provider agreed to assist the Channel process and attended panel meetings with other partners to share their knowledge and discuss the best support.

After meeting him to discuss the initial concerns and inviting him to take part, Channel offered Jon a range of support. Home Office-approved mentors met with him over a number of months. The mentors were retired police officers who specialised in countering extreme right-wing issues and were able to discuss and deconstruct some of his ideology. He was also assigned a personal mentor by the training organisation who was able to provide practical advice and pastoral care.

Additionally, as part of the Channel support, the young man was offered re-housing in another area to assist him in getting away from the individuals who had possibly fed some of his views. The employer also agreed to transfer him to a branch in his new area. After a number of months, the young man exited from the scheme after it was felt the concerns had been successfully addressed.

This case study demonstrates:

- how the process of radicalisation grows over time

- the importance of giving as much information as possible when referring

- how vital it is that agencies share information and work together to support learners who are potentially vulnerable.

Safeguarding learners who may be susceptible to radicalisation into terrorism is no different to other types of safeguarding harms, many of which are interconnected.

A Prevent referral is not an accusation of criminality and will not affect a person's education or career prospects. Instead, it allows for their circumstances to be assessed and any relevant safeguarding support to be provided.

DSLs should exercise their professional judgment about whether a referral is proportionate and appropriate, as they do for all other safeguarding risks. At times, you may experience resistance or distress from parents and carers when referring their child to children's services.

References

Home Office (2024), *Individuals referred to and supported through the Prevent Programme, April 2023 to March 2024* [online]. Available from: https://www.gov.uk/government/statistics/individuals-referred-to-prevent-to-march-2024/individuals-referred-to-and-supported-through-the-prevent-programme-april-2023-to-march-2024 [Accessed 29 April 2025].

--

Page: Understanding conspiracy theories

Those who are vulnerable to extremist and terrorist narratives can be influenced by powerful conspiracy theories circulated by others.

The Cambridge Dictionary defines a 'conspiracy theory' as *"a belief that an event or situation is the result of a secret plan made by powerful people"* (Cambridge Dictionary, n.d.).

<u>Conspiracy theories</u>, as opposed to rational explanations for events, have six key things in common:

- a secret plot
- a group of conspirators
- 'evidence' that seems to support the conspiracy theory
- the false suggestion that nothing happens by accident and that there are no coincidences – nothing is as it appears, and everything is connected
- the division of the world into good or bad
- the scapegoating of people and groups.

(European Commission, n.d.)

Spotting misinformation and disinformation

Misinformation and disinformation are key factors in the spread of conspiracy theories.

Misinformation and disinformation are particularly prevalent during times of conflict – and the risk posed by misleading narratives and information becomes more severe.

[Educate Against Hate](#) hosts [content produced by Be Internet Citizens](#), an educational programme developed by the Institute of Strategic Dialogue and YouTube.

They cover topics including:

- *"**how to identify misinformation and disinformation** (e.g. conspiracy theories, clickbait, manipulated media)"*
- *"**exploring fact versus opinion**, including how sensational content can be used to drive user engagement"*
- *"**the benefits and pitfalls of a 'personalised web'**, including algorithms and filter bubbles"*
- *"**understanding unconscious bias** and how it influences our worldview"*
- *"**analysing 'us vs them' narratives,** and how online echo chambers may widen social divides"*
- *"**responding effectively to hate speech** and forging more inclusive digital communities"*
- *"**creating inspiring digital content** to champion causes, promote positive messages and support peers."*

(Educate Against Hate, n.d.)

Educate Against Hate also hosts a [one-hour lesson plan from the Economist Educational Foundation](#) that considers why conspiracy theories may be more common in times of crisis, why people spread them and how they should be debunked.

The following links from ETF may be useful, too:

- ['What are conspiracy theories? Why do we need to worry about them?'](#)
- ['Why do people adopt conspiracy theories?'](#)

References

Cambridge Dictionary (n.d.), 'conspiracy theory' [online]. Available from: https://dictionary.cambridge.org/dictionary/english/conspiracy-theory [Accessed 29 April 2025].

Educate Against Hate (n.d.), 'Resources Be Internet Citizens' [online]. Available from: https://www.educateagainsthate.com/resources/be-internet-citizens/#:~:text=Be%20Internet%20Citizens%20is%20an,young%20people's%20digital%20citizenship%20skills [Accessed 29 April 2025].

European Commission (n.d.), 'Identifying conspiracy theories' [online]. Available from: https://commission.europa.eu/strategy-and-policy/coronavirus-response/fighting-disinformation/identifying-conspiracy-theories_en [Accessed 29 April 2025].

--

Lesson: Review your learning

Page: Well done

Well done – you've completed the first module of the course.

In this module, you:

- were introduced to the Prevent duty and British values

- defined some key terms

- considered Prevent in a safeguarding context, including how to spot signs and make referrals

- looked at what happens after a referral, with reference to Channel

- developed your understanding of conspiracy theories, misinformation and disinformation.

Pause and reflect

Take a few minutes to jot down some thoughts. What did you find surprising? Is there anything you'd like to look into in more detail?

In a moment, you'll move on to Module 2, where you will explore the range of responsibilities under Prevent and looks at the different types of extremism.

First, however, you'll have the opportunity to recap the resources recommended throughout Module 1.

--

Page: Further resources

Introduction to Prevent

- [Legislation.gov.uk | Counter-Terrorism and Security Act of 2015](#)
- [Legislation.gov.uk | Education and Training (Welfare of Children) Act in 2021](#)
  [Home Office | Prevent duty guidance: England and Wales](#)
- [Home Office | Prevent: An Introduction (YouTube video)](#)
- [ETF | Polly Harrow: 'Whose resilience is it anyway?'](#)
- [Home Office | Channel and Prevent Multi-Agency Panel (PMAP) guidance (including the Vulnerability Assessment Framework in Annex B)](#)
- [ETF | Polly Harrow: 'Safeguarding and Vulnerable Groups'](#)
- [London Grid for Learning | Understanding Vulnerability](#)
- [London Grid for Learning | The Grooming Process](#)
- [Department for Education | Teaching approaches that help to build resilience to extremism among young people](#)
- [European Commission | Identifying conspiracy theories](#)
- [Educate Against Hate | Homepage](#)
- [Educate Against Hate | Resources Be Internet Citizens](#)
- [Educate Against Hate | Resources Conspiracy Theories in the News (including the one-hour lesson plan from the Economist Educational Foundation)](#)
- [ETF | Selina Stewart: 'What are conspiracy theories? Why do we need to worry about them?'](#)
- [ETF | Selina Stewart: 'Why do people adopt conspiracy theories?'](#)

[Module 2: Responsib](#)ilities under Prevent and types of extremism

Lesson: What's happening in this module?

Page: Welcome to Module 2

Welcome to Module 2

In this module, you will:

- look at the areas that different types of staff are responsible for under Prevent
- explore the Ofsted guidance
- consider how to understand the community around you and be aware of the common Prevent issues for your area.

--

Lesson: Responsibilities under Prevent

Page: Who needs to comply with the Prevent duty?

Who needs to comply with the Prevent duty?

The answer is **all staff**. This includes subcontracted and agency staff, board members and volunteers (including host families) who work in or with any of the following organisations:

- FE colleges

- sixth form colleges
- ITPs
- independent specialist colleges
- adult and community learning organisations
- the education element of 16-to-19 secure academies
- private colleges*
- employer providers.

In other words, the Prevent duty is everyone's responsibility. Everyone must understand their Prevent-related responsibilities, especially in the context of safeguarding.

Private FE institutions that are not in receipt of public funding whose learners are undertaking courses in preparation for examinations that either receive public funding or are regulated by Ofqual or the Welsh Government.

Core responsibilities

Prevent requires everyone to:

- undertake appropriate Prevent duty training identified by leaders and managers
- understand the risk of radicalisation
- implement the Prevent duty effectively
- know how to refer an individual who is vulnerable to exploitation by extremists (this will normally be to the DSL or a member of the safeguarding team)
- exemplify British values such as tolerance and mutual respect for different faiths and beliefs and encourage the development of British values within your organisation
- report concerns to the DSL or a member of the safeguarding team.

Good practice for employers with apprentices

All colleges, adult education providers or ITPs that have trainees and apprentices are responsible for the Prevent duty in relation to these individuals.

Effective practice for the employers of apprentices is to have an identified senior person who will take responsibility for safeguarding and the Prevent duty. This person will complete safeguarding and Prevent training.

--

Page: Ofsted guidance

Ofsted inspects publicly funded FE and skills providers in England under the *Education Inspection Framework* (EIF). This includes FE colleges, sixth form colleges and 16-to-19 academies, and providers of apprenticeships and other skills training.

Compliance with the Prevent duty is inspected by Ofsted as an element of safeguarding, which forms part of the 'Leadership and Management' judgement. It should reflect existing good practice and not create additional burdens on educational settings.

Providers should have:

- a designated lead in a senior management role who is responsible for the delivery of Prevent
- robust safeguarding policies and processes in place which contain specific reference to the Prevent duty, including the appropriate use of IT equipment and networks – this will ensure that those at risk of radicalisation are identified and appropriate support is provided
- training for all relevant staff, delivered at the earliest opportunity, that could help them to prevent learners from being radicalised into terrorism
- measures in place to prevent facilities being exploited by radicalisers, including event spaces and IT facilities – and consideration of the extent to which external speakers and events held on their premises pose a risk of radicalising learners into terrorism.

Ofsted's *Further Education and Skills Inspection Toolkit* is a useful resource and includes guidance on the Prevent duty.

Lesson: Responsibilities by role

Page: Responsibilities by role – an introduction

The following section looks at Prevent responsibilities for a variety of roles:

- all staff (including those from agencies/working for subcontractors, volunteers, governors and board members)

- governors and board members

- leaders and managers

- employers hosting apprentices or learners on their premises

- host families.

The next several pages outline the responsibilities for different roles. Please read the first page and any other pages that are relevant to you.

If you are a senior leader, a governor/board member or a trustee, you may want to read every page so you're aware of all the responsibilities across your organisation.

--

Page: Responsibilities for all staff

All staff – including those from agencies/working for subcontractors, volunteers, governors and board members – have to comply with the requirements of the Prevent duty.

The Prevent duty is part of the safeguarding duty – so they also have a responsibility to report any concerns to the DSL.

They must:

- contribute to reporting across curriculum areas
- undertake appropriate Prevent duty training that allows them to
    - recognise susceptibility to terrorism
    - know what action to take in response, including how to make an internal Prevent referral
- share information about vulnerable individuals within the organisation and externally as required in accordance with provider information-sharing agreements and data protection legislation
- exemplify and promote British values in their work (as required by Ofsted)
- implement the teaching of British values when opportunities arise within the curriculum
- challenge extremist ideas as they arise in their work.

Subcontracting and partnerships

All staff must comply with the Prevent duty when working with partners and subcontractors, or as part of a partnership or subcontracted provision. The responsibilities are the same.

--

Page: Responsibilities for governors and board members

Governors and board members hold the ultimate responsibility for the Prevent duty in the organisation and must approve the organisation's Prevent duty strategy, as well as scrutinising its implementation.

Below, read through the key tasks governors and board members should carry out.

- Establish or use existing mechanisms to understand the risk of radicalisation
- Ensure all staff (including agency staff, subcontracted staff and volunteers) are trained and consequently understand the risk presented by radicalisation and what makes people vulnerable to exploitation by extremists
- Ensure that the organisation builds its capabilities to deal with the threat of extremism
- Communicate and promote the importance of the Prevent duty
- Ensure staff implement the Prevent duty effectively
- Ensure that the organisation fully complies with the Prevent duty
- Ensure all staff know how to report a Prevent-related concern (through the DSL).
- Ensure that an effective pastoral system is in place, with policies, procedures and activities to support the integration of the Prevent duty into the pastoral system, including British values

How does it work in practice?

- The organisation will normally see the Prevent duty as part of the safeguarding duty.
- Governors or board members must scrutinise the Prevent risk assessment and action plan and ensure there are appropriate updates to both.
- Governors or board members must also oversee the work of subcontracting organisations. A nominated member of staff who is senior (usually the DSL) should lead in this area and – in larger organisations – there should be coordination across curriculum areas.
- There should be a governor or board member who has responsibility for safeguarding, and they will normally lead within the board on the Prevent duty.
- Governors or board members are expected to ensure that there are robust procedures both internally and externally for sharing information about vulnerable individuals, including information-sharing agreements. They must also have oversight of all policies and procedures.

--

Page: Responsibilities for leaders and managers

Leaders and managers must:

- implement the Prevent duty strategy set by the board or the equivalent governing body – the board holds the ultimate responsibility for compliance with the Prevent duty
- engage with partners, including police and the Department for Education's regional higher education (HE) and/or FE Prevent coordinators as appropriate, normally through the DSL
- review the implementation of the Prevent duty and report on this to the board so that effective scrutiny can take place
- develop a risk assessment and an action plan in order to audit likely risks arising from extremist activity – these must be updated on a regular basis and submitted to the board
- ensure that all staff, volunteers and board members undertake appropriate Prevent duty training, including an awareness of vulnerabilities that might lead to grooming by extremists
- include the Prevent duty as part of the safeguarding duty
- understand the **Notice, Check and Share** approach
- operate an effective Prevent reporting system which will normally be part of the safeguarding process
- ensure that there is an officer to report concerns to, such as the DSL – in larger institutions, there should be coordination across curriculum areas and sites
- ensure that there are robust procedures, both internally and externally, for sharing information about vulnerable individuals – this should include information-sharing agreements, and these must comply with data protection policy and legislation
- exemplify British values throughout the organisation
- implement the teaching of British values when opportunities arise within the curriculum
- support staff to challenge extremist ideas as they arise
- ensure that there is scrutiny by the board through the safeguarding/Prevent board member.

The role of the DSL

DSLs and deputies as well as other senior leaders in FE and skills settings should familiarise themselves with the *Prevent duty guidance: England and Wales* and remain abreast of any updates.

The guidance is set out in terms of three general themes:

- leadership and partnership
- capabilities
- reducing permissive environments.

The DSL and deputies should be aware of local procedures for making a Prevent referral.

The DSL should put in place robust processes for sharing information both internally and externally including a clear policy for the submission of a Prevent referral.

The pastoral and welfare system

All providers have a duty of care for learners. The Prevent duty requires this support to be available for all learners. There should be an effective pastoral system in place, with policies, procedures and activities to support the integration of the Prevent duty into the pastoral system, including British values.

Effective scrutiny of the operation of the pastoral system will include the submission of reports to governors and board members as with other areas of provider activity.

--

Page: Responsibilities for employers hosting apprentices or learners on their premises

All employers with apprentices or learners on their premises (eg on placement) should have an awareness of the Prevent duty and understand their Prevent-related responsibilities, especially in the context of safeguarding. This will support the welfare of those apprentices or learners.

The person who is responsible for the welfare of an apprentice or learner on a work placement (eg assessors or placement co-ordinators) should:

- undertake Prevent duty training
- understand the risk of radicalisation
- know how to refer an individual who is vulnerable
- ensure that British values are exemplified and understood.

.

--

Page: Responsibilities for host families

All host families should have an awareness of the Prevent duty and understand their Prevent-related responsibilities, especially in the context of safeguarding. This will support the welfare of those learners.

All host families should have access to a clearly defined and named individual to whom they can speak about safeguarding concerns, including preventing extremism concerns. This person is called the DSL. The DSL will often have one or more deputies or a safeguarding officer.

Learners, staff and other adults (group leaders, etc) may arrive already holding extremist views or may be influenced by a range of factors such as:
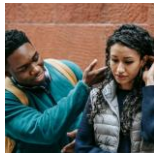
-
  global events
-
  peer pressure
-
  media
-
  extremist materials (in physical formats or online)
-
  inspirational speakers
-
  friends or relatives being harmed
-
  social networks.

People who are vulnerable are more likely to be influenced. Their vulnerability could stem from a range of causes, including:

- a loss of identity or sense of belonging
- isolation
- exclusion
- mental health problems
- a sense of injustice
- a personal crisis
- experiencing hate crime or discrimination
- bereavement.

--

Lesson: Understanding your communities

Page: Understanding your communities

Which types of extremism might you expect to come across in the communities served by your organisation – and by your role more specifically?

Have a look at the terms below and make a note of what you understand by each. Which types of extremism are most prevalent in your area?

- **White supremacy**

  The belief that white people constitute a superior race and should therefore dominate society, typically to the exclusion or detriment of other racial and ethnic groups (in particular, black or Jewish people). White supremacists are often (though not always) associated with Neo-Nazism – a movement that seeks to reinstate Nazi ideology. 'The Many Faces of Neo-Nazism in the UK' is a useful article that looks at the history of this movement and the many forms it can take.

- **Antisemitism**

  Hostility toward or discrimination against Jews as a religious or racial group.

- **Animal rights extremism**

  A subset of ecoterrorists that aim to end the real or perceived abuse and exploitation of animals through sabotage and violence.

- **Homophobia**

A negative attitude towards homosexual people and homosexuality which may be manifested in discrimination, hostile behaviour or hate crimes against lesbian, gay, bisexual, transgender, queer plus (LGBTQ+) people.

- **Incel**

  A member of an online community of men who consider themselves 'involuntarily celibate' or unable to attract women sexually. Incels are typically associated with views that are hostile towards women and men who are sexually active.

- **Misogyny**

  Dislike of, contempt for or ingrained prejudice against women.

- **Holocaust denial/revisionism**

  The attempt to deny or trivialise the atrocities committed by Nazi Germany against Jews and other groups during World War II.

- **Race and religious hatred**

  Inciting hatred against a person on the grounds of their race or religion. This is an offence in England and Wales.

- **Islamist terrorism**

  "The threat or use of violence as a means to establish a strict interpretation of an Islamic society. For some this is a political ideology which envisions, for example, the creation of a global Islamic caliphate based on strict implementation of shar'iah law. Many adherents believe that violence… is not only a necessary strategic tool to achieve their aims, but an individual's religious duty. In the UK the Islamist terrorist threat comes overwhelmingly from those inspired by, but not necessarily affiliated with, Daesh and/or al-Qa'ida, but they operate within a wider landscape of radicalising influences as set out in the government's response to the Independent Review of Prevent. Islamist should not be interpreted as a reference to individuals who follow the religion of Islam." (Home Office, 2024)

References

Home Office (2024), 'Glossary of terms' [online]. Available from: https://www.gov.uk/government/publications/prevent-duty-guidance/glossary-of-terms [Accessed 29 April 2025].

Page: What's happening in your area?

This page is particularly relevant to senior leaders, directors, governors or trustees. If you occupy a different role and you want to find out what is prevalent in your area, we recommend you speak to your DSL or Prevent co-ordinator.

Regional FE and HE Prevent coordinators can help you to find out what's happening in your area.

They play a key role in the delivery of Prevent, providing FE and HE providers with support to build resilience against the dangers of radicalisation.

They do this through strategic engagement with senior leaders and through the provision of advice, support and training (including WRAP – Workshops to Raise Awareness of Prevent) to staff in:

- universities
- colleges
- independent HE providers
- apprenticeship providers
- employer-based learning providers
- other forms of FE and HE.

They help to co-ordinate stakeholders involved in the delivery of Prevent in FE, HE and wider Prevent partners. This ensures that there is a full and robust understanding of any regional threat and risk relating to FE and HE.

Their role might include:

- briefings to vice-chancellors, principals and governors
- delivering training
- engaging with learners
- assisting with institutional policies
- attending compliance working groups and providing advice and guidance in support of referrals and external speaker requests.

Coordinators act as the conduit between FE and HE providers and other stakeholders, including local authorities, Ofsted, the Office for Students, the Police, the Home Office and the Department for Education.

You can find out more on this [Gov.uk page](#).

--

Lesson: Review your learning
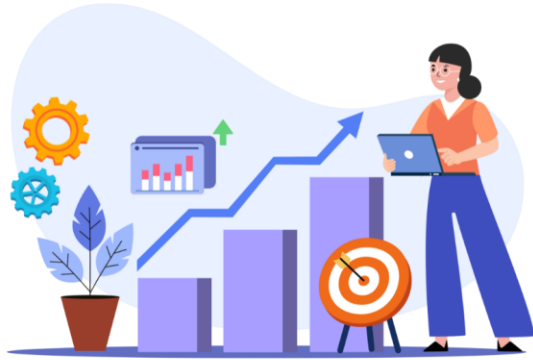
Page: Well done

Well done – you've completed Module 2.

In this module, you:

- looked at the areas that different types of staff are responsible for under Prevent
- explored the relevant Ofsted guidance
- considered how to understand the community around you and be aware of the common Prevent issues for your area.

In a moment, you'll move on to Module 3, where you will explore British values and look at how they can be embedded at your organisation.

First, however, you'll have the opportunity to recap the resources recommended throughout Module 2.

--

Page: Further resources

Further resources

Responsibilities under Prevent

- [Ofsted | Education inspection framework](#)
- [Ofsted | Further education and skills inspection handbook](#)

Understanding your communities

- [Open Democracy | The Many Faces of neo-Nazism in the UK](#)
- [Department for Education | Regional further education (FE) and higher education (HE) Prevent co-ordinators](#)

--

Module 3: British values

Lesson: What's happening in this module?

Page: Welcome to Module 3

Module 3

Welcome to Module 3

In this module, you will explore:

- what 'British values' are, in the context of Prevent
- how to embed them in teaching and learning
- how to exemplify them throughout your organisation
- how to embody them if you are an employer partner, board member, subcontractor or host family.

If your role is not involved in delivering or leading teaching and learning, you may want to skip those pages.

--

Lesson: What are British values?

Page: What are British values?

To recap, the Prevent duty defines **'British values' as**

1. democracy
2. the rule of law
3. individual liberty
4. mutual respect
5. tolerance for those with different faiths and beliefs.

How could these be covered?

On the next page, you'll consider how to embed British values in teaching and learning (if indeed this is relevant to your role) and your wider organisation.

First, however, you'll look at some simple ideas for tackling them with learners.

Democracy

One way of covering this with learners is to discuss how and why laws relating to their experiences in or out of learning were introduced (eg maths and English GCSE re-sits). Learner voice activity can include discussion around voting and support for learners who wish to register to vote.


The rule of law

You might encourage learners to research health and safety laws which regulate industry, or review the health and safety processes within their education or training provider.

Individual liberty

You might encourage learners to explore the extent to which 'individual liberty' exists or is limited by regulation. They might also discuss their own liberty in terms of their future education and career choices.
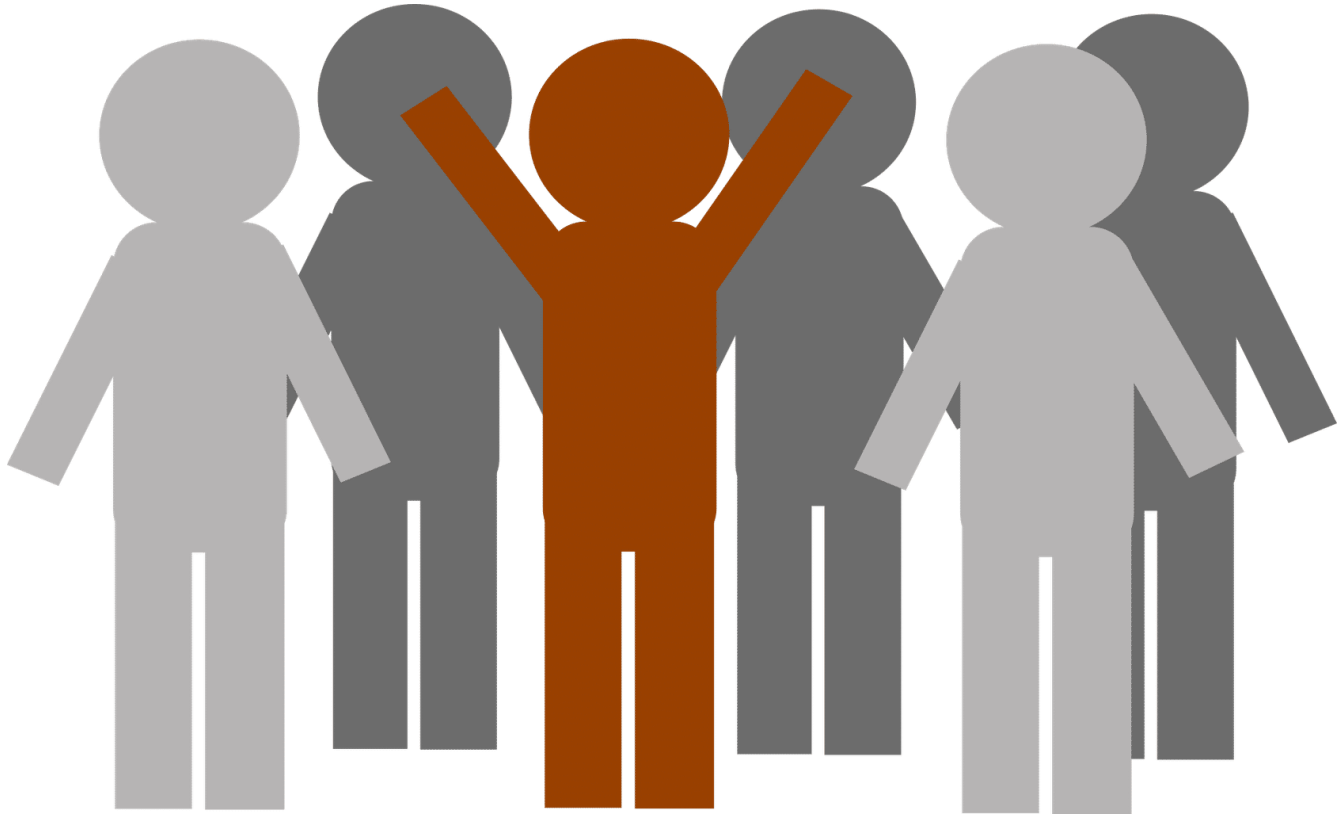
'Mutual respect' and **'tolerance for those with different faiths and beliefs'**

These two values (often grouped together) will be covered in the curriculum – but they are also part of the expected behaviours at your organisation. The Prevent duty states that institutions are expected to encourage learners to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010:
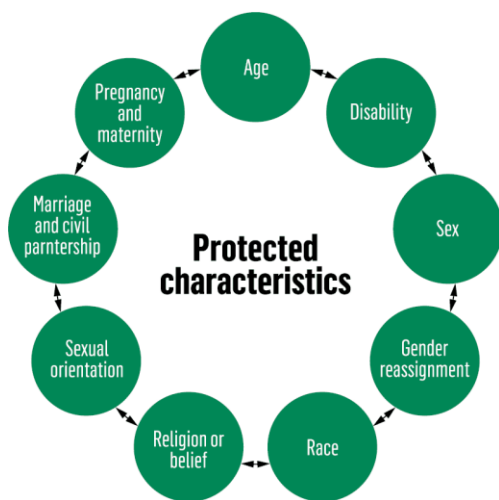
Remember: the *Prevent duty guidance: England and Wales* is a helpful resource on all the requirements of the Prevent duty.

--

Page: Embedding British values in teaching and learning

As part of the statutory Prevent duty, all FE and skills providers are required to explore British values with their learners in the curriculum as well as in the tutorial programme.

This is a requirement whether staff are teaching 16-to19-year-old learners, adult learners or apprentices.

Those teaching about British values need to:

- create a safe learning environment
- facilitate discussions, using question and challenge effectively
- discuss difficult or taboo subjects
- be aware of the reality that their learners experience
- be able to link issues around equality, human rights and democratic values to their subject areas and to 'real life'.

Curriculum provision

It is an expectation of the Prevent duty that providers will use opportunities in the curriculum to challenge extremism and to explore British values.

How can British values – and preventing the grooming of vulnerable individuals – be integrated into curriculum areas? Consider the following ideas:

- discuss the impact of **democracy** in topics taught (eg health and safety and employment law)
- set rules for effective classroom behaviour that demonstrate **tolerance** and **mutual respect** for faiths and beliefs
- discuss **individual liberty** in relation to careers and education
- critically analyse online content
- develop critical thinking approaches to all teaching
- support apprentices to see how British values are relevant to their workplace experience
- support a positive environment to discuss challenging and current issues with learners
- provide positive encouragement to engage in activism and politics (in line with **democracy**) but avoid extremism.

Helpful resources

For further support, see ETF's Safeguarding and Prevent webpages.

--

Lastly, you may find the following links helpful:

- [ACT | The Deliberative Classroom](#) – This project offers topical debating resources and teacher guidance, with a focus on British values.
- [DfE | Teaching Approaches that Help Build Resilience to Extremism among Young People](#)
- [Oxfam | Teaching Controversial Issues: A guide for teachers](#)

--

Page: British values throughout the organisation – example scenarios

Everyone can contribute to embedding British values in their organisation.

Consider the following scenarios and decide how they should be addressed.

You don't need to have specific knowledge of the roles or subjects in question.

Once you've read through the scenarios and come up with a couple of ideas for each, scroll to the bottom of the page where you'll find some suggested actions.

Scenario 1: course leaders

Sam, a course leader who manages hairdressing for learners and apprentices, asks how the staff can find opportunities to explore British values in their subject area.

At the last course meeting the staff were at a loss for ideas and didn't think there are any natural opportunities.

What advice would you give Sam?

Suggestion

Sam could suggest that the staff start by looking at the legislation that covers hairdressing as a business. The course will already include a study of health and safety. Teachers might also discuss employment law and tax law with learners.

Staff could then discuss how these laws and changes to laws come about through the political process. This will cover the study of democracy.

The course will already include tolerance and mutual respect through equality and diversity. Staff can discuss how tolerance, mutual respect, equality and diversity contribute to a good working environment and make commercial sense in the workplace.

Individual freedom can be covered through careers discussions and advice. The staff could encourage learners to explore the extent to which they have individual liberty in their employment choices and limits on their freedoms in their professional practice. Similar advice could be given for all vocational courses.

Scenario 2: teachers

Sameena is a GCSE and A Level Physics teacher who is unsure about how to implement British values into her courses.

What do you think she should do?

Suggestion

Sameena could bring the issue to her departmental meeting. Her fellow staff might come up ideas such as the following.

- **Democracy**

  This can be implemented through a discussion about Government policy in relation to the use of nuclear power and renewable energy. Learners could look at party policy documents.

- **The rule of law**

  Learners could research health and safety laws that regulate and are specific to science, technology, engineering and mathematics (STEM) industries/courses OR review the health and safety processes within their education or training provider.

- **Individual liberty**

  Learners could discuss the extent to which this exists or is limited by regulation. They might also discuss their own freedom of choice in terms of future education and career choices.

- **Tolerance and mutual respect**

Learners could discuss this in relation to cooperation in the classroom, including working with their fellow learners and staff.

Scenario 3: tutors

Tanya is a GCSE and functional skills maths tutor.

How could they explore and exemplify British values in their classes?

Suggestion

Tanya could cover British values in the following ways:

- **Democracy and the rule of law** – They could use election data, speed limits and levels of taxation to show how percentages are calculated and to provide data for graphs and charts.

- **Individual liberty** – They could encourage learners to explore the extent to which they have individual liberty and limits on their freedoms in class.

- **Tolerance and mutual respect** – They could encourage learners to discuss this in relation to cooperation in the classroom, working with their fellow learners and staff.

Scenario 4: finance staff

The finance office staff are mystified about how they can integrate British values into their practice.

What advice would you give them?

Suggestion

All provider staff are required to comply with the Equality Act 2010.

The organisation's code of conduct and its 'vision and values' statement will usually make reference to the need to treat all colleagues, learners and external contacts with tolerance and mutual respect.

All staff are required to conform to the organisation's policies and procedures and to comply with legislation. All of this enables staff to exemplify to British values.

Staff may find other opportunities to exemplify and explore British values for example through helping to support learner elections.

Page: Exemplifying British values throughout your organisation

Embedding British values goes beyond the curriculum.

Your organisation could audit how it is exploring British values by:

- reviewing departmental session plans, schemes of work and action plans
- observing teaching and learning
- running a curriculum audit, including opportunities to develop critical thinking skills and review information sources
- introducing self-assessment reporting by curriculum and pastoral managers
- working with local community organisations

- conducting staff and learner surveys and focus groups
- carrying out performance reviews, staff appraisals and training to build confidence in challenging views where appropriate
- reviewing subcontracted provision
- reviewing the pastoral programme
- hosting wider events and extra-curricular activity
- discussing with staff about how far they already explore the content of British values.

Exemplifying British values in pastoral care and support

All FE and skills providers have a duty of care to learners or apprentices. It is an expectation of the Prevent duty that all providers will have sufficient pastoral care and support available for all learners.

Leaders and managers must ensure that learners are supported through the pastoral or welfare system so that they know how to keep themselves safe from radicalisation and extremism. This will include online safety and critical thinking.

The Prevent duty – including British values – could be integrated into the pastoral programme and system by:

- using learner elections to elect representatives and encourage them to discuss **democracy**

- providing positive encouragement to learners to engage in activism and politics in a way that's consistent with **democracy** and avoids extremism

- discussing your organisation's rules and any legal requirements that apply to providers and workplaces to find opportunities for staff to discuss **the rule of law**

- discussing career and educational opportunities to enable staff to discuss **individual liberty**

- supporting a positive environment to discuss challenging and current issues with learners

- supporting staff to develop critical thinking approaches in all their teaching

- discussing **the rule of law** by looking at laws that apply to everyone in Britain (eg speed limits, drug laws) and discussing why and how rules and laws are decided upon.

Overall, exemplify mutual respect and tolerance through the pastoral programme in compliance with the Equality Act 2010.

--

Page: Embodying British values across different roles

Exemplifying British values as an employer partner or board member

- Be aware of your organisation's ethos, policies and procedures in relation to the exploration of British values on both a personal and an operational basis.
- Scrutinise the exemplification and promotion of British values across your organisation, including ensuring that all staff are trained in exemplifying and exploring British values.
- Exemplify British values in *your* role.
- Ensure that your organisation promotes tolerance and mutual respect as part of their equality duty.

You might also encourage your organisation to ask learners to register to vote when they enrol or go through induction. If not at induction, then British values can be explored through learner voice activities. Some providers may also invite local politicians to speak to learners following the external or guest speaker policy. The personal behaviour of board members must exemplify British values as an example to staff, learners and the community as defined in the guidance**.**

Exemplifying British values as a subcontractor

All subcontractors should exemplify British values through:

- their vision and values

- their behaviour and practice with learners, colleagues and anyone else they encounter through their work with the provider.

Exemplifying British values as a host family

Host families should follow the Prevent duty to exemplify British values through their behaviour and practice with learners.

They should encourage their guest or guests to respect other people with regard to the protected characteristics in the equality duty and/or comply with the equality duty as set out in the Equality Act 2010 to prevent discrimination against people with protected characteristics.

--

Lesson: Review your learning

Page: Well done

Well done – you've completed Module 3.

In this module, you explored:

- what 'British values' are, in the context of Prevent
- how to embed them in teaching and learning
- how to exemplify them throughout your organisation
- how to embody them if you are an employer partner, board member, subcontractor or host family.

 In a moment, you'll move on to Module 4, where you will explore policy and managing risk.

First, however, you'll have the opportunity to recap the resources recommended throughout Module 3.

--

Page: Further resources

British values

- [Legislation.gov.uk | Equality Act 2010](#)
- [Home Office | Prevent duty guidance: England and Wales](#)
- [ETF | Safeguarding and Prevent](#)
- [ACT | The Deliberative Classroom](#)
- [DfE | Teaching Approaches that Help Build Resilience to Extremism among Young People](#)
- [Oxfam | Teaching Controversial Issues: A guide for teachers](#)

Module 4: Policy and managing risk

Lesson: What's happening in this module?

Page: Welcome to Module 4

Welcome to Module 4

In this module, you will explore the importance of

- Prevent risk assessments and action plans
- clear and visible policies.

You will also consider some case studies relevant to your role and decide what you would do in each situation.

--

Lesson: Risk assessments and policies

Page: Risk assessments

Prevent risk assessments allow an organisation to audit any risks relating to extremist activity. They should cover all aspects of a provider's work – so you may be asked to contribute.

It is good practice to include the following factors (where appropriate):

- staff's, learners', volunteers' and board members' training and knowledge of the Prevent duty
- safeguarding
- funding of partners
- IT and cybersecurity
- campus or premises security
- monitoring of literature/posters

- chaplaincy and prayer room
- letting of provider premises
- external speakers
- whistleblowing procedures
- estates management
- disciplinary policy
- information sharing
- student unions or organisations
- knowledge and involvement in the local Prevent structures
- tensions among learners
- effective communication
- freedom of expression
- staff and volunteers policy and procedures
- critical incident management plan
- charity fundraising
- placements for learners including apprentices.

One a risk assessment has been carried out, senior staff should report to governors or board members. It is good practice for any risks to be RAG rated. The report should be robust and fit for purpose, complying with the Prevent duty.

Senior staff should then:

- contact the Prevent coordinator at their setting, in the local authority or in the police – and others as necessary
- develop a Prevent action plan to respond to any risks identified.

Page: Clear and visible policies

FE and skills providers must have clear and visible policies and procedures that cover staff, learners, learning, partnerships and infrastructure.

These will support providers to identify where learners or staff might be at risk of being drawn into extremism. They will also include a requirement to exemplify British values.

The policies and procedures should meet the requirements of the Equality Act 2010 and cover learner welfare, including:

- equality and diversity
- the safety of learners and staff
- Prevent awareness training.

Policies to review

The following policies typically need reviewing to provide assurance that the Prevent duty is being met.

Safeguarding

Most FE and skills providers will integrate Prevent into their safeguarding policy, which will be reviewed annually to reflect any changes to *Keeping Children Safe in Education* (KCSIE). However, Prevent includes all members of the community, whereas the safeguarding policy will probably cover children, young people and vulnerable adults.

Staff, volunteers and board members' training

All staff, board members and volunteers are expected to undertake Prevent training. This includes subcontracted and agency staff.

HR

Prevent covers staff and volunteers as well as learners, so HR policies must include the Prevent duty. Codes of conduct do not need to refer to Prevent if it is covered in the guidance on professional behaviour, not bringing the organisation into disrepute and complying with reasonable requests. The same goes for learner agreements.

Partnerships

Partnerships policies should require that:

- partners and subcontractors are aware of the Prevent duty
- contracts with partners or subcontractors are not inadvertently funding extremist organisations.

IT and cybersecurity

IT and cybersecurity are key areas when it comes to Prevent. There is significant evidence that online materials and social media are used to radicalise young people. All FE and skills providers should have a clear IT and cybersecurity policy. It is also good practice to monitor internet and Wi-Fi usage. (Jisc can provide [cybersecurity support](), if you need it.)

Campus/premises management and security

The security of the campus or premises is vital as outsiders can enter the premises and present a safeguarding threat.

Please note: the Terrorism (Protection of Premises) Act 2025 – also commonly referred to as [Martyn's Law]() – was introduced in 2025. It builds on the Prevent duty and requires certain public premises and events to be prepared and ready to keep people safe in the event of an attack.

Letting of premises

It's crucial that external lettings do not present an opportunity for a safeguarding or extremist threat by (for example) inadvertently letting a classroom or hall to an extremist group.

As you've just explored, the Terrorism (Protection of Premises) Act 2025 – also commonly referred to as [Martyn's Law]() – was introduced in 2025. It builds on the Prevent duty and requires certain public premises and events to be prepared and ready to keep people safe in the event of an attack.

Prayer and chaplaincy

There should be policies and protocols that cover the use of any prayer rooms and related facilities. Chaplains must go through the DBS process and their role must be overseen and supported, as is the case for all staff and volunteers.

Hosting external/guest speakers and events

There should be policies and procedures for the management of events on the premises. These must:

- apply to all staff, learners, visitors, governors and board members
- set out what is required for any event to proceed
- balance legal duties by ensuring freedom of speech while protecting learner and staff welfare.

Encouragement of terrorism and inviting support for a proscribed terrorist organisation are criminal offences. FE and skills providers should not provide a platform for these. They need to:

- vet external speakers and check proposed content in advance
- have an application procedure with clear risk assessments in place
- contact FE/HE Prevent coordinators where they have concerns about a speaker.

There should be a system for assessing and rating the risks associated with planned events. Providers should carefully consider whether the views likely to be expressed constitute extremist views that risk drawing people into terrorism or are shared by terrorist groups. If so, the event should not proceed – except where the organisation is confident that the risk can be fully mitigated without cancellation (eg speakers with extremist views are challenged with opposing views at the event). Where there's any doubt that the risk cannot be fully mitigated, the event should not proceed.

As you've just explored, the Terrorism (Protection of Premises) Act 2025 – also commonly referred to as Martyn's Law – was introduced in 2025. It builds on the Prevent duty and requires certain public premises and events to be prepared and ready to keep people safe in the event of an attack.

Promoting external events

Where the promotion of an external event within the premises has been requested or suggested, there should be a mechanism for risk assessing that decision – and appropriate actions should be taken.

Whistleblowing and complaints

There should be:

- clear and visible policies and procedures for managing whistleblowing
- an effective and responsive complaints procedure.

These will support the Prevent duty by creating a safe and transparent way for individuals to report concerns related to radicalisation, extremism or non-compliance with the Prevent duty.

Appropriate reports of complaints and whistleblowing must be received by governors or board members.

Information-sharing

There should be an information-sharing policy that complies with data protection legislation.

Information sharing is a core component of the Prevent duty, because – as you've already considered – the effective prevention of radicalisation often depends on timely and appropriate communication between relevant agencies and professionals.

Volunteers

Volunteers are also expected to comply with the Prevent duty and to exemplify British values such as tolerance and mutual respect. This should be outlined in the volunteer policy.

Charities and fundraising

Volunteers are also expected to comply with the Prevent duty and to exemplify British values such as tolerance and mutual respect. This should be outlined in the volunteer policy.

--
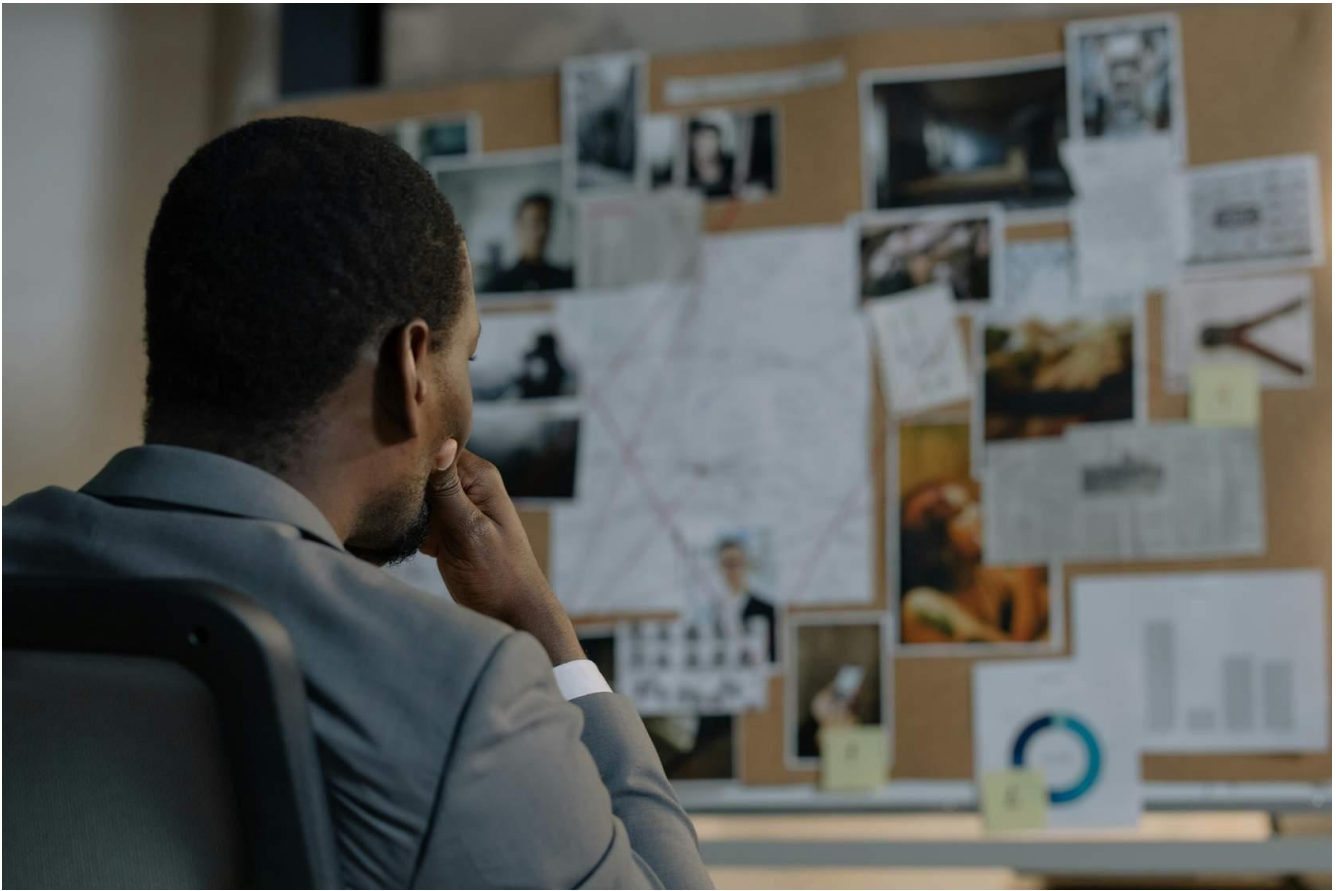
Page: Case studies

Over the next several pages, you'll encounter a series of Prevent-related case studies.

- Navigate to the relevant page or pages for your role(s).
- Read the case studies and decide how you would respond in each situation. (There are questions on the page to prompt you.)
- Navigate using the 'right' arrow to see some suggestions for what to do.

If you are keen to understand how Prevent affects the roles that you work with – or perhaps the roles into which you might progress – then you are welcome to read any of the other case studies, too.

--

Page: Case studies for employers

Here are three Prevent-related case studies for <u>employers</u>.

Read them and decide how you would respond in each situation.

- Whom would you contact for support and guidance?

- Would you need to report this? If so, to whom?

- **CASE STUDY 1**

  Khalid, an apprentice at your workplace, has asked to see you in private. He tells you that some of his fellow employees are viewing pictures of extremist violence and reading extremist literature online.

  Khalid is distressed but he does not want his colleagues to know that he has made the disclosure.

  - Whom would you contact for support and guidance?
  - Would you need to report this? If so, to whom?

  You should refer this to the DSL or a member of the safeguarding team at Khalid's FE and skills provider (or the HR team or safeguarding lead at your organisation, if you have one).

  In any case like this, the employer should be speaking with the FE and skills provider that is overseeing the apprenticeship, in case there is further information to take into consideration.

  The DSL or safeguarding colleague will assess the information and talk to you about future steps to make sure that apprentices are working in a safe environment.

  Alongside your HR team, you will also want to decide what action to take if some of your staff are viewing extremist material in the workplace.

- **CASE STUDY 2**

  Saira, a learner on placement at your workplace, has started to wear a headscarf to work and read the Qur'an doing her lunch break instead of going to the local café with her colleagues.

  One of her colleagues asks you if this is a sign of extremism.

  - Whom would you contact for support and guidance?
  - Would you need to report this? If so, to whom?

  This is not a sign of extremism.

You would only refer this to the DSL or a member of the safeguarding team at Saira's FE and skills provider if there were other concerns.

However, you might ask her whether you could adjust the working environment to support her faith (eg prayer time breaks, suitable food etc.).

- **CASE STUDY 3**

  Rick has been working for you as an apprentice for eight months. He tells you that one of his colleagues – Rob – has been giving out leaflets about a far-right extremist group and he is also becoming very concerned about his anti-women rhetoric.

  The colleague has asked him to go to one of the group's meetings and meet him online in chat groups via Reddit.

  - Whom would you contact for support and guidance?
  - Would you need to report this? If so, to whom?

  You should report this to the DSL or a member of the safeguarding team at Rick's FE and skills provider (or the HR team or safeguarding lead at your organisation, if you have one).

  The DSL or safeguarding colleague will assess the situation and pass it on to the local authority. There is considerable concern within this report around the potential for 'mixed' ideology – ideology that involves a combination of elements from different sources – and they should be seeking expert support and advice.

  You will also want to establish if the colleague is giving out extremist literature on your premises and decide what action to take. Equally, you may want to look at your online access and check whether there are unusual search patterns.

  If you decide they are behaving illegally or bringing your business into disrepute, you may decide to take further action which might include a referral to the police.

--

Page: Case studies for board members and governors

Here are three Prevent-related case studies for <u>board members and governors</u>.

Read them and decide how you would respond in each situation.

- Whom would you contact for support and guidance?
- Would you need to report this? If so, to whom?

- **CASE STUDY 1**

  George is a 19-year-old BTEC Business Studies learner. He went to a secondary school where most learners were of White British heritage and he lives in a less advantaged part of town.

  He is bright but he sits alone in the library and clearly finds it hard to socialise with other learners. He seems especially uncomfortable with learners who are of Asian or Jewish heritage.

  George is open about his sympathies with a far-right organisation. He tells one of the library staff that there are 'too many immigrants' in the UK who are 'a threat to British identity'.

  Another learner hears this and mentions that George is posting antisemitic and Islamophobic statements online.

  - Whom would you contact for support and guidance?
  - Would you need to report this? If so, to whom?

  Staff would be expected to report what other learners have told them about George's online statements to the DSL or a member of the safeguarding team.

  The DSL or safeguarding colleague will assess the information and speak to George. If they feel that there is a potential risk of radicalisation, they can seek advice and guidance from the local authority's Prevent or safeguarding team or the Prevent police officer. The FE/HE Regional Prevent Coordinator can also support organisations with making a referral to the relevant authority, where required.

  Not every referral will go to a Channel panel. Channel is a tactical option of Prevent. Individuals do need to give consent to be referred to Channel but they (or their parent or guardian, if they're under 18 years of age) will need to consent to participate in it. The issue of consent will be dealt with by the local Channel panel.

  If someone refuses to go through the Channel process (or is judged not to need it), the local authority should work with the organisation to identify whether additional support may be needed, often with partner organisations.

- **CASE STUDY 2**

Sarah is a bright and thoughtful young woman taking a land-based studies course.

She is a residential learner at a land-based college. Staff notice her becoming increasingly introverted and withdrawing from social groups in the college. They're also aware that she spends much of her leisure time alone in her room on her laptop.

After some unexplained absences, the tutor contacts her parents. The parents say that they are concerned about how withdrawn she has become when she goes home at weekends.

They are also worried that she is mixing with a new group of friends, some of whom have been involved with an extremist animal rights group.

Fellow learners tell their teacher that she is posting comments on her social media account about her sympathy for animal rights extremists who have been convicted for attempting to blow up the car of a scientist at a pharmaceutical research centre. She says in one comment that 'all scientists working on animals deserve to die'.

- Whom would you contact for support and guidance?
- Would you need to report this? If so, to whom?

The tutor would be expected to refer this to the DSL or a member of the safeguarding team.

The DSL or safeguarding colleague will make an assessment, after finding out more about Sarah's activities and situation (and talking to her).

If they feel that there is a potential risk of radicalisation, they can seek advice and guidance from the local authority's Prevent or safeguarding team or the Prevent police officer. The FE/HE Regional Prevent Coordinator can also support organisations with making a referral to the relevant authority, where required.

Not every referral will go to a Channel panel. Channel is a tactical option of Prevent. Individuals do need to give consent to be referred to Channel but they (or their parent or guardian, if they're under 18 years of age) will need to consent to participate in it. The issue of consent will be dealt with by the local Channel panel.

If someone refuses to go through the Channel process (or is judged not to need it), the local authority should work with the organisation to identify whether additional support may be needed, often with partner organisations.

- **CASE STUDY 3**

Mahmood is a bright A Level learner who is taking science subjects. He is a loner who does not tend to mix with other learners.

His attendance is not very good and his tutor has talked to him about why he sometimes misses classes.

His achievement is satisfactory but not as strong as it should be. He asks his tutor for advice about joining the British Army as a civil engineer. The tutor discusses this in depth with him and Mahmood researches the qualifications he would need.

After establishing that he is on track to achieve the required qualifications, Mahmood starts to talk about his desire to go to a conflict zone and to fight 'for his Muslim brothers' against 'the enemy'.

- Whom would you contact for support and guidance?
- Would you need to report this? If so, to whom?

Staff would be expected to report what Mahmood has told them to the DSL or a member of the safeguarding team. The DSL or safeguarding colleague will make an assessment, after finding out more about Mahmood's activities and situation (and talking to him).

If they feel that there is a potential risk of radicalisation, they can seek advice and guidance from the local authority's Prevent or safeguarding team or the Prevent police officer. The FE/HE Regional Prevent Coordinator can also support organisations with making a referral to the relevant authority, where required.

Not every referral will go to a Channel panel. Channel is a tactical option of Prevent. Individuals do need to give consent to be referred to Channel but they (or their parent or guardian, if they're under 18 years of age) will need to consent to participate in it. The issue of consent will be dealt with by the local Channel panel.

If someone refuses to go through the Channel process (or is judged not to need it), the local authority should work with the organisation to identify whether additional support may be needed, often with partner organisations.

--

Page: Case studies for host families

Here are four Prevent-related case studies for <u>host families</u>.

Read them and decide how you would respond in each situation.

- Whom would you contact for support and guidance?

- Would you need to report this? If so, to whom?

- **CASE STUDY 1**

  Saira has started to wear a headscarf to college and read the Qur'an doing her lunch break, instead of mixing with the other learners.

  In the evenings, instead of watching TV with your family or going out with the other learner who is staying in your house, she stays in her room reading or on the internet.

  - Whom would you contact for support and guidance?
  - Would you need to report this? If so, to whom?

  This is not a sign of extremism.

  You would only refer this to the DSL or a member of the safeguarding team at Saira's FE and skills provider if there were other concerns.

  However, you could encourage Saira to speak to a member of staff about adjusting the working environment to support her faith (eg prayer time breaks, suitable food etc.) if she would find this helpful.

- **CASE STUDY 2**

  Andre is Croatian and attends a local FE college as an overseas learner while staying with your family.

  When your son's Afro-Caribbean friend comes around to the house, Andre makes racist comments to him. You become aware of this and ask for Andre to tone his views down a little, as not everyone agrees. You get into a debate and it becomes clear that his views are based on limited knowledge.

  - Whom would you contact for support and guidance?
  - Would you need to report this? If so, to whom?

  You should report this to the accommodation officer or the DSL at Andre's FE and skills provider.

  They will assess the situation and respond appropriately.

They may decide not to take action – but either way, you and the college might take the opportunity to access useful resources, toolkits and EDIB workshops that will support you to develop the young people's knowledge.

- **CASE STUDY 3**

Valentin is a learner staying with your family. He seemed to settle in well initially when you were hosting another European learner.

However, now that you also have an African Muslim learner staying with you, he keeps to his room and only comes out to have meals. He seems to spend a lot of time on the internet and on his mobile phone.

Your daughter, who has added Valentin as a friend on social media, tells you that he is posting links to extremist right-wing groups and leaving racist comments.

- Whom would you contact for support and guidance?
- Would you need to report this? If so, to whom?

You should report this to the accommodation officer or the DSL at Valentin's FE and skills provider.

The DSL or safeguarding colleague will assess the situation and pass it on to the local authority Prevent team if needed.

They may decide not to take action – but either way, you and the college might take the opportunity to access useful resources, toolkits and EDIB workshops that will support you to develop the young people's knowledge.

- **CASE STUDY 4**

Alia is staying with you. She is attacked by three boys as she is walking home.

They tear off her headscarf. You report this to the police and the DSL who informs the welfare officer. They all take it very seriously and give Alia support.

A couple of weeks after the attack, Alia starts to avoid non-Muslim boys and says that she does not feel safe in the UK.

- Whom would you contact for support and guidance?
- Would you need to report this? If so, to whom?

You should report this to the safeguarding team or welfare team at Alia's FE and skills provider.

They will refer the situation to the welfare officer so that the organisation can give her additional support.

An attack can contribute to vulnerability to exploitation by extremists – but in this case, there is no evidence that exploitation is taking place. Alia is a young woman who is feeling afraid because she has been attacked.

You and the college might take the opportunity to access useful resources, toolkits and EDIB workshops that will support you to develop the young people's knowledge. The college could also consider accessing trauma support groups.

--

Page: Case studies for leaders

Here are three Prevent-related case studies for <u>leaders</u>.

Read them and decide how you would respond in each situation.

- Whom would you contact for support and guidance?
- Would you need to report this? If so, to whom?

- **CASE STUDY 1**

  A colleague of yours called Julie comes to you and tells you that Alan, a member of the teaching staff, has been meeting a learner after college in a classroom that is out of the way.

  This learner does not tend to mix with other learners and waits around for the member of staff outside the classroom. They meet on an almost daily basis. The learner then walks out of college with Alan.

  Alan and the learner were seen attending an unofficial far-right demonstration by a couple of learners who were watching the news on TV. These learners felt very worried and reported this to their tutor. The demonstration later became very violent.

  One afternoon, just as Alan and the learner were leaving the classroom, Julie went in to find some books she had left in the room. Julie saw Alan and the learner carrying a pile of leaflets with the logo of a far-right group and a race hate slogan in large letters.

  - Whom would you contact for support and guidance?

- Would you need to report this? If so, to whom?

You should tell Julie that you will have to report this to the DSL – **and then do so.**

The DSL will assess the situation with the HR manager. They'll speak to Alan and the learner and will want to consider all aspects of the information. For example, they may ask Alan and the learner why they attended the demonstration.

If they feel that there is a potential risk of grooming or radicalisation, they can seek advice and guidance from the local authority's Prevent or safeguarding team, or the Prevent police officer. The FE/HE Regional Prevent Coordinator can also support organisations with making a referral to the relevant authority, where required.

Not every referral will go to a Channel panel. Channel is a tactical option of Prevent. Individuals do need to give consent to be referred to Channel but they (or their parent or guardian, if they're under 18 years of age) will need to consent to participate in it. The issue of consent will be dealt with by the local Channel panel.

If someone refuses to go through the Channel process (or is judged not to need it), the local authority should work with the organisation to identify whether additional support may be needed, often with partner organisations.

- **CASE STUDY 2**

  Sarah is a bright and thoughtful young woman taking a land-based studies course.

  She is a residential learner at a land-based college. Pastoral staff notice her becoming increasingly introverted and withdrawing from social groups in the college. They're also aware that she spends much of her leisure time alone in her room on her laptop.

  Her parents contact the college to say that they are concerned about how withdrawn she has become when she goes home at weekends.

  They are also worried that she is mixing with a new group of friends, some of whom have been involved with an extremist animal rights group.

  Fellow learners tell staff that she is posting comments on her social media account about her sympathy for animal rights extremists who have been convicted for attempting to blow up the car of a scientist at a pharmaceutical research centre. She says in one comment that 'all scientists working on animals deserve to die'.

  - Whom would you contact for support and guidance?
  - Would you need to report this? If so, to whom?

Staff would be expected to report Sarah to the DSL or a member of the safeguarding team.

They will assess the information and speak to Sarah. If they feel that there is a potential risk of radicalisation, they can seek advice and guidance from the local authority's Prevent or safeguarding team, or the Prevent police officer. The FE/HE Regional Prevent Coordinator can also support organisations with making a referral to the relevant authority, where required.

Not every referral will go to a Channel panel. Channel is a tactical option of Prevent. Individuals do need to give consent to be referred to Channel but they (or their parent or guardian, if they're under 18 years of age) will need to consent to participate in it. The issue of consent will be dealt with by the local Channel panel.

If someone refuses to go through the Channel process (or is judged not to need it), the local authority should work with the organisation to identify whether additional support may be needed, often with partner organisations.

- **CASE STUDY 3**

  A member of staff, Steve, tells you that a colleague, Kate, has been teaching about Islamist and far-right extremism in her Sociology class.

  As part of the classes, she has given the learners examples of extremist online content from both. Steve is concerned that she is radicalising her students and that the material is inappropriate.

  - Whom would you contact for support and guidance?
  - Would you need to report this? If so, to whom?

  You should explain to Steve that it is good practice to teach about extremism.

  You may want to check with Kate that she has logged the fact that she and the class are studying extremist websites as part of an academic study. You should also check her material.

  Finally, Kate should make sure that the IT and safeguarding teams are aware of this in case of any internal or external queries (eg from parents).

--

Page: Case studies for practitioners

Here are five Prevent-related case studies for <u>practitioners</u>.

Read them and decide how you would respond in each situation.

- Whom would you contact for support and guidance?
- Would you need to report this? If so, to whom?

- **CASE STUDY 1**

George is a 19-year-old BTEC Business Studies learner. He went to a secondary school where most learners were of White British heritage and he lives in a less advantaged part of town.

He is bright but he sits alone in the library and clearly finds it hard to socialise with other learners. He seems especially uncomfortable with learners who are of Asian or Jewish heritage.

George is open about his sympathies with a far-right organisation. He tells you that he supported and took part in their recent march in the town which ended in a violent confrontation with the police.

He also tells you that there are 'too many immigrants' in the UK who are 'a threat to British identity'. Another learner hears this and tells you that George is posting antisemitic and Islamophobic statements online.

- Whom would you contact for support and guidance?
- Would you need to report this? If so, to whom?

You should report this to the DSL or a member of the safeguarding team.

They will assess the information and speak to George. If they feel that there is a potential risk of radicalisation, they can seek advice and guidance from the local authority's Prevent or safeguarding team, or the Prevent police officer. The FE/HE Regional Prevent Coordinator can also support organisations with making a referral to the relevant authority, where required.

Not every referral will go to a Channel panel. Channel is a tactical option of Prevent. Individuals do need to give consent to be referred to Channel but they (or their parent or guardian, if they're under 18 years of age) will need to consent to participate in it. The issue of consent will be dealt with by the local Channel panel.

If someone refuses to go through the Channel process (or is judged not to need it), the local authority should work with the organisation to identify whether additional support may be needed, often with partner organisations.

- **CASE STUDY 2**

  Mahmood is a bright A Level learner who is taking science subjects. He is a loner who does not tend to mix with other learners.

  His attendance is not very good and his tutor has talked to him about why he sometimes misses classes.

  His achievement is satisfactory but not as strong as it should be. He asks for advice about joining the British army as a civil engineer. You discuss this in depth with him and Mahmood researches the qualifications he would need.

  After establishing that he is on track to achieve the required qualifications, Mahmood starts to talk about his desire to go to a conflict zone and to fight 'for his Muslim brothers' against 'the enemy'.

  - Whom would you contact for support and guidance?
  - Would you need to report this? If so, to whom?

  You should report what Mahmood has told you to the DSL or a member of the safeguarding team. The DSL or safeguarding colleague will make an assessment, after finding out more about Mahmood's activities and situation (and talking to him).

  If they feel that there is a potential risk of radicalisation, they can seek advice and guidance from the local authority's Prevent or safeguarding team or the Prevent police officer. The FE/HE Regional Prevent Coordinator can also support organisations with making a referral to the relevant authority, where required.

  Not every referral will go to a Channel panel. Channel is a tactical option of Prevent. Individuals do need to give consent to be referred to Channel but they (or their parent or guardian, if they're under 18 years of age) will need to consent to participate in it. The issue of consent will be dealt with by the local Channel panel.

  If someone refuses to go through the Channel process (or is judged not to need it), the local authority should work with the organisation to identify whether additional support may be needed, often with partner organisations.

- **CASE STUDY 3**

  Sadia's family came to the UK from the Middle East in the early 2000s. Her father had suffered persecution at the hands of the government in their home country – so the family sought and won asylum in the UK.

Sadia is an outgoing learner who generally mixes well with her peers. She is actively involved in student politics and local pressure groups, and has joined a mainstream political party.

She is not entirely popular with some learners due to her passionate criticisms of Britain's historic role overseas. You have witnessed conversations like this as you enter the class.

Two of the learners who were arguing with her complain to you that she has written comments on Instagram which could be regarded as discriminatory but not extremist.

- Whom would you contact for support and guidance?
- Would you need to report this? If so, to whom?

Sadia is entitled to her opinion on Britain's historic role overseas – but if she is shouting down other learners, this should be challenged.

Comments that are discriminatory need to be discussed with Sadia and challenged too, whether they have happened inside or outside of the FE and skills provider. Talk to the DSL or a member of the safeguarding team. They will decide which member of staff is best placed to provide ongoing support for her.

- **CASE STUDY 4**

  Sarah is a bright and thoughtful young woman taking a land-based studies course.

  She is a residential learner at a land-based college. Staff notice her becoming increasingly introverted and withdrawing from social groups in the college. They're also aware that she spends much of her leisure time alone in her room on her laptop.

  After some unexplained absences, you contact her parents. The parents say that they are concerned about how withdrawn she has become when she goes home at weekends.

  They are also worried that she is mixing with a new group of friends, some of whom have been involved with an extremist animal rights group.

  You are then told by fellow learners that she is posting comments on her social media account about her sympathy for animal rights extremists who have been convicted for attempting to blow up the car of a scientist at a pharmaceutical research centre. She says in one comment that 'all scientists working on animals deserve to die'.

  - Whom would you contact for support and guidance?
  - Would you need to report this? If so, to whom?

You should report Sarah to the DSL or a member of the safeguarding team.

They will assess the information and speak to Sarah. If they feel that there is a potential risk of radicalisation, they can seek advice and guidance from the local authority's Prevent or safeguarding team, or the Prevent police officer. The FE/HE Regional Prevent Coordinator can also support organisations with making a referral to the relevant authority, where required.

Not every referral will go to a Channel panel. Channel is a tactical option of Prevent. Individuals do need to give consent to be referred to Channel but they (or their parent or guardian, if they're under 18 years of age) will need to consent to participate in it. The issue of consent will be dealt with by the local Channel panel.

If someone refuses to go through the Channel process (or is judged not to need it), the local authority should work with the organisation to identify whether additional support may be needed, often with partner organisations.

- **CASE STUDY 5**

  Khalid, an apprentice, has contacted his mentor in the firm where he works to say that some of his fellow employees are viewing pictures of extremist violence and reading extremist literature online.

  Khalid is distressed but he does not want his colleagues to know that he has made the disclosure. Khalid tells you this when you are reviewing his progress.

  - Whom would you contact for support and guidance?
  - Would you need to report this? If so, to whom?

  You should refer this to the DSL or a member of the safeguarding team who will talk to the employer and Khalid himself about this.

  If they feel that there is a potential risk of radicalisation, they can seek advice and guidance from the local authority's Prevent or safeguarding team, or the Prevent police officer. The FE/HE Regional Prevent Coordinator can also support organisations with making a referral to the relevant authority, where required.

  Not every referral will go to a Channel panel. Channel is a tactical option of Prevent. Individuals do need to give consent to be referred to Channel but they (or their parent or guardian, if they're under 18 years of age) will need to consent to participate in it. The issue of consent will be dealt with by the local Channel panel.

If someone refuses to go through the Channel process (or is judged not to need it), the local authority should work with the organisation to identify whether additional support may be needed, often with partner organisations.

--

Page: Case studies for subcontractors

Here are four Prevent-related case studies for <u>subcontractors</u>.

Read them and decide how you would respond in each situation.

- Whom would you contact for support and guidance?
- Would you need to report this? If so, to whom?

- **CASE STUDY 1**

  As a subcontracted member of staff, you come into contact with a learner called Waheed, who tells you that some of his fellow learners are viewing pictures of extremist violence and reading extremist literature online.

  Waheed is distressed but he does not want these fellow learners to know that he has made the disclosure.

  - Whom would you contact for support and guidance?
  - Would you need to report this? If so, to whom?

  This needs to be referred to the DSL or member of the safeguarding team at Waheed's FE and skills provider who will assess the information and decide what action(s) to take.

- **CASE STUDY 2**

  You're working with a learner called Saira. She has started to wear a headscarf to college and read the Qur'an doing her lunch break, instead of mixing with other learners.

  - Whom would you contact for support and guidance?
  - Would you need to report this? If so, to whom?

  This is not a sign of extremism.

You would only refer this to the DSL or a member of the safeguarding team at Saira's FE and skills provider if there were other concerns.

However, you might ask her whether you could adjust the working environment to support her faith (eg prayer time breaks, suitable food etc.) – or encourage her to speak to her FE and skills provider about such adjustments, if they would be useful.

- **CASE STUDY 3**

  You work as a subcontractor who maintains the grounds of an FE and skills provider.

  You see a group of learners distributing leaflets in the grounds one day. You notice that they have dropped one leaflet and when you pick it up, it appears to contain extremist content.

  - Whom would you contact for support and guidance?
  - Would you need to report this? If so, to whom?

  You should take this to the provider via the person who manages your contract, the DSL or a member of the safeguarding team and explain what you have seen.

  The DSL will investigate further. If they feel that there is a potential risk of radicalisation, they can seek advice and guidance from the local authority's Prevent or safeguarding team, or the Prevent police officer. The FE/HE Regional Prevent Coordinator can also support organisations with making a referral to the relevant authority, where required.

  Not every referral will go to a Channel panel. Channel is a tactical option of Prevent. Individuals do need to give consent to be referred to Channel but they (or their parent or guardian, if they're under 18 years of age) will need to consent to participate in it. The issue of consent will be dealt with by the local Channel panel.

  If someone refuses to go through the Channel process (or is judged not to need it), the local authority should work with the organisation to identify whether additional support may be needed, often with partner organisations.

- **CASE STUDY 4**

  You are often on the college premises when most staff have left but the open learning facilities are still open to learners and staff.

In the evenings, you notice that a group of learners often meet in a distant corner of the open learning space where there is a quiet area. Whenever you pass through this area, the learners go very quiet.

One day, when you are in a nearby room, you hear one learner telling the other learners that it is too late for policies, pressure and demonstrations. He says he has been in contact with people who will take 'real' action and asks who is prepared to join him. When you go into the room again, they go quiet.

- Whom would you contact for support and guidance?
- Would you need to report this? If so, to whom?

You should refer this to the DSL or a member of the safeguarding team who will assess the information.

If they feel that there is a potential risk of radicalisation, they can seek advice and guidance from the local authority's Prevent or safeguarding team, or the Prevent police officer. The FE/HE Regional Prevent Coordinator can also support organisations with making a referral to the relevant authority, where required.

Not every referral will go to a Channel panel. Channel is a tactical option of Prevent. Individuals do need to give consent to be referred to Channel but they (or their parent or guardian, if they're under 18 years of age) will need to consent to participate in it. The issue of consent will be dealt with by the local Channel panel.

If someone refuses to go through the Channel process (or is judged not to need it), the local authority should work with the organisation to identify whether additional support may be needed, often with partner organisations.

--

Page: Case studies for support staff

Here are seven Prevent-related case studies for <u>support staff</u>.

There is one case study for each of the following:

1. library staff
2. careers staff
3. IT staff
4. attendance staff
5. facilities or cleaning staff
6. security staff
7. staff working with apprentices.

Read **at least three** of them – the most relevant ones for your role(s) – and decide how you would respond in each situation.

- Whom would you contact for support and guidance?
- Would you need to report this? If so, to whom?

- **CASE STUDY 1: LIBRARY STAFF**

George is a 19-year-old BTEC Business Studies learner. He went to a secondary school where most learners were of White British heritage and he lives in a less advantaged part of town.

He is bright but he sits alone in the library and clearly finds it hard to socialise with other learners. He seems especially uncomfortable with learners who are of Asian or Jewish heritage.

George is open about his sympathies with a far-right organisation. One day when he's in the library, he tells you that he supported and took part in their recent march in the town which ended in a violent confrontation with the police.

He also tells you that there are 'too many immigrants' in the UK who are 'a threat to British identity'. Another learner hears this and tells you that George is posting antisemitic and Islamophobic statements online.

- Whom would you contact for support and guidance?
- Would you need to report this? If so, to whom?

Staff would be expected to report what other learners have told them about George's online statements to the DSL or a member of the safeguarding team.

The DSL or safeguarding colleague will assess the information and speak to George. If they feel that there is a potential risk of radicalisation, they can seek advice and guidance from the local authority's Prevent or safeguarding team or the Prevent police officer. The FE/HE Regional Prevent Coordinator can also support organisations with making a referral to the relevant authority, where required.

Not every referral will go to a Channel panel. Channel is a tactical option of Prevent. Individuals do need to give consent to be referred to Channel but they (or their parent or

guardian, if they're under 18 years of age) will need to consent to participate in it. The issue of consent will be dealt with by the local Channel panel.

If someone refuses to go through the Channel process (or is judged not to need it), the local authority should work with the organisation to identify whether additional support may be needed, often with partner organisations.

- **CASE STUDY 2: CAREERS STAFF**

  Mahmood is a bright A Level learner who is taking science subjects. He is a loner who does not tend to mix with other learners.

  His attendance is not very good and his tutor has talked to him about why he sometimes misses classes.

  His achievement is satisfactory but not as strong as it should be. He goes to the careers office and asks for information about joining the British Army as a civil engineer. You discuss this in depth with him and Mahmood researches the qualifications he would need.

  After establishing that he is on track to achieve the required qualifications, Mahmood starts to talk about his desire to go to a conflict zone and to fight 'for his Muslim brothers' against 'the enemy'.

  - Whom would you contact for support and guidance?
  - Would you need to report this? If so, to whom?

  You should report what Mahmood has told you to the DSL or a member of the safeguarding team. The DSL or safeguarding colleague will make an assessment, after finding out more about Mahmood's activities and situation (and talking to him).

  If they feel that there is a potential risk of radicalisation, they can seek advice and guidance from the local authority's Prevent or safeguarding team or the Prevent police officer. The FE/HE Regional Prevent Coordinator can also support organisations with making a referral to the relevant authority, where required.

  Not every referral will go to a Channel panel. Channel is a tactical option of Prevent. Individuals do need to give consent to be referred to Channel but they (or their parent or guardian, if they're under 18 years of age) will need to consent to participate in it. The issue of consent will be dealt with by the local Channel panel.

  If someone refuses to go through the Channel process (or is judged not to need it), the local authority should work with the organisation to identify whether additional support may be needed, often with partner organisations.

- **CASE STUDY 3: IT SUPPORT STAFF**

  Ghulam's family came to the UK from the Middle East in the early 2000s. His father had suffered persecution at the hands of the government in their home country – so the family sought and won asylum in the UK.

  Ghulam is an outgoing learner who generally mixes well with his peers. He is actively involved in student politics and local pressure groups, and has joined a mainstream political party.

  He is not entirely popular with some learners due to his passionate criticisms of the British Empire. You have witnessed conversations like this when he queues up for IT support.

  Two of the learners who were arguing with him complain to you that he has written comments on Instagram which could be regarded as discriminatory but not extremist.

  - Whom would you contact for support and guidance?
  - Would you need to report this? If so, to whom?

  Ghulam is entitled to his opinions on the British Empire – but if the way he speaks to other learners is a problem, this should be challenged.

  Comments that are discriminatory need to be discussed with Ghulam and challenged too, whether they have happened inside or outside of the FE and skills provider. Talk to the DSL or a member of the safeguarding team. They will decide which member of staff is best placed to provide ongoing support for him.

- **CASE STUDY 4: ATTENDANCE STAFF**

  Sarah is a bright and thoughtful young woman taking a land-based studies course.

  She is a residential learner at a land-based college. Staff notice her becoming increasingly introverted and withdrawing from social groups in the college. They're also aware that she spends much of her leisure time alone in her room on her laptop.

  She has missed college on several occasions – so as an attendance officer, you contact her parents. The parents say that they are concerned about how withdrawn she has become when she goes home at weekends.

  They are also worried that she is mixing with a new group of friends, some of whom have been involved with an extremist animal rights group.

You are then told by fellow learners that she is posting comments on her social media account about her sympathy for animal rights extremists who have been convicted for attempting to blow up the car of a scientist at a pharmaceutical research centre. She says in one comment that 'all scientists working on animals deserve to die'.

- Whom would you contact for support and guidance?
- Would you need to report this? If so, to whom?

You should report Sarah to the DSL or a member of the safeguarding team.

They will assess the information and speak to Sarah. If they feel that there is a potential risk of radicalisation, they can seek advice and guidance from the local authority's Prevent or safeguarding team, or the Prevent police officer. The FE/HE Regional Prevent Coordinator can also support organisations with making a referral to the relevant authority, where required.

Not every referral will go to a Channel panel. Channel is a tactical option of Prevent. Individuals do need to give consent to be referred to Channel but they (or their parent or guardian, if they're under 18 years of age) will need to consent to participate in it. The issue of consent will be dealt with by the local Channel panel.

If someone refuses to go through the Channel process (or is judged not to need it), the local authority should work with the organisation to identify whether additional support may be needed, often with partner organisations.

- **CASE STUDY 5: FACILITIES OR CLEANING STAFF**

  You are often on the premises when most staff have left but the open learning facilities are still open to learners and staff.

  In the evenings, you notice that a group of learners often meet in a distant corner of the open learning space where there is a quiet area. Whenever you pass through this area, the learners go very quiet.

  One day, when you are in a nearby room, you hear one learner telling the other learners that it is too late for policies, pressure and demonstrations. He says he has been in contact with people who will take 'real' action and asks who is prepared to join him. When you go into the room again, they go quiet.

  - Whom would you contact for support and guidance?
  - Would you need to report this? If so, to whom?

  You should refer this to the DSL or a member of the safeguarding team who will assess the information.

If they feel that there is a potential risk of radicalisation, they can seek advice and guidance from the local authority's Prevent or safeguarding team, or the Prevent police officer.

- **CASE STUDY 6: SECURITY STAFF**

  A group of learners is discussing attending a demonstration against UK military action overseas in a predominantly Muslim country.

  From conversations you have heard, you know that this a real concern for some learners at the moment. One learner has put a poster up on the wall by the entrance which advertises the event.

  You are also aware that students from the nearby university who are not members of your organisation have been standing on the steps giving out leaflets which advertise the demonstration.

  - Whom would you contact for support and guidance?
  - Would you need to report this? If so, to whom?

  Learners are encouraged to engage in the democratic political process and part of that might be attending a legal and peaceful demonstration.

  You need to check whether the learner who put up the poster had permission to do so. All posters put up by learners should go through an approval process. It is also good practice to have a process through which all staff – but especially security and facilities staff – know which posters have been approved (eg by stamping them with the organisation's logo).

  Members of the public, including students from a neighbouring university, do not have the right to distribute leaflets on the premises. You should check how the organisation wants this to be dealt with through the DSL or the appropriate senior manager. If learners are being harassed, or their way into the building is being blocked, you will need to deal with this urgently.

  Members of the public *do* have the right to distribute leaflets in public space, as long as they are not obstructing the way or harassing other members of the public including your learners and staff. You should check with your DSL or your own senior manager, depending on the structure of your organisation, and show them the leaflet so that they can decide what to do. The DSL will decide if this needs referring to the local Prevent team.

- **CASE STUDY 7: STAFF WORKING WITH APPRENTICES**

  Khalid, who is an apprentice, has contacted you because he knows you from his FE and skills provider. He tells you that some of his fellow employees are viewing pictures of extremist violence and reading extremist literature online.

Khalid is distressed but he does not want his fellow employees to know he has made the disclosure.
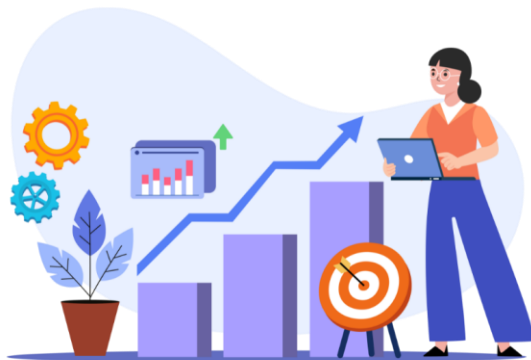
- Whom would you contact for support and guidance?
- Would you need to report this? If so, to whom?

You should refer this to the DSL or a member of the safeguarding team who will assess the information.

They should seek advice or guidance from their local Prevent FE/HE Coordinator or the local Prevent team.

Lesson: Review your learning

Page: Well done

Well done – you've completed Module 4.

In this module, you explored the importance of

- Prevent risk assessments and action plans
- clear and visible policies.

You also considered some case studies relevant to your role and decided what you would do in each situation.

Next, you will complete a multiple-choice quiz to test your knowledge and understanding of the Prevent duty.

--

Page: Further resources

Risk assessments and policies

[Department for Education | Keeping Children Safe in Education (KCSIE)](#)

[Jisc | Cyber security](#)

Page: End-of-course quiz

In this compulsory quiz, you'll answer some questions to test what you've learnt.

There are 10 questions in this quiz. Please attempt all of them and check your answers at the end. If you aren't happy with your results, you can take the quiz again.

There are no trick questions. However, you may need to think carefully about your answer and draw upon your learning to help you.

Remember: this is just a copy of the quiz. You will need to achieve a mark of 70% or more on the online version of the course to meet your mandatory training requirements.

	Question
1	Which of the following lays down a legal duty for schools, colleges and ITPs to implement Prevent? a) Counter-Terrorism and Security Act 2015 b) Keeping Children Safe in Education c) Education Inspection Framework d) Working Together to Safeguard Children
2	Is the following statement true or false?

	'As apprentices are employed, the Prevent duty is the sole responsibility of their employer.' a) True b) False
3	What are British values, as defined by the Prevent duty? Choose five values from the list below: a) democracy b) the rule of law c) freedom of speech d) individual liberty e) mutual respect f) tolerance for those with different faiths and beliefs g) equality, diversity and inclusion
4	Identify the correct definition of extremism from the following options. There is only one correct answer. a) The spreading of misinformation b) Restricting an individual's freedom of speech c) The promotion or advancement of an ideology based on violence, hatred or intolerance
5	Which three of the following words make up the referral approach you have read about? a) Notice b) Communicate c) Share d) Tell e) Check
6	What are the three main criteria for Channel engagement? a) Engages with an extremist group, cause or ideology b) Arranges visits abroad c) Intends to cause harm d) Has the capability to cause harm
7	Which word describes the inadvertent spread of false information without intent to harm? a) Disinformation b) Misinformation

8	To ensure charity collections are not being used to support terrorism, what should FE and skills providers do? Choose one answer.
	
	    a) Stop collecting money for charity
	    b) Only collect for well-known local charities
	    c) Only collect for charities that are registered with the Charity Commission

9	Compliance with the Prevent duty forms part of Ofsted's judgement in which area of the *Education Inspection Framework*?
	
	    a) Quality of education
	    b) Behaviour and attitudes
	    c) Personal development
	    d) Leadership and management

10	What are the nine protected characteristics, as defined by the Equality Act?
	
	    a) Age
	    b) Social class
	    c) Disability
	    d) Gender reassignment
	    e) Marriage and civil partnership
	    f) Pregnancy and maternity
	    g) Race
	    h) Religion or belief
	    i) Culture
	    j) Sex
	    k) Sexuality
	    l) Sexual orientation

	Answer
1	a) Counter-Terrorism and Security Act 2015
2	b) False
3	a) democracy b) the rule of law d) individual liberty e) mutual respect f) tolerance for those with different faiths and beliefs.
4	c) The promotion or advancement of an ideology based on violence, hatred or intolerance
5	a) Notice c) Share e) Check

6	a) Engages with an extremist group, cause or ideology c) Intends to cause harm d) Has the capability to cause harm
7	b) Misinformation
8	c) Only collect for charities that are registered with the Charity Commission
9	d) Leadership and management
10	a) Age c) Disability d) Gender reassignment e) Marriage and civil partnership f) Pregnancy and maternity g) Race h) Religion or belief j) Sex l) Sexual orientation

Thank you for completing this quiz. If you are happy with your result, please move on. If you aren't happy, please have another go.

--

Lesson: Conclusion

Page: Congratulations

Well done – you've just reached the end of 'Prevent for the Further Education and Skills Sector'.

This course was designed to help you meet the following learning objectives:

- Develop your understanding of the Prevent duty – including British values – and the roles and responsibilities that relate to it in the FE and skills sector
- Explore how to recognise vulnerability to and indicators of extremism and radicalisation

Prevent deals with some challenging topics and you may have been affected by some of the content on this course. Remember to talk to your organisation's DSL if you need to.

Next steps

If you want to learn more about any of the topics you've covered on this course, you may find it useful to explore the recommended links in the 'Further resources' sections. There's a 'Further resources' section for each module.

There are also a number of other relevant courses that you can browse in the ETF catalogue, including [courses on safeguarding and safer recruitment](#).

We look forward to welcoming you to your next piece of ETF CPD – whether online or face to face – and we hope that you feel prepared and inspired as you continue on your professional journey.