

# USING THE PREVENT TRAINING MATERIALS EFFECTIVELY: TOP TIPS

## Be selective

1. Use the materials selectively – they are not intended to serve as a single course on Prevent; they can be used as standalone components.
2. Be proportionate, working the materials into existing information and training where appropriate.
3. Use only those elements that are most relevant to you.
4. Do not regard them as an “off-the-shelf” solution to your institution’s training needs. With the exception of Component One, which aims to provide a general introduction to Prevent suitable for use with all categories of staff, other sections of the materials are targeted at a specific audience – this, alongside other important information, is included in the introduction to each component.
5. Review the materials in the context of your institution’s Prevent training plan and use accordingly; the materials have been used very effectively alongside other materials available – in particular Home Office materials and training materials developed by DfE further education and higher education regional coordinators.

## Tailor the materials

6. “Mix and match” – the materials set out to be flexible and this is especially the case with the PowerPoint presentations. Use them as a reference point when developing bespoke general staff training and consider taking slides from across the components to build a tailored solution.
7. Remember that some of the components are very specific and will only be relevant for delivery in their entirety to relatively small numbers of staff – but they can provide materials for use in other forms of training (eg on data protection, equality and diversity).
8. Overlay information about local policies and procedures – either by including additional or new slides - and re-order slides where this is considered desirable.
9. The e-package can be downloaded onto VLEs and users who have done so have developed alongside it instructions on local arrangements. See [here](#) for instructions on downloading.
10. Think about adapting parts of the materials as handouts, as the basis for guidance notes, or as online materials. This has proven to work well.
11. Make sure that in adapting the materials you take account of your organisation’s culture and environment – one size does not fit all.
12. The case studies cover a range of topics – when selecting case studies make sure that different types of radicalisation are represented; you may also want to adapt the materials to make them gender neutral or change the religious belief referred to in the case studies.

## Consider their use in other types of training

13. Draw on the materials to include Prevent in other training or at relevant committees/meetings. The materials on the interface between Prevent and other legislation (for example, on data protection, freedom of information, and equality and diversity) could be used as part of training about these topics.
14. Think how the materials can be used within staff, student and governor/board member induction.
15. Training on Prevent should not be regarded as a “one-off”; consider how the materials might be used over time – for example in staff away days or any training provided for sabbatical officers or chairs of student societies.

16. Think how you can use the expertise of other specialists in Prevent training – data protection and FOI officers, for example. Bringing in equality and diversity officers can help staff understand how Prevent interacts with equality and diversity legislation, and with the discussion of perceptions that Prevent might be interpreted as a discriminatory policy.
17. Discussion of Prevent frequently raises issues around stereotyping and unconscious bias – be aware of this and address these issues directly, including in discussion of case studies – for example, pose the question, would staff respond differently if the religious belief or the gender referred to was changed? Some institutions have found it helpful to combine training on Prevent alongside training on unconscious bias and it may be worth considering this approach.

### General points

18. Apply to your use of the materials the same principles applied to all training activities – know your audience, identify their training needs, plan your approach carefully, develop a communication plan so that staff understand the purpose of the training, and why they should engage with it.
19. Be open and transparent; recognise that staff will have preconceptions and concerns about Prevent; draw these out and address them at the start of face-to-face sessions – this works well as an icebreaker.
20. Involve staff and students in discussions about training, working in partnership with staff and student representatives; use both existing mechanisms (committees, staff-student liaison groups, departmental meetings, etc) and any Prevent-specific mechanisms in place
21. Think how you can use the expertise of other specialists in Prevent training – data protection and FOI officers, for example. Bringing in equality and diversity officers can help staff understand how Prevent interacts with equality and diversity legislation, and with the discussion of perceptions that Prevent might be interpreted as a discriminatory policy.
22. Some items are designed for a particular purpose – for example the Key Points document might form part of the induction pack for new governors; the Prevent on a Page document as the basis of a handout for new staff and students, supplemented with information about local policies and procedures.
23. Some of the trainer’s notes reference additional relevant publications that are not included in the Resources section. Although these will not be relevant to the large majority of staff they may well be of interest to specific categories of staff or to staff with a particular interest in Prevent.