Workshop to Raise Awareness of PREVENT
Introduction – Session Aims

• Understand PREVENT’s aims
• Think about who may be vulnerable to the influence of extremism.
• See why some people are able to influence and manipulate others to commit crimes.
• Recognise when a vulnerable individual may be in need of help and what you need to do.
• Be clear on what help and support is available in Birmingham.
Counter Terrorism and Security Act 2015
The UK’s Counter-Terrorism Strategy

**CONTEST**

**Pursue:**
Stop terrorist attacks

**Protect:**
Strengthen our protection against terrorist attacks

**Prepare:**
Mitigate the impact of a terrorist attack

**Prevent:**
Stop people from becoming terrorists or supporting terrorism

**PREVENT**

Prevent people from becoming terrorists or supporting terrorism and ensure they are given appropriate support and advice.

Respond and challenge terrorist ideologies and the threat we face from those who promote it.

Work with sectors and institutions where there are risks of radicalisation which we need to address.
Radicalisation? Extremism? Terrorism?

- **Radicalisation** (Prevent Strategy)
  “the process by which a person comes to support terrorism and forms of extremism leading to terrorism.”

- **Extremism** (Prevent Strategy)
  “Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faith and beliefs.”

- **Terrorism** (Terrorism Act 2000)
  - Violence/property damage/endanger life/disrupt electronic systems
  - Designed to influence government or intimidate the public
  - Purpose to advance a political, religious, racial or ideological cause of extremism leading to terrorism.”
Recent attacks
LONE ACTORS
DfE advice on the Prevent duty

- What the duty means
- Conducting risk assessments
- Working in partnership
- Staff training
- IT policies
- Building children’s resilience through a dynamic curriculum
- What to do if you have a concern
Prevent Risk Assessment

LEADERSHIP AND GOVERNANCE

POLICIES AND PRACTICE

TRAINING

CURRICULUM

https://www.birmingham.gov.uk/downloads/download/773/the_prevent_duty
Schools should be a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. These duties are imposed on maintained schools by sections 406 and 407 of the Education Act 1996. Similar duties are placed on the proprietors of independent schools, including academies (but not 16-19 academies) by the Independent School Standards.

How can teachers create a safe space during a lesson?
how well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community.

- the effectiveness of safeguarding
- the effectiveness of leaders’ and governors’ work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism and what the staff do when they suspect that pupils are vulnerable to these issues.

142. Where the school has received external support, for example from the local authority, academy proprietor or trust, inspectors will evaluate and report on the quality and the impact of the external support and challenge on improvement in the school.
action is taken to ensure that children are taught about safeguarding risks, including online risks.

- there is a clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism.

- the setting takes effective action to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people and homophobic and racist language.

- children and learners are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, and are aware of the support available to them.
Workshop to Raise Awareness of Prevent
FUND RAISING

RADICALISATION

RECRUITMENT

IDEOLOGY

PLANNING

VULNERABILITY

Woolwich attack

9/11

Extreme Right Wing

ISIS/Daesh

IRA

Al Qaeda

Syria

Paris

7/7 bombs

Jo Cox murder

9/11

7/7 bombs

Extreme Right Wing

ISIS/Daesh

Jo Cox murder
Power

of

propaganda
THE INTERNET & RADICALISATION

British girls aged 15 and 17 run off to join ISIS after being radicalised online

22:31, 30 September 2014 | By Richard Smith
Facebook 'Likes' by party

- Britain First: 648,996.00
- Conservative: 341,293.00
- Ukip: 332,916.00
- Labour: 211,622.00
- SNP: 181,219.00
- Greens: 147,508.00
- Lib Dems: 109,520.00
- Plaid Cymru: 12,146.00

Data from February 2015
What do the Far-Right extremist groups want?

- No more mosques
- Burka banned
- No Islamic teachings in schools
- No refugees in England
- Action against grooming gangs

**EDL on social media:**
Wolverhampton Facebook page has over 1678 likes
National Facebook page has 233,000+

**International Far-Right influence:**
The Daily Stormer-White supremacy
KKKs-White supremacy
Aryan Strike Force-Statewide- Racist skinhead
‘Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm’
Factors that may contribute to vulnerability:

- Experience of poverty, disadvantage or social exclusion
- Personal
- An event or series or traumatic events
  - Global or national
  - May possess literature related to extreme views
- Extremist influences
- Victim or witness to race or religious hate crime
- Pressure from peers
- Underachievement
- Rejected by peer, faith or social group or family
- Recent religious conversion
- Identity confusion
Examples of behaviours attached to vulnerability

- Closed to new ideas or conversation
- Fixated on a subject
- Uncharacteristic change of appearance
- Angry
- New circle of friends
- Change in language
- Depressed
- Absence
- Asking inappropriate questions
- Scripted speech
- Saying inappropriate things/a call to violent action
- Tattoos
- New found arrogance
- Withdrawn
- Short tempered
Using case studies to identify vulnerabilities

There are lots of case studies in the Facilitator’s Workbook. Choose the one(s) that you feel are appropriate.

You must present a balanced approach and provide the opportunity for discussion around Far Right Extremism and Religious Extremism.
CALLUM - FAR RIGHT EXTREMISM CASE STUDY
NOTICE - CHECK - SHARE

• NOTICE
  – Issues
  – Initial concerns were gathered

• CHECK
  – With colleagues
  – Pastoral Support
  – Safeguarding Lead (DSL)

• SHARE
  – Proportionate response-CASS (Children's Advice Support Services)
  – Multi-Agency Safeguarding Hub (MASH)
SAMMI – ISLAMIST EXTREMISM CASE STUDY
• Reasons
  — Father ‘left’; relationship with mother
  — Blames mother for family problem
  — Growth spurt – bigger than peers
  — Bullying others; ‘blags’ counsellors
  — Instances of truancy mentioned
  — Unhappy after trip abroad
  — Feels let down by father in Pakistan
  — Raza – who wins support with drug use
  — Feels special when attending instruction
  — Has seen ‘nasty videos’
  — Raza is ‘scary’; easier to keep the peace
  — Feels he ‘owes’ Raza
  — Not at home; school work is failing

• Vulnerabilities
  Family Upheaval
  Anger
  Physical Change
  A Inappropriate Leader
  Truancy
  Religious Seeking
  Loss
  Peer Pressure
  Self Esteem
  Propaganda
  Fear
  Sense of debt/guilt
  Socially excluded
The Risk of Radicalisation

What is often missing for the vulnerable individual who is feeling lost or frustrated is a support network to address those feelings – this is where the radicaliser can see an opportunity.

It is important to recognise that:
• Vulnerability doesn’t necessarily lead to terrorism
• Sense of injustice – isolated, rejected, not listened to...
• We all share such feelings

We all have a role to:
• Recognise these issues for our clients
• Protect them from a ‘third party’ who has their own agenda
The risk video
Behaviours

• When someone needs our help – What does it look like?

• What troubling behaviours would give you cause for concern?
  ❑ Emotionally
  ❑ Verbally
  ❑ Physically
What does vulnerable look like?

<table>
<thead>
<tr>
<th>Emotional</th>
<th>Verbal</th>
<th>Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Short tempered</td>
<td>• Fixated on a subject</td>
<td>• New circle of friends</td>
</tr>
</tbody>
</table>
## What does it look like?

### Emotional
- Short tempered
- Angry/bitter
- New-found arrogance
- Withdrawn
- Depressed

### Verbal
- Fixated on a subject
- Closed to new ideas
- Change in language
- Inappropriate questions
- ‘Scripted’ speech

### Physical
- New circle of friends
- Use of internet
- Change in routine
- Absent
- Self Harm
What would you do?

• NOTICE

• CHECK

• SHARE
What to do

• Vulnerable – still needs support
• Do something!
• Proportionate response
• Safeguarding Issue
• Terrorism – small likelihood; but still a possibility
Referrals

What happens next?

• CASS (Children’s advice support service) 0121 303 1888

• Potential discussion with the Counter Terrorism Unit (CTU)
  – Single Agency
  – Multi-Agency Working using Early help assessment
  – MASH (if appropriate)

• Channel Panel
- Child Protection
Channel is about partnerships and communities working together to support vulnerable people at an early stage and preventing them from being drawn into violent extremism. Channel is not about reporting or informing on individuals in order to prosecute them.
Birmingham - Next Steps:

Advice & Support:
• CASS – 0121 303 1888
• EHBS team – 0121 303 8117

• Schools Resilience Adviser - (Razia Butt)

• Schools resilience/curriculum - (Ayisha Ali)

Policy
• Safeguarding model policy for Schools issued by the Safeguarding Board (September 2016)
• ‘No Platform’ policy is written, and offered via the BSCB as a model policy for schools to utilise.

Training
• WRAP3 for all staff
• WRAP3 for Chair of Governors & Safeguarding Lead Governor booked via Governor Support
• Home Office E-learning for 2016 also
• Bespoke support for schools
Conclusions

• Today was an introduction
• A small risk – but one we can’t ignore
• NOTICE – CHECK – SHARE
• Here to help
• The Prevent Duty – schools responsibility
• Topic updates
Conclusions

The strength of education is the ability to see the promise in children and adults rather than the risk. That means viewing vulnerable children, young people and adults as filled with capacity, realised or unrealised, for healthy transformation and change.
Service Level Agreement

Once the SLA has been sent off by myself to the admin team, they will process these and send them to the Home Office.

You will receive an email with your individual accreditation number that you will provide you access to the Home Office website where all the relevant resources can be found.

If you have any issue, please direct your query to the SSI team and they will forward any concerns to me. If necessary.

Make note of this email address:

SSI@birmingham.gov.uk
Workshop to Raise Awareness of Prevent Delegate Feedback Form

Please complete these questions before the WRAP workshop starts

1. Facilitator reference number (note the trainer will give this to you) 

2. Date of Workshop 

3. Which Local Authority do you work in? (if you cover more than one local authority as part of your job then provide the name of the LA who pays you). Birmingham

4. Which region did you attend the workshop in?
   - Eastern
   - East Midlands
   - London
   - North East
   - North West
   - Northern Ireland
   - Scotland
   - South East
   - South West
   - Wales
   - West Midlands

5. What sector do you work in?
   - Charity
   - Community
   - Faith Institutions and organisations
   - Education (Further and Higher)
   - Education (Schools)
   - Education (other)
   - Health Services
   - Fire Service
   - Prisons
   - Youth Justice
   - National Offender Management
   - Local Authority
   - Employment
   - Home Office Immigration Service
   - Police
   - Military
   - Other (please specify)
OTHER INFORMATION
Teaching and learning of PSHE education should be built into a planned progressive programme.
Where do I find resources?

1-Click here

https://www.birmingham.gov.uk/schoolsafeguarding

2-Click here
HM Government has produced this e-learning package, following consultation with a range of agencies including Birmingham schools and local authority. It offers an introduction to the Prevent Duty and aims to safeguard vulnerable people from being radicalised to support terrorism or to become terrorists themselves.

This training addresses all forms of terrorism and non-violent extremism, including far right and Islamic extremism threatening the UK.

This is introductory training that provides an important foundation on which to develop further knowledge around the risks of radicalisation and the role we can play in safeguarding those at risk.

It is a useful addition to Workshop to Raise Awareness of Prevent (WRAP) and can be used to update staff, or for induction. It will also help to meet the Prevent Duty and the requirements of Keeping Children Safe in Education, 2016, so make sure it is included in your training records.

https://www.elearning.prevent.homeoffice.gov.uk
Anyone for Cricket?

- Detained at Birmingham Airport
- Exceeded tax free allowance?
Unconscious bias?

Implicit or unconscious bias happens by our brains making incredibly quick judgments and assessments of people and situations without us realising. Our biases are influenced by our background, cultural environment and personal experiences. We may not even be aware of these views and opinions, or be aware of their full impact and implications.
Prevent reporting

• Muslim schoolboy, 10, quizzed by police after writing ‘I live in a terrorist house’ when he meant ‘terraced’

• Texas 14-year-old arrested for bringing homemade clock to school after teacher said it looked like a bomb

• Primary school reported a Muslim pupil, 10, to police on suspicion of terrorism after he told female Muslim pupils to wear their headscarves and complained there was no prayer room
Resources

www.wewillinspire.com

www.ltai.info

www.familiesmatter.org.uk

www.preventtragedies.co.uk

www.saferinternet.org.uk

www.getsafeonline.org

www.digitaldisruption.co.uk

www.preventforfeandtraining.org.uk/

Educateagainsthate.com
Promoting fundamental British values as part of SMSC in schools

Departmental advice for maintained schools

November 2014
UPSTANDING NEIGHBOURHOODS

- A national organization empowering local communities, working in eight cities across the UK
- Offer Safeguarding and Counter Narrative Training using practitioners with real life experiences. Areas covered include:
  - Social Media and Online Propaganda
  - Routes to Radicalization
  - Far Right Extremism
  - Gangs and Serious Youth Violence
  - Drugs and Substance Misuse
- FOR FURTHER INFORMATION PLEASE CONTACT SAJDA KHAN
  - 03300 886651

Tapestry – The Play House

- Interactive theatre performance and workshop programme for 13 – 18 year olds.
- Delivered in schools, youth centres, pupil referral units & FE colleges.
- Challenges both far right and Islamist extremism.

info@theplayhouse.org.uk
0121 265 4425
www.theplayhouse.org.uk

ODARA
THE WOMEN’S SUPPORT NETWORK

Offers women opportunity to grow personally, professionally and socially

contact@odara.org.uk
0121 439 1511

KIKIT Pathways to Recovery

KIKIT Pathways to Recovery is a BME specialist community based health and social care organisation that works with individuals, families and communities that are affected by a range of vulnerabilities. Our projects and services are developed and designed to meet the needs of hard to reach and marginalised communities.

Most of Our Team are from the local community and started with the service as volunteers and have developed into qualified practitioners.

Drug and alcohol abuse
Extremism

Gang Involvement
Mental Health

Sexual Health
Child Sexual Exploitation

Domestic Violence
Forced Marriages

www.kikitproject.org

KIKIT Pathways to Recovery is a culturally specific service but not culturally exclusive.
REPORTING ONLINE EXTREMIST MATERIAL

See It, Report It at www.seeitreportit.org

Members of public can report content of concern to the police at www.gov.uk/report-terrorism or directly to internet companies

Report online terrorist material

Start now >
on the Home Office website

Online Safety – Protecting our children from Radicalisation and Extremism

Bulletin issued by the UK Safer Internet Centre (www.saferinternet.org.uk)

November 2014

The UK Safer Internet Centre is taking the unusual step of publishing this special bulletin to all Local Safeguarding Children Boards due to the unprecedented online threats posed to children across the UK from
Since9/11.com
This website gives parents, teachers and school leaders practical advice on protecting children from extremism and radicalisation.
Welcome

Welcome to this module on Channel General Awareness.

This module provides information on Channel and what your duties and responsibilities are in the process.

The module will take about 25 minutes to complete and should enable you to:

- Explain how Channel links to the government’s counter-terrorism strategy (CONTEST)
- Describe the Channel process and its purpose
- Identify factors that can make people vulnerable to radicalisation
- Define safeguarding and risk ownership of the Channel process

You can find additional information in the Resources section.

In order to be able to print a Certificate of Completion you must complete all screens in a single session - without closing your browser.

Start