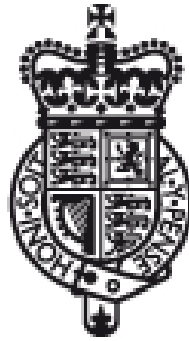


Workshop to Raise Awareness of **PREVENT**



Home Office

AYISHA ALI

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

Prepare:

Mitigate the impact of a terrorist attack

Protect:

Strengthen our protection
against terrorist attacks

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

London Evening Standard

TERROR CARNAGE AT WESTMINSTER

Manchester Evening News

Prayers for the missing - and the dead

SUNDAY EXPRESS

TERROR AT LONDON BRIDGE

THE TIMES

Jobless 'lone wolf' held over attack on mosque

DAILY NEWS

DEATH & HATE

THE TIMES

Evil strikes again

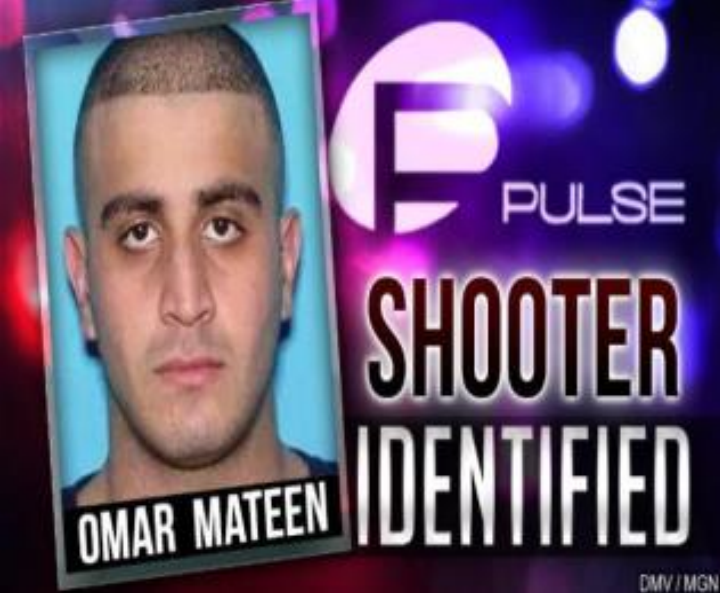
LIVE RT

FINNISH POLICE: DEADLY STABBINGS BEING INVESTIGATED AS TERRORISM

BREAKING NEWS

FINNISH POLICE: DEADLY STABBINGS BEING INVESTIGATED AS TERRORISM





LONE ACTORS



The Prevent duty

Departmental advice for schools and
childcare providers

June 2015

Prevent Duty Guidance: for England and Wales

Guidance for specified authorities
in England and Wales on the duty
in the Counter-Terrorism and
Security Act 2015 to have due
regard to the need to prevent people
from being drawn into terrorism.

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



School name: _____ SLT Prevent lead: _____ Prevent Curriculum lead: _____ Review date: _____

	Complete?		Action required/comments
	Yes	No	
LEADERSHIP AND GOVERNANCE			
Does your safeguarding policy make reference to seek protection from radicalisation and extremist narratives as a safeguarding concern?			
Are the lead responsibilities for Prevent clearly identified in the policy?			
Do you have a Prevent Safeguarding Lead?			
Do you have a Prevent Governor Lead?			
Is there someone who has responsibility for checking visitors to the school?			
Is there someone that has the responsibility for checking premises use by outsiders?			
Is there someone that has the responsibility for ensuring commissioned services are complying with the Prevent Duty?			
Is there someone that has the responsibility for record keeping demonstrating compliance with the Prevent Duty?			
POLICIES AND PRACTICE			
Do you have a 'No platform' Policy?			
Is there a clear understanding of information sharing and when cases should be referred to CASS for Channel or other support?			
Has the school ensured its internet security systems prevent access to unauthorised or extremist websites?			
Is there a 'No platform' policy on the use of school premises and facilities by outside agencies and groups?			
Is there a clear Visitors Policy that ensures visitors are vetted and adhere to the school's values and promote community cohesion?			

1

Prevent Risk Assessment

1-LEADERSHIP AND GOVERNANCE

2-POLICIES AND PRACTICE

3-TRAINING

4-CURRICULUM

Prevent Risk Assessment



TRAINING			
Has all school staff received training on Prevent? (e.g. 'WRAP' training)			
Has the Designated Safeguarding Officer been trained?			
Have Governors received training on Prevent?			
Does your induction programme cover Prevent (e.g. new staff, supply, visiting and PGCE students and any other ITT programme)?			
Does your safeguarding policy make explicit how Prevent concerns should be reported within the school by staff?			
Have you checked that all staff know what they should do if they have a Prevent concern and to whom it should be reported?			
Is your staff aware of the 'lock down' guidance?			
Has your DSL been trained in using the screening tool kit?			
Is there a member of staff who is 'WRAP' trained in your setting?			
CURRICULUM			
Do you deliver Prevent through the curriculum?			
Is Prevent delivered through discreet lessons?			
Have curriculum interventions been mapped across the age range and subject areas?			
Are pupils aware of the dangers of radicalisation and extremism?			
Do you have specific resources to deliver lessons on Prevent?			
Do you work with outside providers to support you with delivering Prevent through the curriculum?			
Is your staff confident in delivering lessons on controversial issues such as dangers of extremism?			

2

https://www.birmingham.gov.uk/downloads/download/773/the_prevent_duty

Creating opportunities

Paragraph 64

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?

School inspection handbook

From:

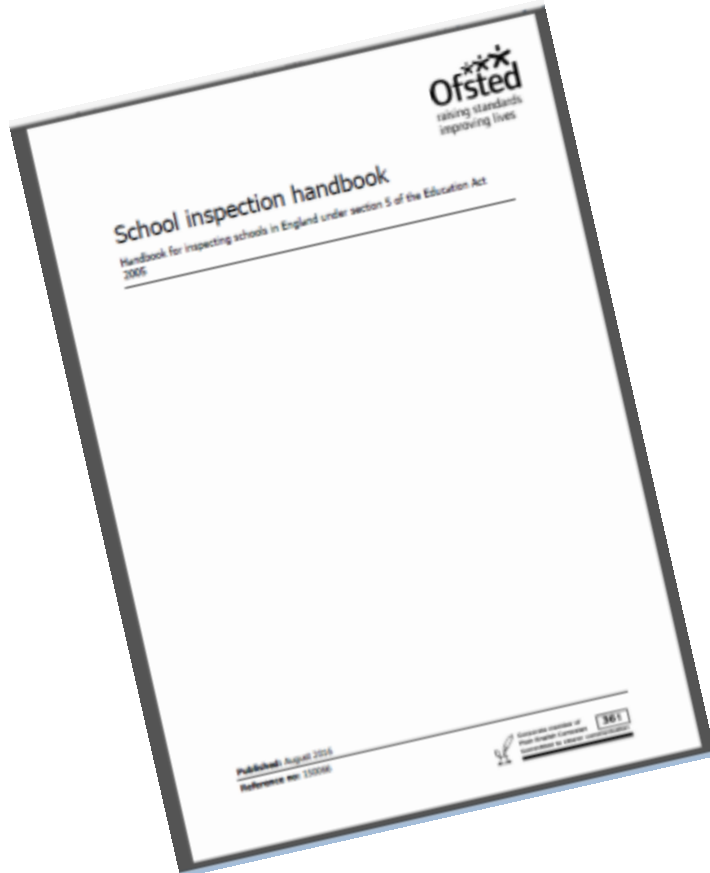
[Ofsted](#)

First published:

15 June 2015

Last updated:

September 2016



- 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 characteristics⁵²), 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.

Inspecting safeguarding in early years, education and skills

From:

[Ofsted](#)

First published:

15 June 2015

Last updated:

September 2016



- ❑ 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

Woolwich attack

9/11

Extreme Right Wing

ISIS/Daesh

IRA

Al Qaeda

Syria Paris

Jo Cox
murder

7/7 bombs

PLANNING

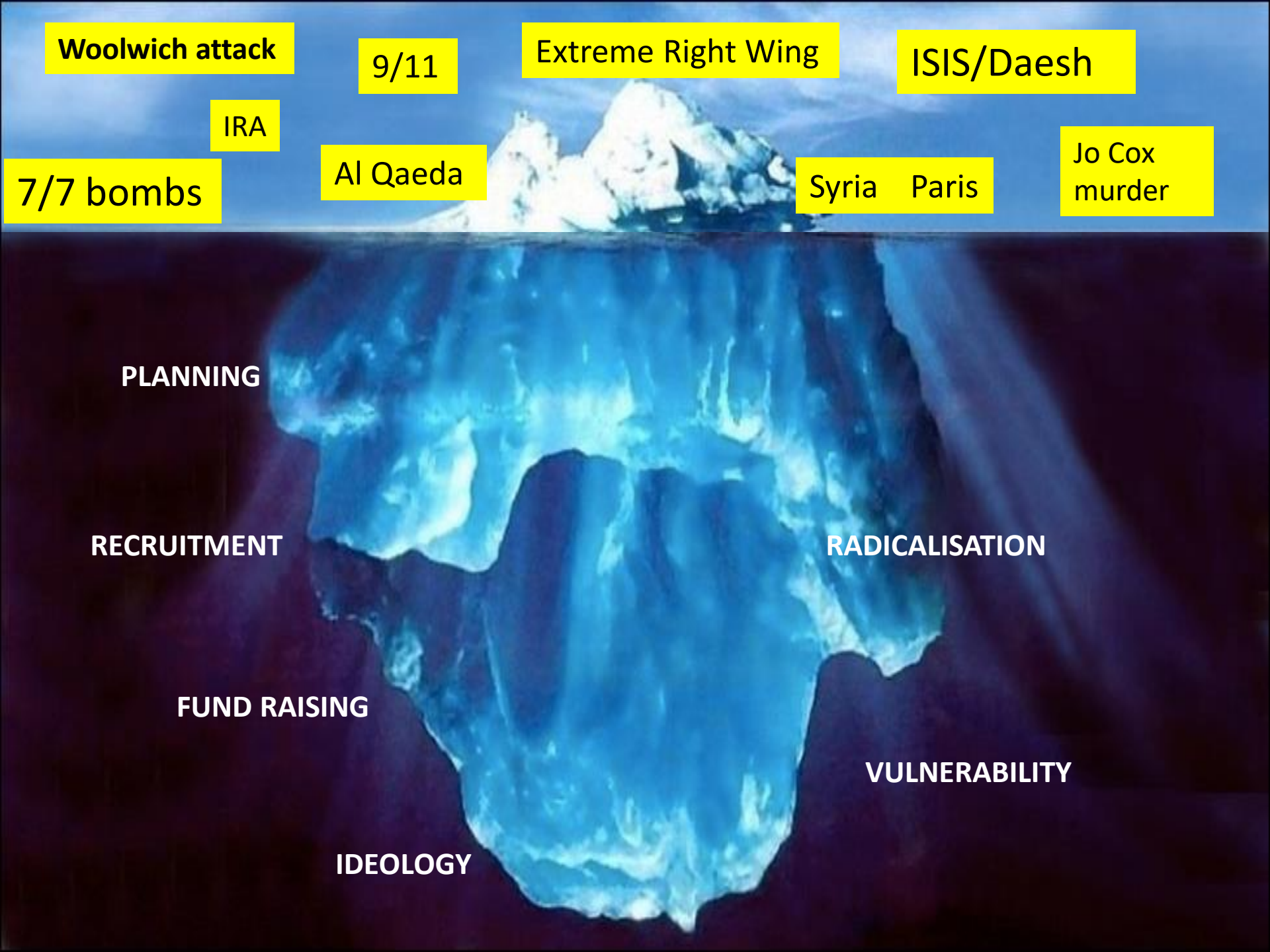
RECRUITMENT

FUND RAISING

IDEOLOGY

RADICALISATION

VULNERABILITY



Power **of** **propaganda**

THE INTERNET & RADICALISATION

BBC Sign in New

NEWS HAMPSHIRE

Home World UK England N. Ireland Scotland

26 October 2014 Last updated at 14:34

Portsmouth



M News UK News ISIS

MailOnline

Home News U.S. Sport TV&Showbiz Australia Femail Health Science Money

News Home Arts Headlines Pictures Most read News Board Wires

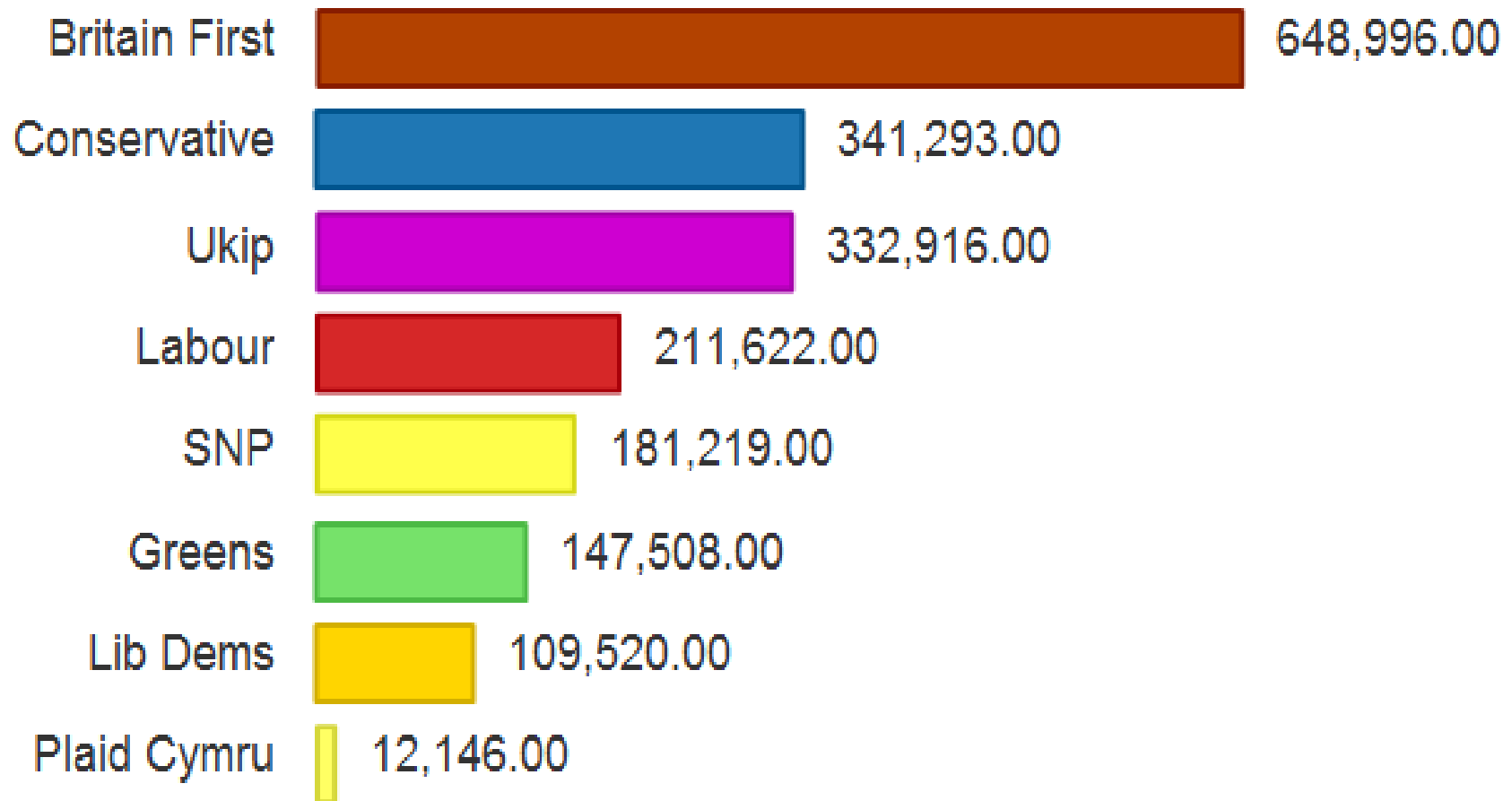
Wie and pop
old son to Syria

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

22:31, 30 September 2014 By Richard Smith

Over 100 British girls aged 15 and 17 have run off to join ISIS after being radicalised online, it has been revealed.

Facebook 'Likes' by party



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:

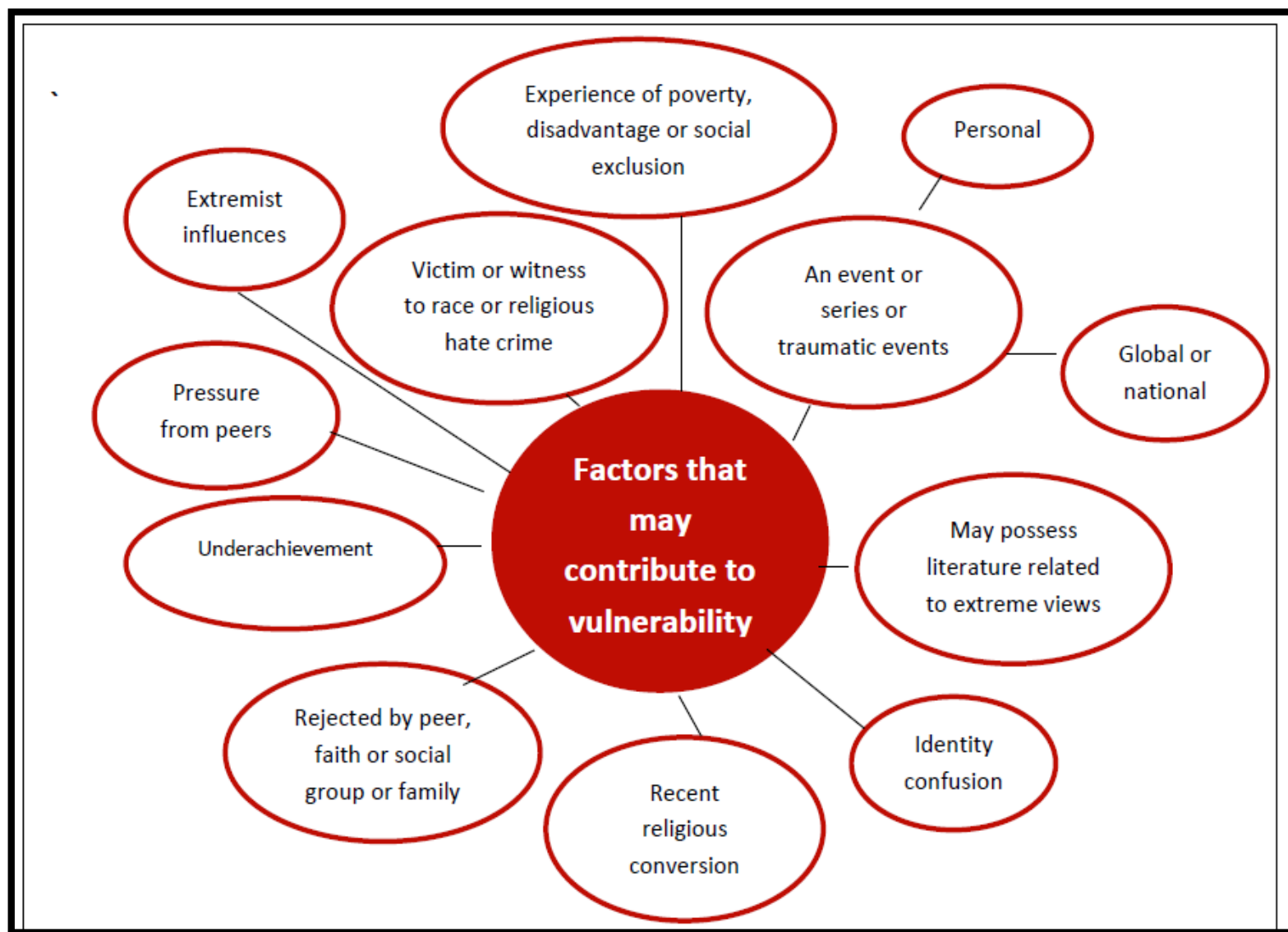
The Daily Stormer-White supremacy

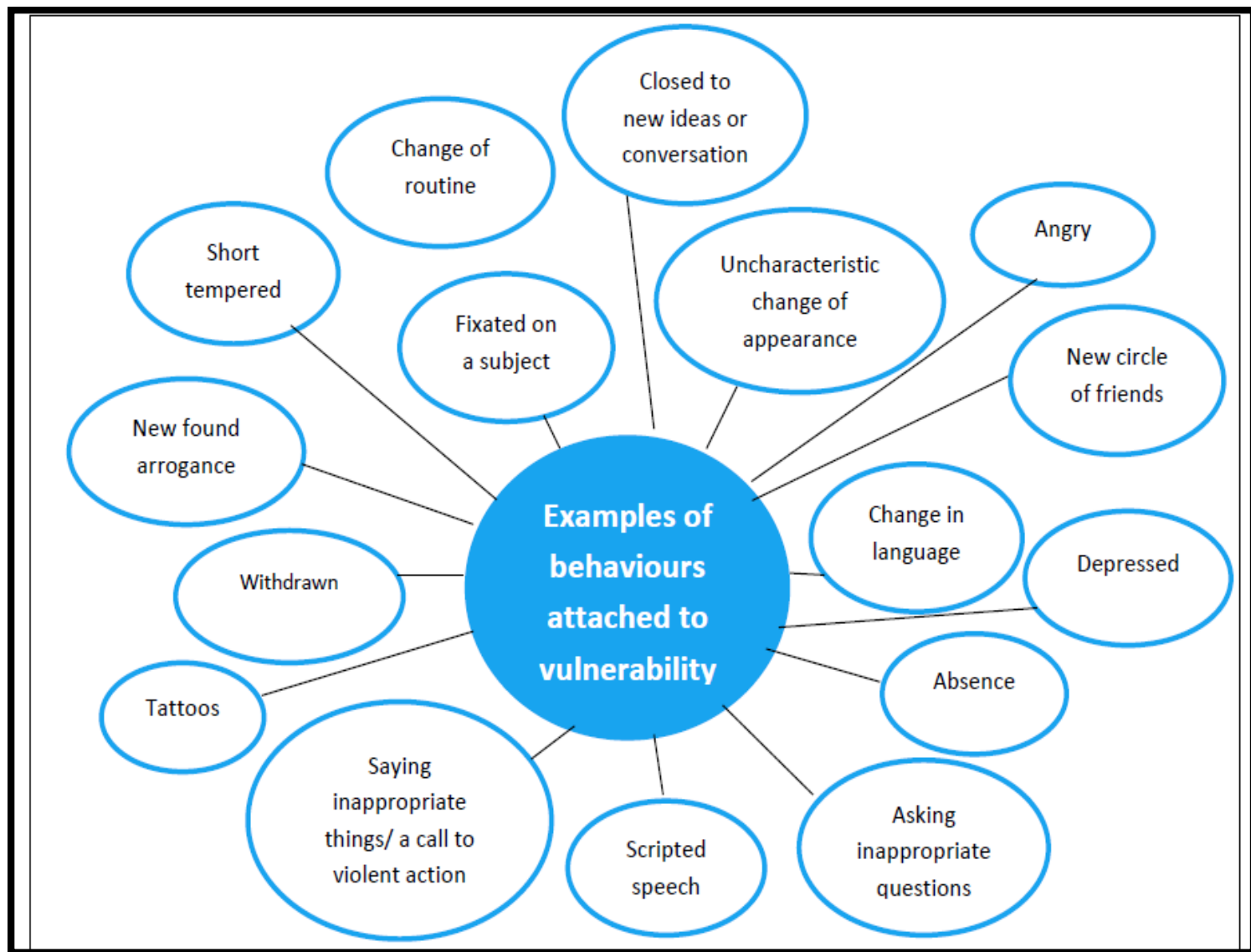
KKKs-White supremacy

Aryan Strike Force-Statewide- Racist skinhead



*‘Safeguarding
vulnerable people
from radicalisation
is no different from
safeguarding them
from other
forms of harm’*





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

- 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

- 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

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?

Emotional

- Short tempered

Verbal

- Fixated on a subject

Physical

- New circle of friends

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

NOTICE — CHECK - SHARE

What would you do?

- NOTICE
- CHECK
- SHARE

Intervention Providers Video

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 Panel

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



Community Safeguarding Panel



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



The screenshot shows a document titled 'Workshop to Raise Awareness of Prevent: Facilitator Service Level Agreement'. It features the HM Government logo at the top left. The document is a form for a facilitator to agree to terms. It includes a list of seven numbered points detailing the requirements for VRAP training, feedback, and accreditation. At the bottom, there is a section for the facilitator to sign, with lines for 'Signature', 'Name', 'Job Role', and 'Date'.

HM Government

Workshop to Raise Awareness of Prevent: Facilitator Service Level Agreement

The Facilitator agrees:

1. To deliver VRAP training consistent with the authorised script including the delivery of key messaging for every module delivered.
2. Content from VRAP shall not be modified without the prior consent of the Home Office or used to form part of, or the basis of, any new training product.
3. To collect, where possible, feedback from delegates attending each course using the designated VRAP Feedback form and covering VRAP Facilitator Feedback form. Feedback forms to be sent within 4 weeks of session by email where possible to VRAP@homeoffice.gov.uk or alternatively by post to VRAP Survey, PO Box 445, Macton, NOTtingham.
4. VRAP Facilitators will participate in the VRAP Quality Assurance process if selected. Facilitators requested to participate in Quality Assurance will be identified through feedback and will be observed during the delivery of a routine VRAP session. Facilitators may receive coaching/feedback as a result of the observation.
5. To contact VRAP@homeoffice.gov.uk if you change jobs and will no longer be required to deliver VRAP in your new role and if you leave your present employment. This would mean you are no longer accredited to deliver VRAP. VRAP may only be delivered by staff within the public sector or contracted to provide services on behalf of the public sector.
6. To not deliver the VRAP product without accreditation.
7. Not to use VRAP for commercial purposes including the delivery of VRAP for payment.

Signed by the VRAP Facilitator:

Signature _____

Name _____

Job Role _____

Date _____

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)

Trainer Ref Number

2. Date of Workshop

Date

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) _____

Choose

OTHER INFORMATION


Mapping PREVENT through the curriculum- A whole school approach

REGIONS: EDUCATION and Personal development OVERVIEW 2014-2025							Region 1	Region 2
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Year 7	English	Maths	Science	English	Maths	Science		
Year 8	English	Maths	Science	English	Maths	Science		
Year 9	English	Maths	Science	English	Maths	Science		
Year 10	English	Maths	Science	English	Maths	Science		
Year 11	English	Maths	Science	English	Maths	Science		
Year 12	English	Maths	Science	English	Maths	Science		
Year 13	English	Maths	Science	English	Maths	Science		

Railroad Industry FD Department Volume-Term Plan - Fall Term

Task (stage)		B
Habits		Activities (units 1)
Topics		Reality relationships
		Overview of Habits: 1 (Bills General)
Unit 1		Notes and questions: 1 (Bills section) Lesson 1 (Developing knowledge) (20min)
Unit 2		Developing paragraphs and knowledge (20min)
Unit 3		Structure and vocabulary (20min group)
Unit 4		Connections and practice relationships (20min group)
Unit 5		Assessment: writing and reading: piece of evidence on the subject: two facts about relationships

Unit 7	Department	PO
	Key Stage	5
	Year Group	T & B
	Half Term When SW Will Be Taught	Spring Term 1
	Module	Getting High-Range Educations
	Big Question	What are the risks of taking drugs?
	Person Responsible	Archie All
	Review Date	End of Term 1



SCHOOL CODE

At Rockwood Academy we agree to treat everyone equally and fairly, regardless of:

- Age
- Disability
- Race and nationalty
- Religion or belief
- Pregnancy
- Marriage
- Gender identity
- Sexual orientation

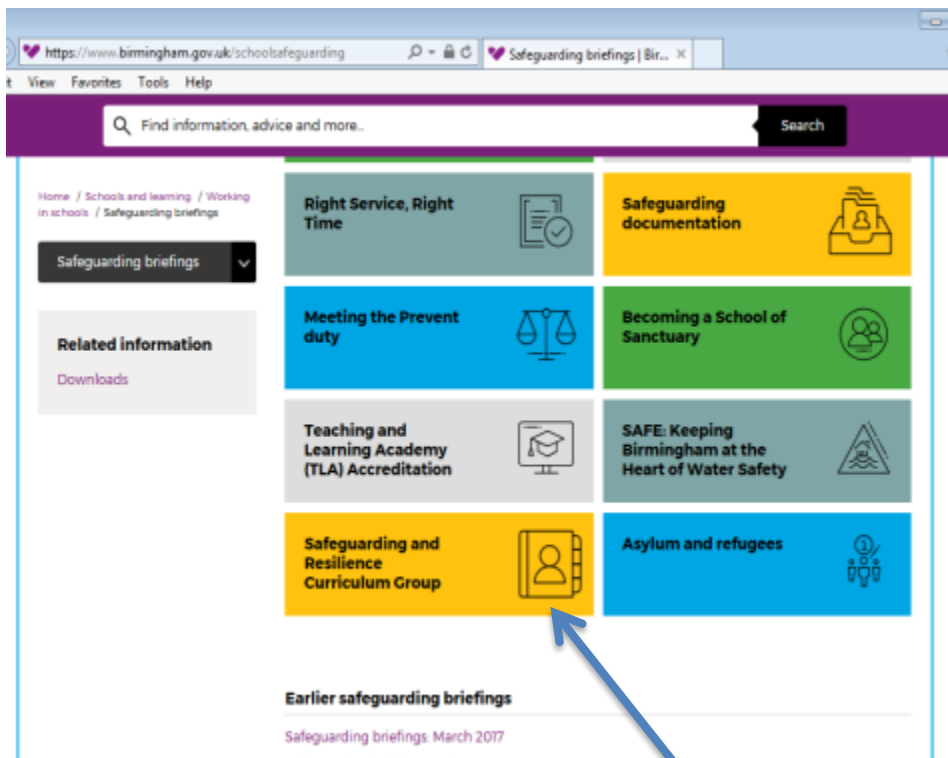
Our school welcomes everyone from all walks of life.

Path Two Assembly Roles January 2015-July 2015: Collaboration, Openness, Respect and Excellence									
Self-Initiating	Enthusiastic Self-Motivated	Task of the week GOALS	Team: 2015/2016 Member: 2016	Needs for team Team Goals	Needs for team Team Goals	Self-Initiating GOALS	Self-Motivated	Teamwork	Self-Initiating GOALS
Self-Initiating	Enthusiastic Self-Motivated	Task of the week GOALS	Team: 2015/2016 Member: 2016	Needs for team Team Goals	Needs for team Team Goals	Self-Initiating GOALS	Self-Motivated	Teamwork	Self-Initiating GOALS
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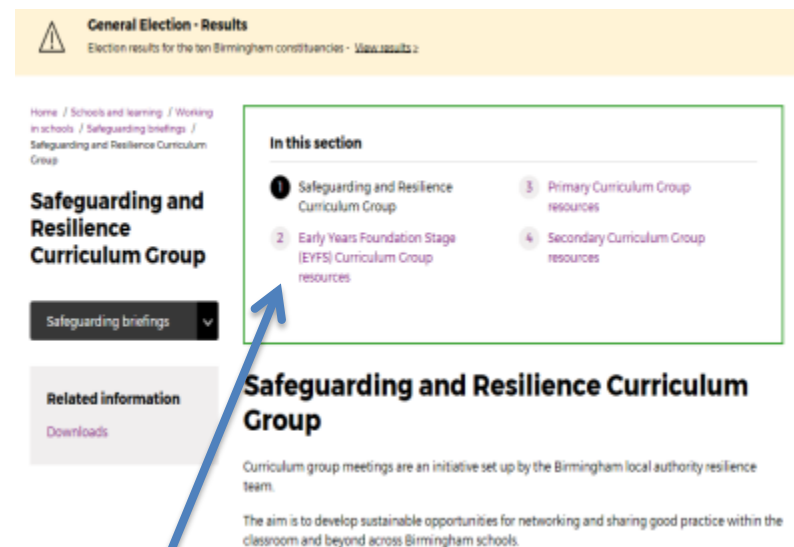
[illegible]

Teaching and learning of PSHE education should be built into a planned progressive programme

Where do I find resources?



1-Click here



2-Click here

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

WELCOME

E-learning package for training

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.

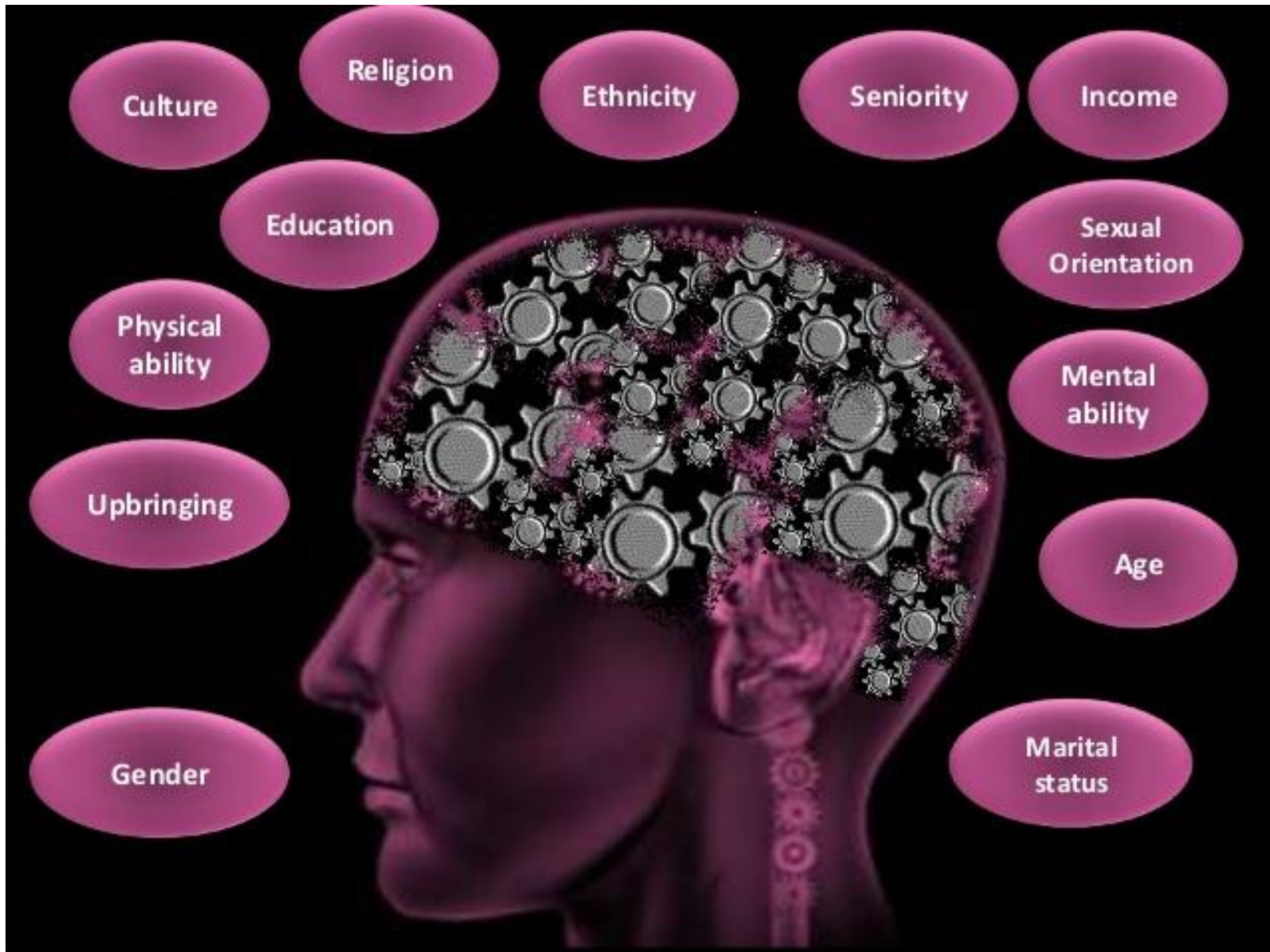
This training addresses all forms of terrorism and non-violent extremism, including far right and Islamic extremism threatening the UK.

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

This e-learning package will begin when you click 'continue'

<https://www.elearning.prevent.homeoffice.gov.uk>





Anyone for Cricket?

- Detained at Birmingham Airport
- Exceeded tax free allowance?

Unconscious bias?

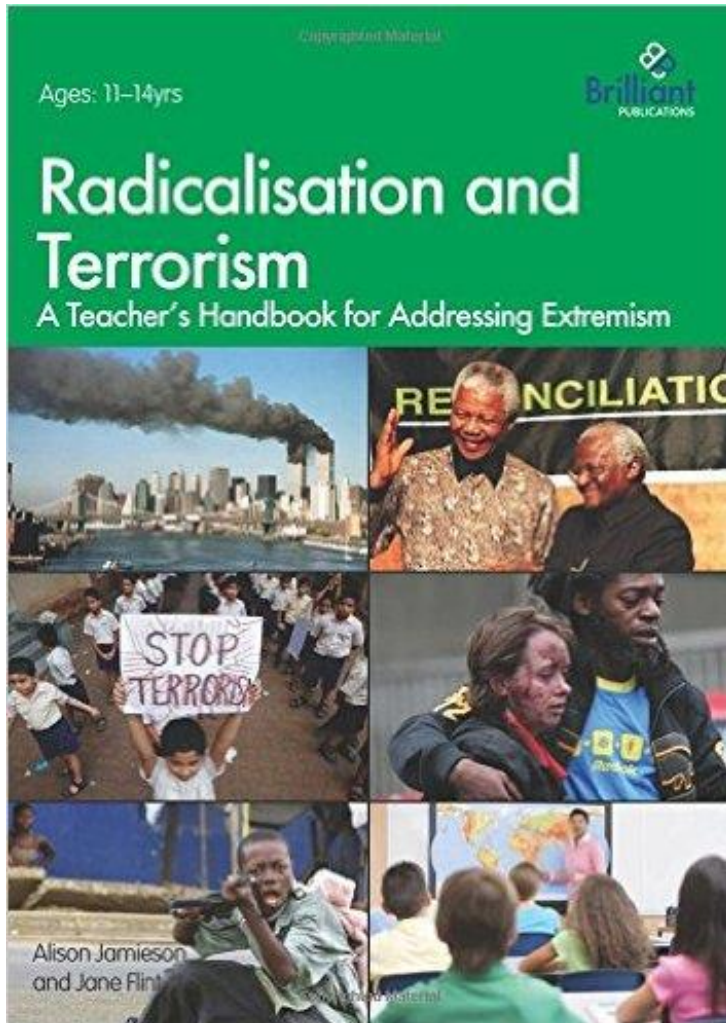
Implicit or unconscious bias happens by our brains making incredibly quick judgments and assessments of people and situations without us realising. Our biases are influenced by our **background, cultural environment** and **personal experiences**. We may not even be aware of these views and opinions,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



Department
for Education

Promoting fundamental British values as part of SMSC in schools

**Departmental advice for maintained
schools**

November 2014



PREVENT PROJECTS

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
 - OFFICE@UPSTANDINGINFO
 - 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.



www.kikitproject.org

Drug and alcohol abuse

Extremism

Gang Involvement

Mental Health

Sexual Health

Child Sexual Exploitation

Domestic Violence

Forced Marriages

KIKIT Pathways to Recovery is a culturally specific service but not culturally exclusive.

© KIKIT Pathways to Recovery

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

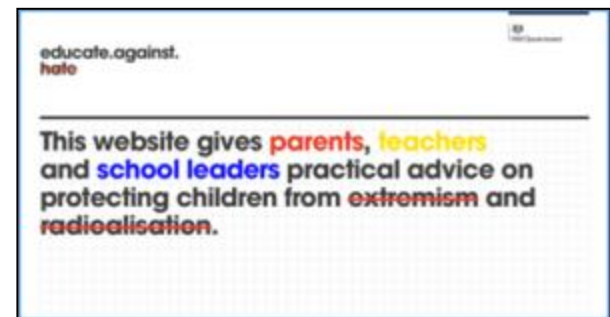


Online Safety – Protecting our children from Radicalisation and Extremism

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



educate.against.
~~hate~~

**This website gives parents, teachers
and school leaders practical advice on
protecting children from ~~extremism and
radioalisation.~~**

http://course.ncalt.com/Channel_General_Awareness

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

Credits

