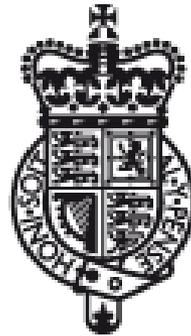


Workshop to Raise Awareness of PREVENT




Home Office

Introduction – Session Aims

- Understand PREVENT's aims
- Think about who may be vulnerable to the influence of extremism
- 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

Radicalisation? Extremism? Terrorism?

- **Radicalisation** (Prevent Strategy)
“the process by which a person comes to support terrorism and forms of extremism leading to terrorism.”
- **Can lead to**
- **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.”
- **Can lead to**
- **Terrorism** (Terrorism Act 2000)
- Violence/property damage/endanger life/disrupt systems
- Designed to influence government or intimidate the public
- Purpose to advance a political, religious, racial or ideological cause

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**
- **What to do if you have a concern**

Section 64

Schools should be **safe spaces** 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.

The common inspection framework: education, skills and early years

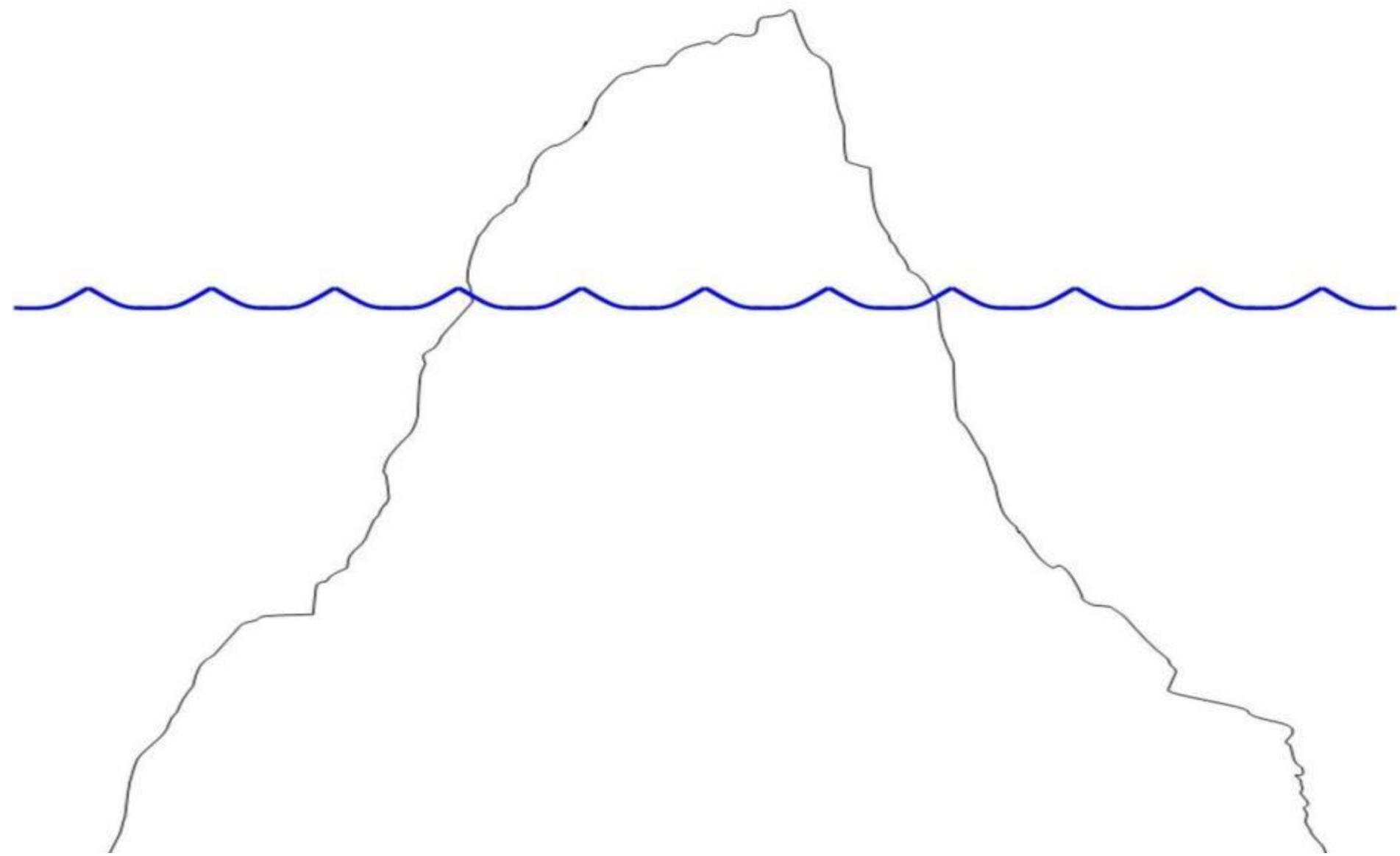
September 2015

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values (133)
- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England (134)
- Acceptance and engagement with the **fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs**; they develop and demonstrate skills and attitudes that will allow them to participate fully in and **contribute positively to life** in modern Britain (135)
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they **understand, accept, respect and celebrate diversity**, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- 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 (138)
- Leaders' work to protect pupils from **radicalisation and extremism** is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's **vigilance, confidence and competency to challenge pupils' views and encourage debate**.

Inspecting safeguarding in early years, education and skills settings

September 2015

- There is evidence, where applicable, that staff have an understanding of when to make referrals when there are issues concerning **sexual exploitation, radicalisation and/or extremism** or that they have sought additional advice and support.
- Any risks associated with children and learners such as **misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalisation** or **being sexually exploited** are known by the adults who care for them and shared with the local authority children's social care service or other relevant agency.
- there is a clear approach to implementing **the Prevent duty** and keeping children and learners safe from the dangers of radicalisation and extremism
- 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



Terrorism

ISIS/Daesh

Joe Cox

Extreme Right Wing/KKK

7/7

Paris

Bombs

9/11

Manchester
Arena

IRA/UVF

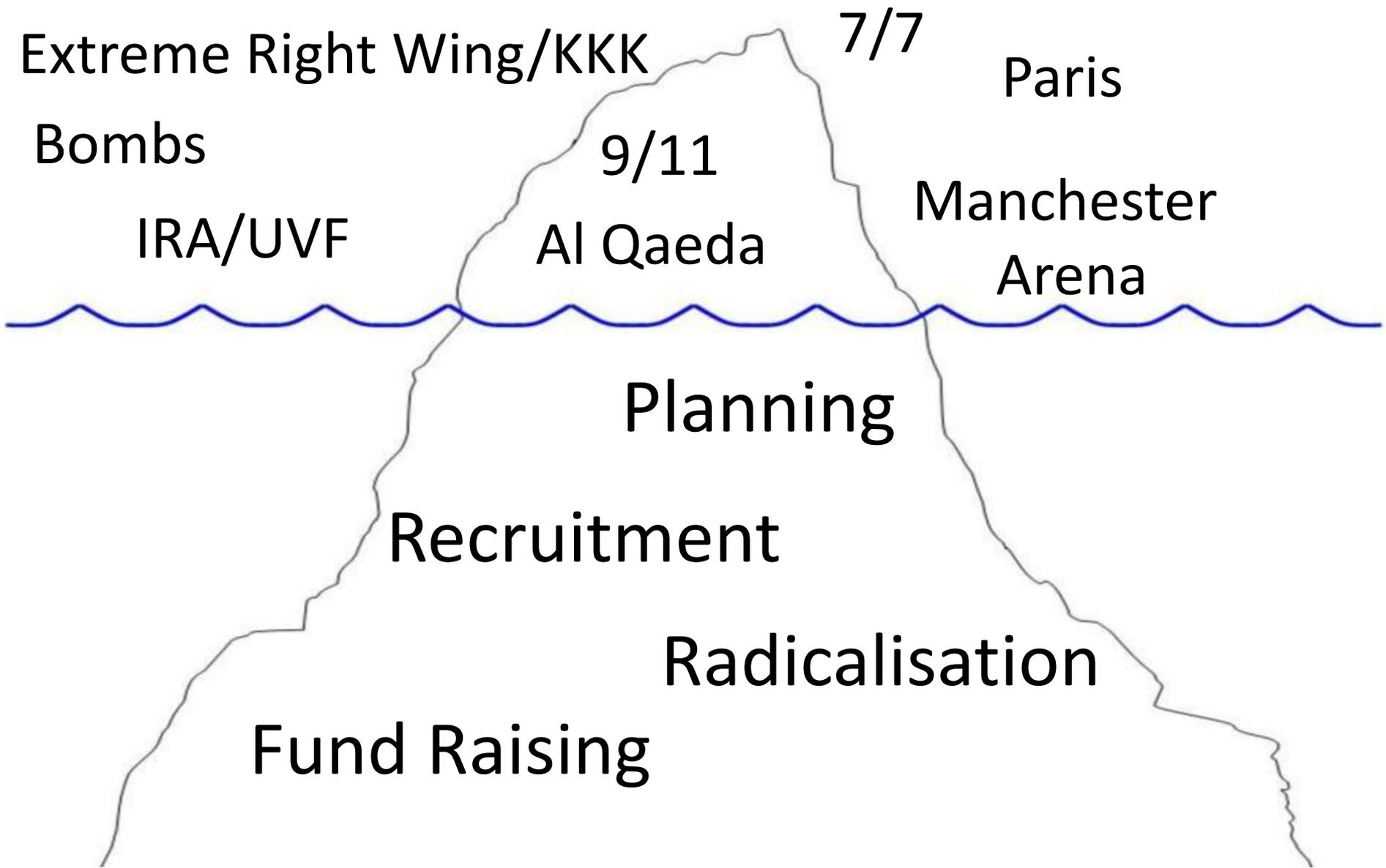
Al Qaeda

Planning

Recruitment

Radicalisation

Fund Raising



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

NOTICE – CHECK - SHARE

- **NOTICE**

- Issues
- Initial concerns were gathered

- **CHECK**

- With colleagues
- Pastoral Support
- Safeguarding Lead (DSL)

- **SHARE**

- Proportionate response
- Multi-Agency Safeguarding Hub (MASH)

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

What to do

- Vulnerable – needs support
- Do something!
- Proportionate response (Terraced House!!)
- Safeguarding Issue
- Terrorism – small likelihood; but still a possibility



Referrals

- What happens next
- MASH team.
- Involvement of Counter Terrorism Unit (CTU)
- Channel Panel

Channel Panel



Conclusions

- Today was an introduction
- A small risk – but one we can't ignore
- NOTICE – CHECK –SHARE
- The Prevent Duty – schools responsibility

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**.

Jo Cox

What nobler vision can there be than that of a society where people can be comfortable in their difference?

