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The UK PREVENT Programme

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Structure of Talk

Introduction

Part 1: What is PREVENT?

Part 2: How Does PREVENT Relate to You?

Part 3: Resources

"GAME CHANGING, WORLD CHANGING, LIFE CHANGING"
Part 1

What is PREVENT?
PREVENT: Definition

PREVENT* – ‘A multi-disciplinary, cross-departmental strand of the government’s CONTEST strategy designed to provide a holistic response to the full spectrum of terrorist risks and threats’ (Innes et al, 2011: 11).

Fluidity of threat; local autonomy (and risk profiles) to match threat(s);
Priority/non-priority PREVENT areas e.g. Northumbria Police

Right, left-wing; jihadist-inspired; ethno-nationalist & separatist, etc

*PREVENT is not operational in Northern Ireland
The UK’s counter-terrorism strategy (CONTEST) is made up of:

★ **PREVENT** - ‘Non-criminal’ space

**PURSUE** - Criminal space; disrupts threats, target hardening

**PROTECT** - Reduces vulnerability to attack; strengthens national border infrastructure

**PREPARE** - Mitigate effects of attack. Rapidly bring attack to an end. Recover from it

[elements of CONTEST owned by the police]
PROTECT: Foreign Fighter Flow

Foreign fighters flow to Syria

Since Oct. 2014 ICSR report:
- Total fighters
- Additional fighters

Country from which citizens or residents have reportedly gone to fight.

The number of foreign fighters who have joined the Islamic State in Syria and Iraq now exceeds 20,000, up from the 15,000 estimated last October. According to ICSR, nearly a fifth of the fighters come from Western European nations.

Note: Figures of fighters from Western Europe are from the ICSR high estimate category. All other numbers are from the Soufan Group. Per-country fighter estimates determined from a data range of December 2013 to the second half of 2014.

Sources: International Center for the Study of Radicalisation
1. 8:51 a.m. Explosion in Tunnel between Aldgate and Liverpool (7 Dead)
2. 8:56 a.m. Explosion in Tunnel between King's Cross and Russell Square (21 Dead)
3. 9:17 a.m. Train explosion close to Edgware Road station
4. 9:47 a.m. Bus explosion at Tavistock Square (13 Dead)

Picture credit: www.bbc.co.uk
PREVENT

Overarching protectionist approach – community *safeguarding* programme. PREVENT:

1. Identifies **vulnerable** ('at risk') individuals to extremism and/or radicalisation

2. Provides bespoke intervention (care and support) for individuals considered to have crossed a threshold for radicalisation (through CHANNEL i.e. de-radicalisation). Voluntary (consent required)

A third element:

PREVENT encourages positive social narratives which helps civic and political participation – critical thinking is imperative (Dresser and Kay, 2018)
PREVENT: The 3 I’s

• Ideology – respond to the ideological challenge of terrorism and the threat we face from those who promote it;

• Individuals – prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and

• Institutions – work with sectors and institutions where there are risks of radicalisation which we need to address (HM Government, 2011).

"GAME CHANGING, WORLD CHANGING, LIFE CHANGING"
Part 2

How Does PREVENT Relate to You?
Counter-Terrorism and Security Act (2015)

• From 1 July 2015, all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have ‘due regard to the need to prevent people from being drawn into terrorism’ (HM Government 2016: 2).
“Due Regard” ... What does this mean?

Due regard i.e. awareness of PREVENT provision*. Things to consider:

1. What does your PREVENT policy look like?
2. What support / student engagement do you have?
3. Are you consulting with parents?

*Institutional and Individual provision (see ‘additional slides’)

"GAME CHANGING, WORLD CHANGING, LIFE CHANGING"
Referral Pathway (Process)

1. Identify risk
   Seek advice and support at this stage

2. Designated Safeguarding Lead

3. Referred to Local Authority
   Might go to local PREVENT CHANNEL Panel or alternative

4. Local PREVENT CHANNEL Panel
   Bespoke intervention
   Assessment of evidence - threshold for anti-radicalisation support crossed?

Safeguarding concern identified? (re: PREVENT)

Institutional response

CHANNEL (i.e. de-radicalisation)

Decisions made in partnership
PREVENT: The 3 I’s

- **Ideology** – respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- **Individuals** – prevent people from being drawn into terrorism and ensure that they *are given appropriate advice and support*; and
- **Institutions** – work with sectors and institutions where there are risks of radicalisation which we need to address (HM Government, 2011).
Types of Advice/Support

- **Mentoring support contact** with suitable adult as a role model or providing personal guidance, including guidance addressing extremism ideologies;
- **Life skills** – work on life skills or social skills generally, such as dealing with peer pressure;
- **Anger management session** – formal or informal work dealing with anger;
- **Cognitive/behavioural contact** – cognitive behavioural therapies and general work;
- **Constructive pursuits** – supervised or managed constructive leisure activities;
- **Education skills contact** – activities focused on education or training;
- **Careers contact** – activities focused on employment;
- **Family support contact** – activities aimed at supporting family and personal relationships, including formal parenting programmes;
- **Health awareness contact** – work aimed at assessing or addressing any physical or mental health issues;
- **Housing support contact** – activities addressing living arrangements, accommodation provision or neighbourhood; and
- **Drugs and alcohol awareness** – substance misuse interventions.
Freedom of Speech (S. 31 of the CTSA)

• Schools and colleges need to satisfy the need to protect freedom of speech under section 31 of the CTSA (HM Government, 2015) thus adhering to section 43(1) of the Education (No. 2) Act, 1986 (Dresser, forthcoming: 135).

• Higher Education institutions must demonstrate regard to the importance of academic freedom (HM Government, 2015) referred to in section 202(a) of the Education Reform Act, 1988 (Dresser, forthcoming: 135).

PREVENT encourages positive social narratives which helps civic and political participation – critical thinking is imperative (Dresser and Kay, 2018)
CTSA: Section 32(A)

- Section 32(A) of the CTSA allows the Secretary of State to enforce the performance of PREVENT when any specified authority has failed to execute its PREVENT Duty (Dresser, forthcoming: 152)

- Any school and college unable to satisfy the PREVENT(ive) requirements enforced by the Office for Standards in Education may be subject to intervention or find themselves the subject of a termination in funding (Dresser, forthcoming: 152)
Specified authorities* must: ‘demonstrate an awareness and understanding of the risk of radicalisation in the area, institution or body’ (HM Government 2016: 2).
Specified authorities must demonstrate an awareness and understanding of the risk of radicalisation in the area, institution or body (HM Government 2016: 2).

PREVENT Referrals

(HM Government, 2017)

Prevent Referrals 7,631

- Education 2,539 (33%)
- Police 2,377 (31%)
- Local Authority 812 (11%)
- Health 457 (6%)
- Community 398 (5%)
- Friends & Family 267 (3%)
- HMPPS¹ 155 (2%)
- Other² 436 (6%)
- Unspecified 190 (2%)

Required no further action 2,766 (36%)

Discussed at a Channel Panel 1,072 (14%)

Referred to other services 3,793 (50%)

- Education 1,600 (42%)
- Local Authority 564 (15%)
- HMPPS¹ 147 (4%)
- Other³ 121 (3%)
- Police 835 (22%)
- Health 397 (10%)
- Community 129 (3%)

Received Channel support 381 (36%)
Figure 4.1: Age group of those referred, discussed at a Channel panel and who received Channel support, 2015/16
### Regional Distribution

Regional distribution of those referred, discussed at a Channel panel and who received Channel support, 2015/16

<table>
<thead>
<tr>
<th>Region</th>
<th>Prevent Referrals</th>
<th>Discussed at a Channel Panel</th>
<th>Received Channel Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Proportion</td>
<td>Number</td>
</tr>
<tr>
<td>East</td>
<td>717</td>
<td>9%</td>
<td>150</td>
</tr>
<tr>
<td>East Midlands</td>
<td>555</td>
<td>7%</td>
<td>50</td>
</tr>
<tr>
<td>London</td>
<td>1,915</td>
<td>25%</td>
<td>233</td>
</tr>
<tr>
<td>North East</td>
<td>1,273</td>
<td>17%</td>
<td>287</td>
</tr>
<tr>
<td>North West</td>
<td>948</td>
<td>12%</td>
<td>89</td>
</tr>
<tr>
<td>South East</td>
<td>783</td>
<td>10%</td>
<td>81</td>
</tr>
<tr>
<td>South West</td>
<td>524</td>
<td>7%</td>
<td>45</td>
</tr>
<tr>
<td>Wales</td>
<td>148</td>
<td>2%</td>
<td>40</td>
</tr>
<tr>
<td>West Midlands</td>
<td>768</td>
<td>10%</td>
<td>97</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7,631</td>
<td></td>
<td>1,072</td>
</tr>
</tbody>
</table>
### How do I Identify Risk?

#### Vulnerability Assessment Framework

1. **Engagement with a group, cause or ideology**
   - Susceptibilities, motivations and contextual factors

2. **Intent to cause harm**
   - Individual’s mindset

3. **Capability to cause harm**
   - What the individual is actually capable of doing

*(HM Government, 2012b)*
I. Engagement with a group, cause or ideology

Engagement factors are sometimes referred to as “psychological hooks”. They include needs, susceptibilities, motivations and contextual influences and together map the individual pathway into terrorism. They can include:

• Feelings of grievance and injustice
• Feeling under threat
• A need for identity, meaning and belonging
• A desire for status
• A desire for excitement and adventure
• A need to dominate and control others
• Susceptibility to indoctrination
• A desire for political or moral change
• Opportunistic involvement
• Family or friends involvement in extremism
• Being at a transitional time of life
• Being influenced or controlled by a group
• Relevant mental health issues

(HM Government, 2012b; see also HM Government, 2012a)
2. Intent to cause harm

Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a readiness to use violence and address what the individual would do and to what end. They can include:

- Over-identification with a group or ideology
- ‘Them and Us’ thinking
- Dehumanisation of the enemy
- Attitudes that justify offending
- Harmful means to an end
- Harmful objectives

(HM Government, 2012b; see also HM Government, 2012a)
3. **Capability to cause harm**

Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Factors can include:

- Individual knowledge, skills and competencies
- Access to networks, funding or equipment

(HM Government, 2012b; see also HM Government, 2012a)
No ‘one-size-fits-all’ Approach

• Under a safeguarding logic, PREVENT abandons linear, ‘conveyor belt’ factors leading to terrorist involvement (see HM Government, 2018a: 32).

• Revised advice from the DfE clearly outlines: ‘there is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection’ (DfE, 2015: 6).

• Professional practitioners are subsequently encouraged to use their ‘professional judgement’ in identifying ‘at risk’ individuals (DfE, 2015: 6).
Terrorism: Mythology

- Islamist terrorist violence in the UK increased in 2015/16. **Agree or Disagree?**

- In 2016, in the UK, there were no failed, foiled or completed attacks associated with Jihadist-related violence (Europol, 2017).

- In 2016, ‘142 failed, foiled and completed attacks across the EU. Over half (76) were in the UK with all of these taking place in Northern Ireland. Furthermore, 99 were carried out by ethno-nationalist and separatist extremists (Europol, 2017).
Concern: Terrorism Types
(HM Government, 2017)

Figure 4.3: Type of concern of those referred, discussed at a Channel panel and who received Channel support, 2015/16

Prevent Referrals
- Islamist Extremism: 65%
- Other forms of Extremism: 15%
- Right Wing Extremism: 9%
- Unspecified: 10%
- 100%

Discussed at a Channel Panel
- Islamist Extremism: 76%
- Other forms of Extremism: 18%
- Right Wing Extremism: 6%
- Unspecified: 5%
- 100%

Received Channel Support
- Islamist Extremism: 69%
- Other forms of Extremism: 26%
- Right Wing Extremism: 5%
- Unspecified: 0%
- 100%

Source: Table D.03, Home Office
Question: Would you report a pupil for watching a beheading video?
• Recent research by Heath-Kelly and Strausz found NHS staff relied on ‘the media for their understandings of terrorism and radicalisation’ (2018: 2).

When asked if they would make a PREVENT query about someone who watched beheading videos, 74% of respondents said “yes”; 21% “didn’t know”; and only 5% said they wouldn’t make a Prevent referral on this basis (Heath-Kelly and Strausz, 2018)

• Beheading videos are not mentioned in PREVENT training, so ‘the association of viewing such videos with radicalisation comes from popular media’ (Heath-Kelly and Strausz, 2018)
Terrorism: Mythology

• Islamist terrorist violence in the UK increased in 2015/16. **Agree or Disagree?**

**Question:**
Were you uncomfortable answering this question?
PREVENT Guidance (S. 29 of the CTSA)

Avoiding the ‘chilling effect’…

‘Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremism ideas that are part of terrorist ideology, and learn how to challenge these ideas’ (HM Government, 2016: 14; S. 29 of CTSA)

1. Students must feel safe at school; safe space to discuss
2. Students must understand broad context of all types of extremism
3. Limiting engagement, conversation and dialogue reduces opportunity for understanding and engagement around complicated discussions

However, be mindful: aim to secure a balanced presentation of political ideas

"GAME CHANGING, WORLD CHANGING, LIFE CHANGING"
Reporting Concerns

Educational setting(s):

• Designated Safeguard Lead – First possible opportunity

• DfE (Due diligence and counter extremism group) helpline - 020 7340 7264 - counter.extremism@education.gsi.gov.uk
Part 3

Resources
“British Values”

As part of the CSTA (2015), schools and colleges are statutorily required to actively promote fundamental British values within curriculum content and delivery

- ‘Values of our society’
- ‘Pluralistic British values’
This website gives teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.
Classroom resources (in relation to PREVENT) should help build pupils’ resilience, and ‘promote pupils’ welfare’ (DfE, 2015: 5) as part of ‘broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils’ (HM Government, 2015b: 10 cited in Dresser, forthcoming: 138-139).
Useful Resources

Blog

11.09.2018
The Anniversary of 9/11: Why Schoolchildren are Encouraged to Talk About Extremism
View Post ▶

11.06.2018
Radicalisation: Helping Pupils Understand Offline Threats
View Post ▶

29.05.2018
How to Help Young People Understand Terrorist Attacks
View Post ▶

17.04.2018
Radicalisation and Education - How a Birmingham School is Protecting Children from Extremism
View Post ▶

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Useful Resources

Government approved resources for teachers, school leaders and parents on protecting young people from radicalisation

www.educateagainsthate.com
Our latest #Podcast is now available. This month we look at the UK governments #CVE Programme called #Prevent. We are joined by @WillBaldet and @Sean_Arbuthnot_

"GAME CHANGING, WORLD CHANGING, LIFE CHANGING"
Further Resources

• The following resources are available to find out more about the Prevent strategy:

• **The PREVENT strategy:**
  - http://www.preventtragedies.co.uk/

• **The PREVENT Duty:**
  - Prevent duty guidance - Publications - GOV.UK:
  - http://www.preventforfeandtraining.org.uk/

Prevent duty guidance

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.
1. The Prevent Strategy, 2011
2. CONTEST: the United Kingdom’s strategy for countering terrorism
3. Prevent duty guidance

England:
4. Working together to Safeguard Children
5. Keeping Children Safe in Education
6. Care Act 2014:
7. Care Act Factsheets
8. Public Sector Data Sharing – Guidance on the Law
http://www.dca.gov.uk/foi/sharing/toolkit/lawguide.pdf
9. Information Commissioner’s Office Guidance on Interpretation of the DPA
10. Confidentiality Code of Practice
12. Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers
https://www.gov.uk/government/publications/safeguarding-practitioner-information-sharing-advice
14. www.safecampuscommunities.ac.uk

Wales:
15. Safeguarding Children: Working together under the Children Act 2004, for Wales
Safeguarding children: Working together under the Children Act 2004:
16. Keeping learners safe provides advice on radicalisation and supplements the above welsh guidance on safeguarding children
Part 4

Additional Slides
There is no accepted definition of extremism; however ...

The PREVENT strategy outlines extremism* as: ‘vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs’ (HM Government, 2013: 2). *Including non-violent extremism.

Of note, the concept of extremism has been expanded to include ‘calls for the death of members of our armed forces, whether in this country or overseas’ (HM Government, 2013: 2).
Due Regard ... What does this mean?

- Areas across the UK differ in their threat/risk level. Cater support, knowledge and understanding based on local profile.

- Police: Counter-terrorism local profiles (CTLPs)
  - Local Authority knowledge(s) – Partnership work

- Each institution will respond to their specific needs and profile – there is no one-size-fits-all model
The glossary of terms contained in the statutory PREVENT duty guidance says ‘having due regard’ means that schools and colleges ‘should place an appropriate amount of weight’ on the need to prevent people being drawn into terrorism’ when they consider all the other factors relevant to how they carry out their usual functions (see HM Government, 2016).
Individual Provision

- **Staff** - training, support, guidance
  - Addressing issues within the classroom i.e. curricular-based
  - Do staff exemplify fundamental British values in teaching?
  - Do staff understand vulnerability/ ‘at risk’ factors? Can they challenge ideas that legitimise terrorism?
  - Can staff recognise vulnerability and what action to take?
  - Are staff comfortable making a referral? Do they know how to make a referral and *what happens next?*

- **Parents** – consultation and education sessions
  - Are parents reassured about the PREVENT model in place?
  - Are parents aware of support mechanism(s) available?
  - Are parents familiar with the intentions of PREVENT? Debunking myths plays an important role

- **Pupils** – regular engagement, *an embedded curriculum* and advice on support provision both inside *and* outside of the school community
  - Embedded in curriculum throughout year e.g. tutor time activities rather than one-off ‘drop-down’ sessions

*Game Changing, World Changing, Life Changing*

(From Department for Education, 2015)
Institutional Provision

• **Policy Development** – General Themes: risk assessment; Safeguarding I.T policies; PREVENT
  
  **Risk Assessment** – Action Plan with local partners to assess risk in local area. Robust safeguarding policies to identify individuals ‘at risk’.
  
  Risk assessment of external speakers and events (existing duty of freedom of speech)
  
  **IT** – policy relating to PREVENT (specific reference/inclusion)? Firewall system in place to block extremist websites (appropriate levels of filtering including Wi-Fi access)

• **Partnership Work** –
  
  – Is there active engagement from staff in leadership positions; Governors, etc.?
  
  – Is there an Identified Single Point of contact (SPOC) for PREVENT?
  
  – Does the institution engage with Regional PREVENT Coordinators; Local Authority PREVENT leads; Local PREVENT Boards/Steering Group?

• **Referral Pathway Knowledge** – How are safeguarding cases managed in the Local Authority in relation to PREVENT?

(Department for Education, 2015)
PREVENT as Safeguarding

- Home Office and Department for Education (DfE), have argued explicitly that the duty ‘doesn’t and shouldn’t stop schools from discussing controversial issues’ (Williams, 2015) They have urged educationalists to think of the duty as an addition to existing safeguarding responsibilities – an interpretation also favoured by the National Association of Head-Teachers (NAHT) (Busher, et al., 2017: 9).

- It is now expected that the PREVENT duty is incorporated into ‘existing policies and procedures, so it becomes part of the day-to-day work of the authority’ (HM Government 2016: 6; emphasis added).
PREVENT as Safeguarding

The DfE’s *Departmental Advice for Schools and Childcare Providers* states:

‘Protecting children from the risk of radicalisation should be seen as part of schools’ and childcare providers’ wider **safeguarding duties**, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influence’ (DfE, 2015: 5)
References


References


