



PREVENT STRATEGY

Protecting young people from being drawn into terrorism

In 2006, the PREVENT duty was introduced as part of the UK Governments counter terrorism strategy, known as CONTEST.

CONTEST strategy consists of four strands, Pursue, Prevent, Protect and Prepare.

PURSUE – to stop terrorist’s attacks in the UK and overseas by coordinating security services to gather intelligence and stop terrorist plans

PREVENT – to stop vulnerable people from becoming radicalised by stopping terrorism at its root

PROTECT – to strengthen the UKs infrastructure, borders and transport system to protect the UK

PREPARE – to implement recovery and damage control measures, for when terrorism cannot be foreseen or stopped.



The aim of Prevent is to stop people drawn into terrorism or extremism from the moment a person encounters a violent and extremist political, religious or social ideology. There is no guide as to what this would like, but often recruiters look for people who have an emotional, physical psychological need that is not being met or for people who are seeking meaning, identity or purpose. Prevent aims to support those who are drawn into extremist schools of thought and terrorists groups by giving them the vital support and challenge they need.

Terrorists are not born, they are made, can be influenced and can be led

Who might be vulnerable?

Teenagers face a difficult time where they think about who they are and what they want to do in the future.

Young people who have been influenced by terrorist, it has been-

- At a time when they have been susceptible to influence, control or gang culture
- Desiring meaning, identity or belonging
- Having feelings of injustice or grievance
- Entertaining 'us and them' thinking
- Looking for status and showing a desire to dominate and control the behaviour and thoughts of others.

How does radicalisation happen?

Radicalisation is more subtle than propaganda; often a debate that taps into the concerns of the young person, or a new and highly persuasive friend with extremist views.

Via social media platforms like Facebook, YouTube etc. offer easy ways to share radical content, groups like ISIS and Britain First use sites like this to speak and target vulnerable people.

Young people become involved in new social groups who offer identity and inclusion, but at a price. Acceptance is conditional on the grounds recruiter's accept the beliefs of the group, adopt the 'us' and 'them' mentality. Immense pressure is placed to demonstrate their loyalty to the group with a fear of being 'ostracised' if one refuses to demonstrate their loyal through participation.

Warning Signs

- Becoming withdrawn, isolated or excluded
- Family pressures or upheaval
- A desire for excitement and adventure
- A need for an identity, meaning and belonging
- Adopting speech that sounds scripted and using new phrases
- Quick to anger
- Fixation on a new subject, such as immigration
- Closed to discussion and other views
- A desire for political or moral change
- Relevant mental health issues
- Easily influenced or controlled by a group
- Decline in grades and/or effort
- Alcohol and/or drug use
- Handing out literature
- Signs of anger/stress
- Lying to the family, school and friends
- A change in friends/peers

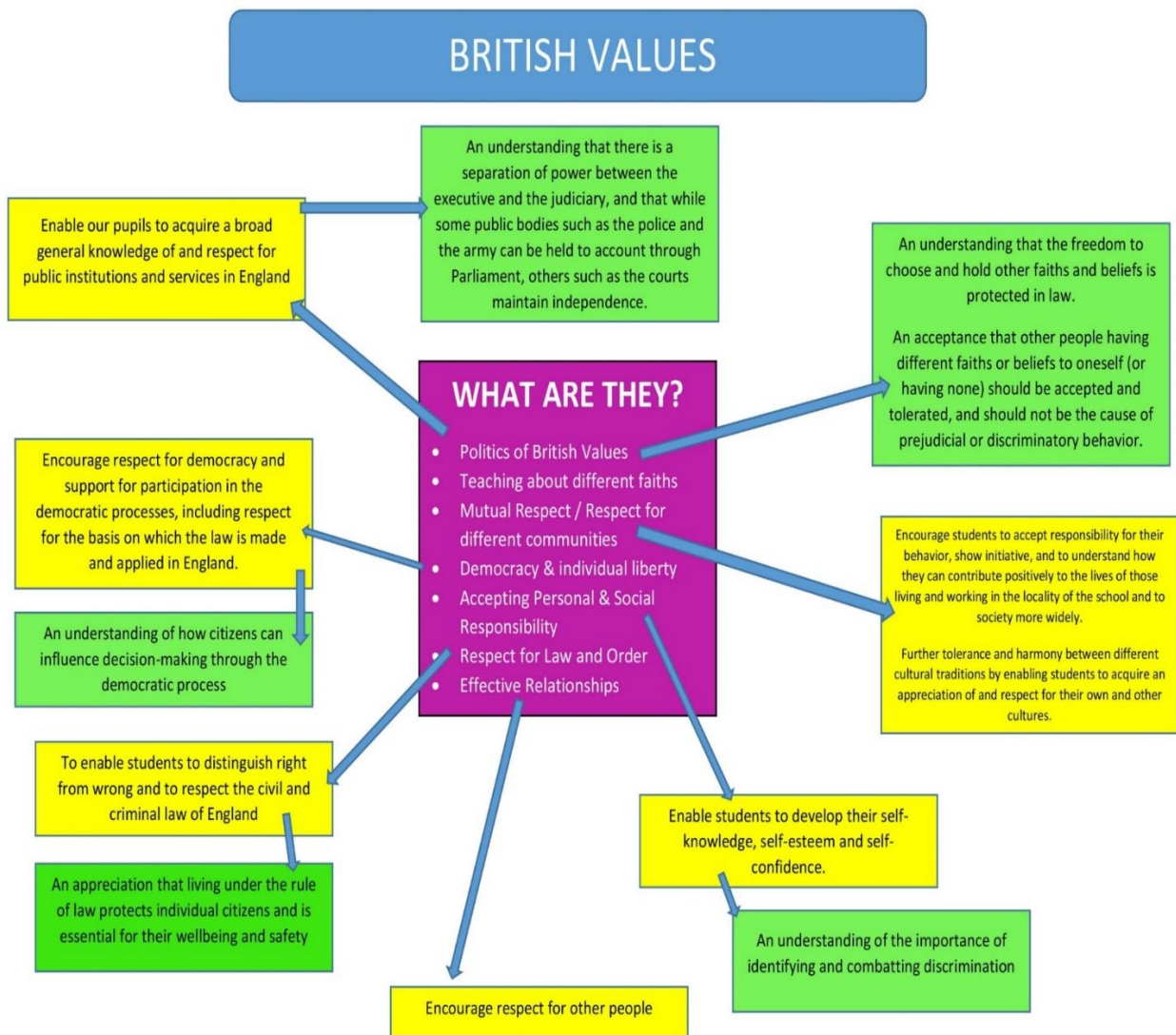
This provides some examples but not exhaustive, if staff have concerns please record what and why they are worried, using CPOMs.

The Prevent strategy became law in 2015 and the duty of all education providers to safeguard children against the risk of radicalisation and prevent them being drawn into terrorism.

The Prevent duty recognises it is important to build students resilience to radicalisation by promoting fundamental British values and enabling students to challenge extremist views.

- **Democracy**
- **Rule of law**
- **Individual liberty**
- **Mutual respect and tolerance**

All delivered through the PSHE programme



The Chanel Process

The Chanel process begins once a referral has been made. Between its launch in 2007 and March 2014 a total of 3934 referrals had been made. Once a referral has been made, Chanel carries out the following process –

Screening – to ensure it is not malicious or inappropriate for Chanel. At this point, the referral is accepted, rejected or transferred to more suitable forms of support.

Assessment – Once accepted, the referral is assessed to identify the nature and extent of the risk.

Support planning – The panel will discuss support needs and develop a tailored support plan for the individual. Interventions and support are only put in place if the individual agrees or they have parental consent for children under the age of 18. Chanel is entirely confidential and all interventions are voluntary.

Monitoring progress – If an intervention is agreed upon, Chanel will monitor the intervention and carry out the reviews.

Definitions

The UK Terrorism Act 2000 defines terrorism as the use or threat of action where:-

- The use or threat is designed to influence the government or an international government organisation or to intimidate the public or a section of the public
- The use or threat is made for the purpose of advancing a political, religious, racial or ideological cause

This action may involve-

- Serious violence against a person
- Serious damage to a property
- Endangering a person's life, other than that of the person committing the action
- Creating a serious risk to health or safety of the public or a section of the public
- To seriously interfere with or seriously disrupt an electronic system

Extremism – is the vocal or active opposition to fundamental British values, including democracy, the rule of the law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism also calls for the death of members of the armed forces.

Radicalisation – is the name of the process where someone comes to support terrorism and the extremist ideology that are associate with terrorist groups.

Case Study 1

John, a Welsh boy drawn into far-right politics in Swansea.

'I just started my GCSE's back home in Neath, I picked the same subjects as my best mate and it was going to be a laugh. Then my mum ruined it all, she divorced my dad and we had to move to Swansea.

I hated my new classes and teachers and to make things worse, my mum started dating Mr Qudeer, my new Geography teacher. This was embarrassing, although it was not all bad. I made friends with a boy called Rory, he was a bit of a loner and did not fit in and I felt like we had something in common.

Rory hated Mr Qudeer, he thought he had no right to be in this country, taking British jobs. At first, I did not agree with Rory, but ashamed to say it was easy to go along with Rory and what he said, I just wanted a friend. I remember starting to think Rory was right, he had a point, I was not getting on with Mr Qudeer and it felt good to have a release, somewhere to direct my anger.

The more Rory talked the better we got on and thinking he could be right. Rory told me about a youth wing he was involved with; he told me there were many like-minded people there.

I went to the youth wing march, it got scary, the police came. We were with a group of older men; they had planned to go to the mosque protest, tell Muslims that they had to leave and had no right to be here. Mr Qudeer saw me, I thought he would be fuming, angry, but just asked me why I was there. I told him about Rory. He was calm and asked me about my thoughts on Muslims and everything I said seemed very hollow.

Mr Qudeer told me to leave the march with him and we went back home. I began to feel ashamed but I explained my difficulties re making new friends, missing my old mates, the divorce, missing dad and thinking, he might try to replace dad. By the time I had finished talking I felt stupid, those men back there were so violent and angry. I did not want to be like that.

Case Study 2

Alesha a British Muslim girl from Croydon whom meets some thoughts and ideologies of Islamic extremism.

My parents are strict and do not want me wearing makeup or have piercings. At school, all my friends have a lot more freedom; they are allowed to have boyfriends. My dad says I should wait until I got my career sorted before I think about men, but it is not fair. I have my head on straight, I am not silly and I can definitely juggle studies and a boyfriend. I tell him I am a modern women and he need to get with the times, but with dad there is not a lot you can do.

My dad wanted me to focus on my A-Levels, so he did not let me out on evenings after school apart from hockey or cello practice. In my room, I had freedom; I could chat online instead of constantly doing work.

I was researching religion and politics for my A-Level RE exam. I was looking at a debate on the internet re the pros and cons of a secular state versus Islamic state and I started talking to Haroon.

I do not know a lot about Islam, although people in my class think I do just because I am British Asian, but my family are not religious. It was nice talking to Haroon; he took an interest in me and tried to help me understand my heritage.

He then wanted to meet up as he originally lived in Croydon, but it turns out he was in Syria and fighting for freedom. He said he loved me and wanted me to come over, he said England was debased and the English did not care about us, I could live a better life with him. I had seen the news and became suspicious.

My English noticed I had been a bit strange over the past few weeks and struggling with this dual identity thing. Haroon was showing me stuff what the English government was doing in Syria with the racists' attacks; I started to think he was right. Then I thought about my life, my teachers, my friends and family and what he was saying did not add up to my experiences.

I told my English teacher about this, he was also British Asian and recommended a book to read, which echoed a lot of how I was feeling. It made me feel I did have an identity and my realise my heritage was just as important as my Englishness, my teacher told me it was important to explore all sides of myself and not to choose between them.

Harron made me feel I had to choose, everything was plain and simple, black and white, us versus them, but that is not how the world works and so glad things did not get out of hand. Imagine if I had left.

Further Resources and Advice

Educate Against Hate - educateagainsthate.com

Let's Talk About It – Itai.info

Inspire – wewillinspire.com

Safer Internet Centre – saferinternet.org.uk

The Prevent Duty – DfE June 2015

HM Government Revised Prevent Duty Guidance for England and Wales

Radicalisation/Extremism is dealt with in exactly the same way as any Safeguarding issue. If you have any concerns please contact the Academy's Designated Safeguarding lead: Miss N Pugh. Alternatively, the police can be contacted on 101 at any time.

