Prevent   Channel   WRAP

1.0 Background and Introduction

1.1 The UK faces a range of terrorist threats. The most serious is from ISIL its affiliates and like-minded organisations.

1.2 All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. But the percentage of people who are prepared to support violent extremism in this country is very small. It is significantly greater amongst young people.

1.3 There is more information available about the factors which encourage people to support terrorism and then to engage in terrorism-related activity. It is important to understand these factors if radicalisation is to be prevented and to minimise the risks it poses to our national security.

1.4 Radicalisation is driven by an ideology which sanctions the use of violence; by propagandists for that ideology here and overseas; and by personal vulnerabilities and specific local factors which, for a range of reasons, make that ideology seem both attractive and compelling.

1.5 There is evidence to indicate that support for terrorism is associated with rejection of a cohesive, integrated, multi-faith society and of parliamentary democracy. Work to deal with radicalisation will depend on developing a sense of belonging to this country and support for our core values.

1.6 Terrorist groups can take up and exploit ideas which have been developed and sometimes popularised by extremist organisations which operate legally in this country. This has significant implications for the scope of our *Prevent* strategy. Evidence also suggests that some (but by no means all) of those who have been radicalised in the UK had previously participated in extremist organisations.

2.0 National and local development

In 2011 the Government undertook a review of the former strategy as it regarded it had not been fully effective and needed to change. It was changed to deal with all forms of terrorism and with non-violent extremism which can create an atmosphere conducive to terrorism and can popularise views which terrorists then exploit. There is no local or Merseyside strategy, but each area has their own Counter Terrorism Local Profiles (CTLP's). Within this there are recommendations and a delivery plan is coordinated. Wirral established a Channel Panel which meets regularly to provide strategic leadership and consider individual cases requiring support and intervention. Channel will accept referrals for any individual who displays a vulnerability to violent extremism, regardless of age

2.1 Channel

Channel is a national project that has been put in place to safeguard individuals who may be vulnerable to recruitment by violent extremists.

The majority of referrals to the Channel programme have been under 25, with most aged between 15 and 19. Very few have been younger.

The aim of the process is:

- To support and protect people who might be susceptible to radicalisation at a very early stage so that they are not drawn into criminal activity which may affect their prospects in later life.
- To ensure that individuals and communities have the resilience to resist all forms of violent extremism whether that be from an international threat, extreme right wing/left wing or domestically related for example environmental extremism.
- Channel is not about prosecuting or stigmatising individuals who have been referred.

What can put people at risk?

There is no single profile of a terrorist or violent extremist. Factors which may make people more vulnerable include:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Crime and anti-social behaviour
- Domestic violence
- Family tensions
- Race/hate crime
- Lack of self-esteem or identity
- Grievances (personal or political)
- Migration

How does it work?

Channel assesses the nature and extent of the potential risk to an individual and, where necessary, provides an appropriate support package tailored to their needs. This decision is made by a multi-agency panel and may include diversionary activities and/or support from services such as education, housing, employment and mentoring designed to help them resist those who may be seeking to harm them or others.

Local community issues and tensions can sometimes contribute to an individual's behaviour. The context of a situation is always taken into account.

The Threshold

Any person who is susceptible to radicalisation through a range of social, personal and environmental factors that may lead that person demonstrating or exhibiting violent extremist behaviour. This also includes violent domestic extremism,

There must be information evidencing a concern that the individual is either moving towards support for terrorism or an attraction to terrorism or a vulnerability to radicalisation to meet the threshold and in order to assess that vulnerability, the Channel Vulnerability Assessment Framework (VAF) is used. The link to the VAF is as follows:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118187/vul-assessment.pdf

Further guidance on the VAF is held by the Channel Police Practitioner and will be shared at Channel Panels.

Who can help?
Early intervention can help to keep all our communities safe. Both partnership and community involvement is needed to ensure that those who may be at risk are given early access to support.
Partners include:
- Local Authorities, Adult and Children's Services
- Housing, education, health, probation and prisons
- Emergency services
- The Youth Justice Board through youth offending teams
- The UK Border Agency
- Community and Voluntary services
- People working in neighbourhood and community safety roles, carrying out home visits,
- volunteering, working in safeguarding roles or those who are already supporting vulnerable
- people are often the first to see signs of concern.

The help of the general public and families is essential as they often recognise 'odd' or 'concerning' behaviours at an early stage. It is important to report concerns before the point of crisis

2.2 Prevent
Prevent is part of our counter-terrorism strategy, CONTEST. Its aim is to stop people becoming terrorists or supporting terrorism. *Prevent* will address all forms of terrorism but continue to prioritise according to the threat they pose to our national security. At present, the majority of our resources and efforts will continue to be devoted to stopping people becoming terrorists or supporting terrorism. There is a commitment to protecting freedom of speech in this country. But preventing terrorism will mean challenging extremist (and non-violent) ideas that are also part of a terrorist ideology. *Prevent* will also mean intervening to stop people moving from extremist groups or from extremism into terrorist-related activity.

The Prevent strategy will specifically:
- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and

- work with sectors and institutions where there are risks of radicalisation which need to be addressed.

The link below will enable you to access the full Prevent Strategy 2011 document, where each of the three elements of the strategy are provided in more detail

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

The following two links provide access to the Prevent Duty Guidance and the Channel Duty Guidance which came into effect as of 1st July 2015:

https://www.gov.uk/government/publications/prevent-duty-guidance

https://www.gov.uk/government/publications/channel-guidance

2.3 Prevent and Schools

Following an informal consultation process with headteachers and local authority children's services in early 2008, the Department published a toolkit to help schools prevent what was described as 'violent extremism'. The toolkit sought to raise awareness of the risks from violent extremism and provided guidance on developing a positive and inclusive ethos that championed democratic values and human rights. Following requests for more practical advice, DfE developed a 'workbook', based on the Ofsted self-evaluation framework, which linked *Prevent* in to other school safety and improvement policies. In 2009, ACPO produced guidance entitled '*Prevent*, Police and Schools' to help police officers work more effectively with teachers and school staff. ACPO have also developed an initiative called 'Act Now' which helps stimulate debate on violent extremism. The product is aimed at young people and explores political and historical terrorism as well as human rights. In 2008-09, ACPO, DfE and OSCT provided funding for 'Watch Over Me', a DVD designed to help secondary school teachers discuss challenging topics such as terrorism. DVD box sets of this series have been given out to every secondary school in England and training events were held for police officers, teachers and community leaders.

Local authorities are increasingly recognising *Prevent* as an important issue in safeguarding young people.

WRAP 3- Workshop to raise awareness of prevent

Wrap is a FREE specialist workshop that is designed to give colleagues:

- An understanding of the Prevent strategy and their role within it.
- The ability to use existing expertise and professional judgement to recognise the vulnerable individuals who may need support.
- Local safeguarding and referral mechanisms and people to contact for further help and advice.

What does it involve?
- The workshop takes 1-1.5 hours to deliver via DVD and a facilitator. It can be delivered in a team setting or training to groups of 15-30 multi-agency partners, allowing delegates to network and share expertise.
- It is an introduction to Prevent and covers issues such as crime, normal social processes that are used to influence and manipulate, extreme right-wing and Al Qa'ida case studies terrorist ideologies and factors which may contribute to an individual's susceptibility to terrorist ideology.
- Feedback strongly illustrates that WRAP provides a practical understanding of Prevent, particularly for safeguarding practitioners.

E Learning: NCALT training package

This package gives a flavour of channel case studies. It is multiple choice and takes 25 minutes to complete. It also allows management to assess who has completed the package.

- Series of scenarios
- Certificate upon completion
- http://course.ncalt.com/Channel_General_Awareness/01/index.html
- You can access the free NCALT Channel/Prevent General Awareness E-Learning Module by clicking on the link above

Next Steps

Prevent work with children and with schools as an important part of the strategy. But this work needs to be proportionate. It must not start from a misplaced assumption that there is a significant problem that needs to be resolved.

Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools' work on *Prevent* needs to be seen in this context. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of *Prevent* and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

It is important not to encourage or create an environment where children are referred to the support programmes discussed in the previous chapter (for example, Channel) unless there is very clear evidence that they are being radicalised and there is clearly no alternative or more proportionate means of dealing with the issue. Referring very young people has rightly been a source of community concern and risks undermining the credibility of the Channel programme as a whole

Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. According to a survey by the UK Youth Parliament in August 2008, 94% of young people said they

thought schools were the best environment in which to discuss terrorism. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond *Prevent* but they connect to the *Prevent* agenda. There has been research on schools' response to this issue in 2011. You can find out more following the link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182300/DFE-RR085.pdf

In terms of material available for teachers to use with students recommended websites to visit are:

www.got.uk.net Getting on Together (GOT project)

www.Preventforschools.org is a site developed by Lancashire Police and Lancashire Education.

2.4 Prevent Oversight by the WSCB and SAPB

Supporting the prevent agenda has been set as a priority area for the WSCB for 15-16 and is a priority for the SAPB. Both boards are represented on the Wirral Channel Panel and this group will also effectively run as a joint sub-committee of the WSCB and SAPB. The framework provided by being a sub-committee of the safeguarding boards will enable partners to work together to develop resources and support agencies, to identify patterns and trends, and to test and measure the effectiveness of the partnership response.

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**WIRRAL
SAFEGUARDING ADULTS
PARTNERSHIP BOARD**

**WIRRAL
SAFEGUARDING
CHILDREN BOARD**

Case Study 1

An agency referred a middle-aged European man. There was concern that he had changed his religion having been an active member of a far right group in his youth with convictions for violence. It was not known whether he had a sinister motive for his conversion. He had Nazi tattoos on his body, was struggling with alcohol abuse and lived a chaotic lifestyle. It became apparent he was seeking faith as a means to help himself out of his situation. More suitable accommodation was found, he was assisted into some voluntary work in a charity shop and he returned to his local faith group, all of which he now feels has helped him to control his alcohol abuse.

Examples of referrals we have received into Channel

Case Study 3

A referral of a young boy was made by a primary school. He was falling asleep in class and reciting concerning verses to other children. He had low academic attainment but was very conversant about detailed aspects of a number of firearms. Investigation revealed that the boy was obsessed with a computer war game and was spending hours of unsupervised time on the Internet. Help with parental skills was provided together with more support in school. This timely support prevented the situation escalating. School staff now feel more confident in sharing any future concerns. Work is ongoing to repair relations with the boy's parents but all parties agree that the risk has reduced.

Case Study 2

A student with some apparent learning difficulties seemed keen to help at college but appeared to need a sense of belonging. He connected his laptop to WIFI in a college building and viewed a Youtube video suggesting violence towards people from the Jewish faith. He also discussed Palestine and other international conflicts. During the holidays his behaviour changed - he became unkempt, withdrawn and uninterested. His close friends were concerned about his behaviour. He had become more religious and changed his dress and appearance. He explained how he was seeing spirits and how he could speak with them. He told them he was being mentored by a religious holy man who had told him he was a pure soul and was different and above the rest of his peers. Given all the information the Panel arranged an evaluated peer mentoring course and put other support mechanisms in place. He later stopped talking about seeing spirits and became more like his normal self. His progress is still being monitored to ensure his ongoing well being.