

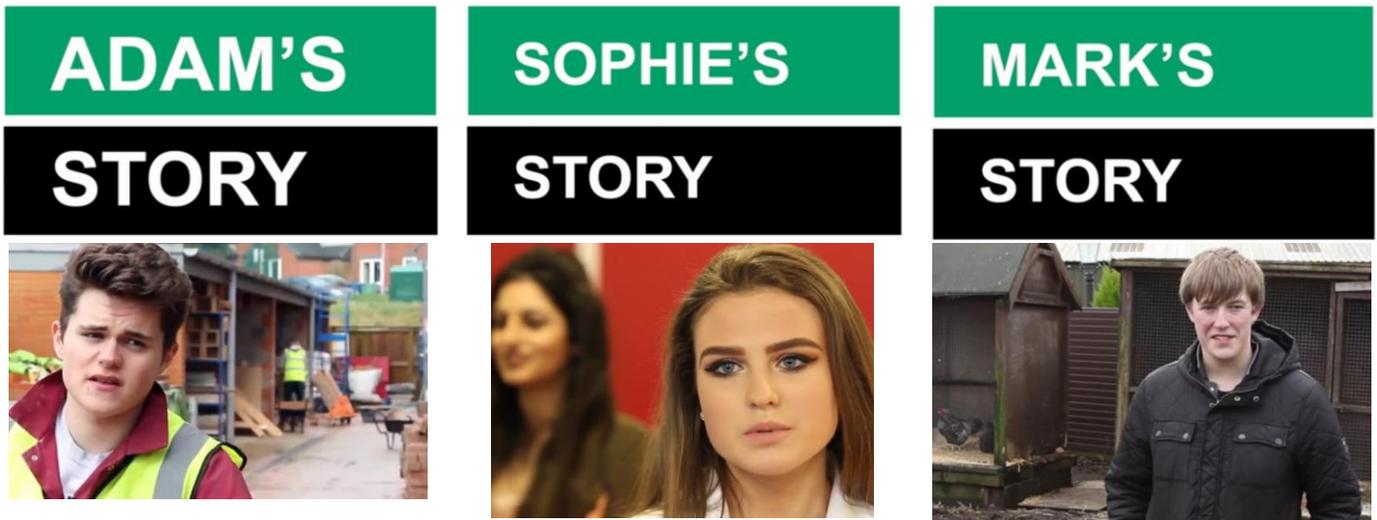
# The Prevent Duty

## A Prevent resource for the FE and training sector

The Foundation has been developing resources to support the FE and training sector in countering the extremist threat to the UK. This has involved the establishment of the Prevent for FE and training sector website: <http://www.preventforfeandtraining.org.uk>, plus free online training modules on Prevent.

These videos and supporting booklet have been created to help providers across all parts of the FE and training sector to fulfil their duty to comply with the Prevent duty, including promoting and exemplifying British values, challenging extremism and making staff aware of their responsibilities and students' need to be aware of the dangers of extremism. They provide engaging and stimulating materials for use by sector professionals with learners, particularly apprentices.

Three different scenarios have been prepared, which introduce examples of the type of harm learners may be at risk from, including grooming, radicalisation and extremist views.



Key learning points across the video and supporting booklet include equipping the FE and training sector to improve learners:

- knowledge and understanding of radicalisation and extremism
- ability to identify types of extremist views and radicalisation they may be at risk from, particularly online
- ability to apply this understanding with respect to their own experience and context
- critical thinking skills, especially when applied to issues surrounding radicalisation and extremism
- knowledge and understanding of British values
- ability to exemplify and promote British values
- recognise their own susceptibility to radicalisation and extremist views, including online
- understand what they can do if they need to discuss any potential areas of concern

Each of the videos introduces a range of discussion points around the Prevent agenda, including:

- ❖ What is happening in each story



- ❖ What learners understand radicalisation to be, where radicalisation refers to the '*process by which a person comes to support terrorism and forms of extremism leading to terrorism.*'
- ❖ How radicalisation occurs; that it is usually a process, not a single event; and that there is no single pathway of radicalisation to violent extremism as the process is unique to each person. And that there are some common elements / warning signs that someone is at risk of being radicalised into extremism, with indicators including:
  - Significant changes to behaviour, such as increased arguing, changes to appearance or clothing, spending more time on their computer / phone, being more active on social media, becoming more religious or political
  - Becoming uninterested in day to day activities such as work or study
  - Preparing to or cutting ties with friends and family, keeping company with a new circle of friends, and adopting a whole new lifestyle
  - Expressing sympathy for extremist ideologies
  - Supporting violence for a cause
  - Expressing hateful views or using derogatory terms towards certain individuals or groups
  - Avoiding being or refusing to engage with certain individuals or groups, perhaps on the basis of race, religion, gender or sexuality
  - Spending time looking at extremist groups
  - Posting pictures of fighters on social media accounts

❖ Discuss the warning signs in each of the stories

**WHAT WERE THE WARNING SIGNS IN “ADAM’S STORY”?**

- > Expressing sympathy for extremist ideologies
- > Using derogatory terms towards certain groups
- > Growing intolerant of others
- > Vulnerable to being groomed

**WHAT WERE THE WARNING SIGNS IN “MARK’S STORY”?**

- > Keeping company in a new circle
- > Expressing sympathy for extremist ideologies
- > Spending time on-line looking at extremist materials

**WHAT WERE THE WARNING SIGNS IN “SOPHIE’S STORY”?**

- > Changes in her behaviour
- > Expressing sympathy for alternative views
- > Spending more time alone and on the internet
- > Friendship evolved over time

❖ What learners understand online grooming to be, the ways in which groomers initially hide their true intentions, taking time to gain trust, and slowly manipulate the thoughts of the person they are targeting so they can begin to introduce their ideologies

- ❖ Discussing how grooming and radicalisation is more frequently being carried out online, and the types of online platforms and forms that extremist / terrorist groups use, including:
- Facebook, which is used to share stories and videos
  - Twitter, where anonymous accounts can be shared with large numbers
  - YouTube, which is used to host videos across multiple ‘dummy’ accounts that can quickly replace those that are removed
  - Ask.FM, which is used to post questions and answers
  - Instagram, which allows for sharing photosets, landscapes and images
  - Tumblr, used for blogs which promote terrorist beliefs
  - Private Messaging sites, such as WhatsApp, Kik, SureSpot and Viber, which are used to provide more sensitive information
  - Various chatrooms and forums



- ❖ Discussing Extremist / Terrorist ideologies (set of beliefs), including the difference between legitimate protest and extremism; recognising that under Article 11 of the Human Rights Act everyone has the right to protest, however that this must be peaceful; and that ideologies only become concerning when they promote the use of violence or other unlawful activity to further their beliefs
  
- ❖ What learners understand extremism to be; where extremism is classed at the '*vocal or active opposition to fundamental British values*', and recognising from the videos that there are many different types of extremism
  
- ❖ What learners understand British Values to be, where these are:
  - Democracy
  - The rule of law
  - Individual liberty
  - Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
  
- ❖ Discussing which British Values are being challenged through each of the videos



- ❖ What learners understand terrorism to be, where it is classed as an action that:
  - Endangers or causes serious violence to a person or people
  - Causes serious damage to property
  - Seriously interferes or disrupts electronic systems

- ❖ What learners understand Channel to be; how it aims to ensure that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those who would want them to embrace terrorism, and before they become involved in criminal terrorist activity. And about how Channel uses a multi-agency approach to protect vulnerable people by:
  - identifying individuals at risk
  - assessing the nature and extent of that risk
  - developing the most appropriate support plan for the individuals concerned
  
- ❖ Discussing keeping safe online, recognising that we all have responsibilities to stay safe online, and providing links to helpful material on staying safe online, such as:
  - <https://www.getsafeonline.org/>
  - <http://www.ltai.info/>
  - <http://www.preventtragedies.co.uk/>
  
- ❖ Discussing areas of risk associated with online safety, including:
  - Content: particularly ensuring that illegal, inappropriate or harmful material, such as extremist beliefs is not accessed or shared
  - Contact: particularly ensuring that we do not take part in harmful online interaction with others, e.g. in a way that is against British values
  - Conduct: particularly ensuring that personal online behaviour does not increase the likelihood of, or causes, harm, e.g. by sharing extremist videos
  
- ❖ Discussing what learners can do if they have any potential areas of concern, or have been contacted, including:
  - Get advice and help by discussing with line managers at work
  - Get advice and help by discussing with tutors / trainers / assessors
  - Speak to family and friends
  - Contact or refer to recognised agencies such as Local Authority, Police, or Channel
  - Use online referral routes such as [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism), or dial 101

**Don't rely on others. If you suspect it, report it.**

**Confidential Anti-Terrorist Hotline**

**Call 0800 789 321**

Additional supporting statistics / information for practitioners if needed to support discussions:

On 31 December 2015, there were 168 individuals in prison classed as terrorist or extremist prisoners. The majority of prisoners in custody identified as domestic extremists belong to animal rights groups or far-right groups

**Number of terrorist and extremist prisoners in custody on 31 December each year 2011-2015**

<i>As at...</i>	<b>Terrorist</b>	<b>Extremist</b>	<b>Total</b>
31-Dec-11	102	17	119
31-Dec-12	99	22	121
31-Dec-13	100	47	147
31-Dec-14	127	59	186
31-Dec-15	143	25	168

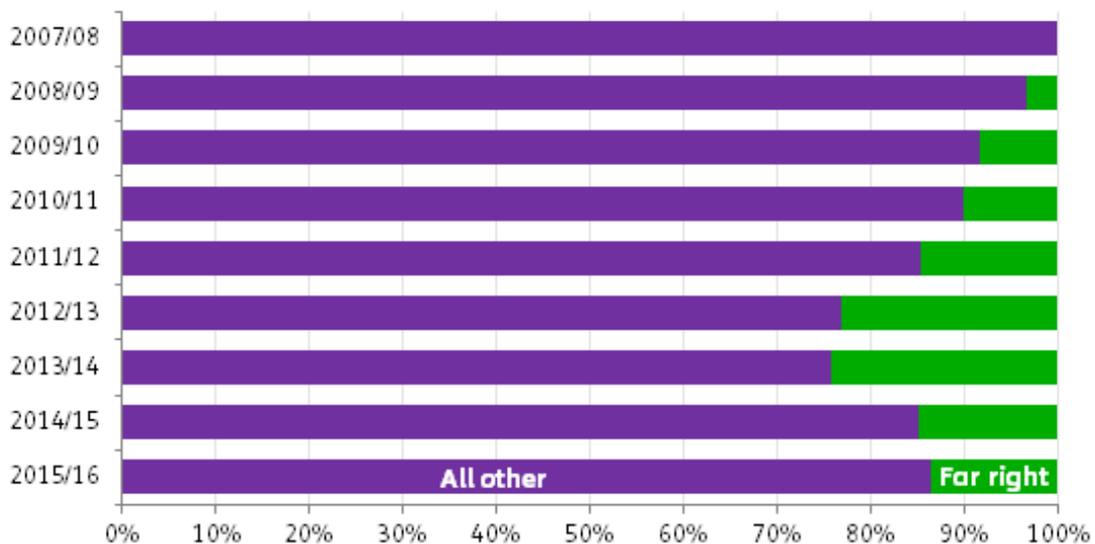
By 30 September 2016, this had risen to **178** persons in custody for terrorism-related offences and domestic extremism/separatism.

In 2015, around 15% of all referrals to Channel were linked to far right extremism, a trend that is growing.

<u>Year</u>	<u>Referrals linked to Far Right Extremism</u>
2012/13	172
2013/14	312
2014/15	323
2015 to 30/03/16	561

## Counter-extremism concerns

Proportion of referrals to Channel programme linked to the far right compared to all other reasons



Source: National Police Chiefs' Council, Freedom of Information release 43/2016

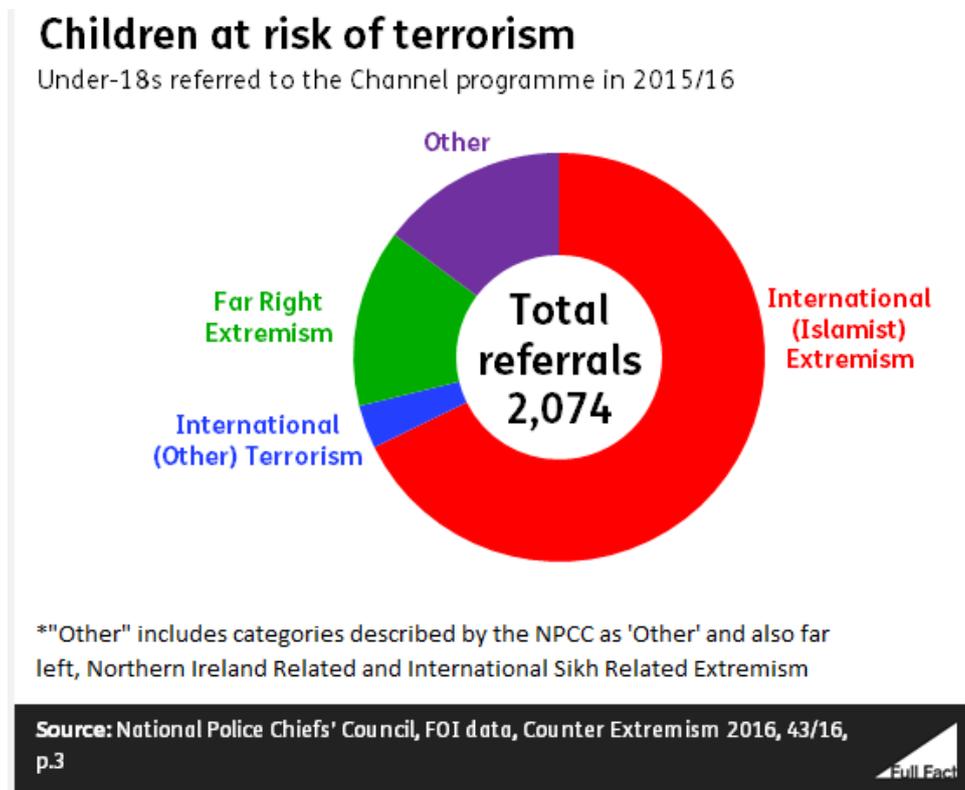


Referrals to Channel

<u>Year</u>	<u>Total Referrals</u>
2006/07	5
2007/08	75
2008/09	179
2009/10	467
2010/11	599
2011/12	580
2012/13	748
2013/14	1,292
2014/15	2,183
2015 to 30/03/16	4,117

This number continues to rise. In the year to June 2016, there were 4,611 referrals

Under 18s Referred to Channel



This number continues to rise. In the year to June 2016 there were 2,311 referrals relating to under-18s

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