PREVENT

Full presentation and materials to support classes can be found at:
www.educateagainsthate.com

Teachers can help protect pupils from the influences of extremism. Here you will find information to help you understand your responsibilities and know where to turn for support.

How to Build Resilience

As teachers you have a vital responsibility to safeguard the children in your care. Often you will notice behavioural changes in young people before their peers or even their parents. You also play a hugely important role in helping build the resilience of young people against all forms of harm, and preparing them for life in modern Britain.

You can help your pupils by understanding the factors underpinning extremism. By providing a safe space for them to debate controversial issues, you can also help them build the resilience and critical thinking skills they need to be able to challenge extremist arguments. This website will give you an understanding of extremism and radicalisation, what the warning signs are, and what action to take if you are concerned about the safety of a pupil.

A)   What is the threat from extremism and terrorism in the UK?

The government is determined to defeat extremism and terrorism in all of its forms. This includes extremism: violent and non-violent, Islamist and far right.

The greatest current challenge comes from the global rise of Islamist extremism. We see this in the violence of Al Qa'ida (AQ) and Daesh (also referred to as Islamic State of Iraq and the Levant [ISIL], Islamic State or IS). The appalling attack in Tunisia in June 2015 took the lives of 38 people, 30 of them British. More than 750 UK linked individuals have travelled to take part in the Syrian conflict. Worryingly we have seen examples of women, children and families buying into Daesh's extremist narrative and travelling to live under their brutal regime. Islamist extremists have also inspired the overwhelming majority of over 40 terrorist plots which have been disrupted since the London bombings of 2005.

Islamist extremism is not the only threat, as seen by the vicious actions of a number of extreme right-wing and neo-Nazi groups. In 2013 Mohammed Saleem, an 82-year-old British Muslim from Birmingham, was murdered by Pavlo Lapshyn, an extreme right-wing fanatic, who went on to bomb mosques in Walsall, Wolverhampton and Tipton. In January 2015, Zack Davies attempted to murder Dr Sarandev Bhambra in a racially-motivated attack in a supermarket in North Wales, and was

sentenced to life in prison. He had claimed the attack was "revenge for Lee Rigby", and extreme right-wing publications were found at his home. The government is determined that such violence, and the Islamophobia that underpins it, will be defeated and the perpetrators brought to justice.

What is extremism?

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

(Source: Counter Extremism Strategy – October 2015)

What is terrorism?

Terrorism is defined as action designed to influence the government, intimidate the public, and done for the purpose of advancing a political, religious or ideological cause, that endangers or causes serious violence or harm to people, property, or seriously disrupts or interferes with an electronic system. (Source: Terrorism Act – 2000)

Who or what is Daesh?

Daesh was preceded by the Islamic State of Iraq (ISI), an Al Qa'ida affiliated group established in 2006. Following the group's expansion into Syria and its consistent disobeying of orders from Al Qa'ida's leadership, Al Qa'ida issued a statement disowning Daesh in early 2014. In June 2014, Daesh spokesman Abu Muhammad al-Adnani declared it had established an Islamic caliphate with its leader, Abu Bakr al-Baghdadi, the self proclaimed Caliph Ibrahim.

Daesh inherited much of its ideology from Al Qa'ida, focussing on the formation and consolidation of an Islamic caliphate. It is noted for its brutality and indiscriminate killing of other Muslims. Daesh rejects the legitimacy of all other jihadi organisations and considers itself exclusive in its representation as the only legitimate religious authority.

Daesh's activity in the region and its professional media output have led to an unprecedented number of attacks carried out in its name, exporting the threat to countries with little or no history of terrorism, and inspiring groups to break former allegiances.

What are the origins of extreme right-wing activity in the UK?

Oswald Mosley's interwar British Union of Fascists (BUF) was the first significant extreme right movement in the UK. Influenced by Mussolini, the group held that Britain was in terminal decline and could only be saved by the regenerative force of fascism. After 1934, antisemitism became a core element of the BUF's ideology, with the group regularly marching in Jewish areas of London, which notably prompted the battle of Cable Street in 1936.

After World War II, extreme-right movements such as Colin Jordan's British Movement and the National Front focused on opposition to non-White immigration. The movements were largely street based and had little electoral success. During the 1970s and 1980s marches by the National Front frequently resulted in serious public disorder.

Today in the UK, there are numerous active extreme right-wing groups, sharing an ideology centring on an intense hostility to minorities and a belief that violence between ethnic and religious groups is inevitable. Alongside antisemitism and racism, hostility to Islam has now become a common element of extreme right ideology.

B)Why is extremism relevant to me as a teacher?

As teachers, you play a crucial role in keeping children and young people safe from extremism. You can help do this by being aware of the warning signs of radicalisation, understanding your responsibilities and knowing what action to take if you are concerned.

Children of all ages are vulnerable to a range of risks as they grow up. Though instances are rare, even young children may be exposed to extremism, both inside and outside of the home, or online. Teenage years are often a time when young people search for answers to questions about identity, faith and belonging, and look for adventure and excitement. This can mean that they are particularly vulnerable to extremist groups, who may claim to offer answers, as well as identity and a strong social network.

Teachers already help safeguard pupils from the harms they may face such as drugs, gangs and sexual exploitation. Just like these harms, radicalisation can have a devastating effect on individuals, families and communities. Protecting pupils from the influence of extremist ideas is therefore an important part of teachers' overall safeguarding role.

Many extremist groups now make sophisticated use of the internet and social media to target young people and spread their ideology at an unprecedented pace and scale. This has made young people more vulnerable to being influenced by extremist ideas. Women and families are also increasingly being targeted by Daesh recruiters. There have been a number of tragic examples where young people have been influenced online by extremist groups and have travelled to Syria, or become involved with far-right groups.

You can help build children and young people's resilience by providing a safe space for them to debate controversial issues and develop the critical thinking skills and knowledge they need to be able to challenge extremist arguments.

C)How do people become radicalised?

There is no single model to radicalisation. Every person is different and the process is unique for each individual.

Paths to Radicalisation = Vulnerable to Radicalisation

1) **Vulnerabilities or local factors —** these are the personal factors that make an individual more susceptible to radical messages. These factors can be extremely diverse and could

include issues such as behavioural or family problems, lack of belonging, and involvement in criminality (see here for further information on vulnerability factors).

2) **Radicaliser** — an individual who encourages others to develop or adopt beliefs. The internet is increasingly being used as a mechanism by which to radicalise and purvey extremist messages without the need for individuals to meet in person.

3) **Ideology** — underpinning the radicalisation process is that an individual has been exposed to an idea or ideology or a set of beliefs that appears credible and appeals to the person in question. Ideology in itself is not a negative thing, but it can be exploited/misconstrued and used to a negative effect.

4) **Absence of Protective Factors/ and/or obstacles** — this means a positive influence in a young person's life that is able to intervene in the radicalisation process. This could include factors such as a parent or teacher who spots a child is displaying warning signs or behavioural problems and intervenes to help. Or it could be a more formal Prevent process such as Channel which aims to address the individual needs of the particular person for example through a mentoring scheme.

D) Which children and young people are vulnerable to radicalisation?

It is possible for any child to be exposed to extremist influences. Children from very different backgrounds have been radicalised, including children from stable homes, who were doing well at school. However, it's important to keep things in perspective and remember that for most young people, the risk that they will become involved with extremist groups is very low.

<u>**Building Resilience to Messages of Hate**</u>

To be in the best position to protect your pupils, you should be aware of the factors that may make them more vulnerable to radicalisation. You should bear in mind that these factors are a guide only, and you should use your professional judgment to decide whether your pupils might be vulnerable.

1) **Struggling with their sense of identity**

Feelings of distance from their cultural or religious heritage and questions about their place in the society around them

A search for answers to questions about identity, faith and belonging

Isolation and alienation from UK values and culture

2) **Personal circumstances**

Family tensions

Experience of a traumatic event

Low self-esteem or unmet aspirations, including perceptions of injustice and a feeling of failure

Having a sense of grievance that is triggered by personal experience of racism or discrimination

Lack of strong role models

Contact with individuals who hold extremist views

Special educational needs – difficulties with social interaction, empathy with others and understanding the consequences of their actions

3) **External factors**

Local community tensions

Events affecting country or region of origin

Having family or friends who have travelled abroad to join extremist groups, for example ISIL

Exposure to a learning environment which does not present balanced arguments and diverse points of view

4) **Criminality**

Experiences of young offender institutions or imprisonment

Poor reintegration into society following a period of imprisonment

Previous involvement with criminal groups

E) What are the warning signs?

There is no single route to radicalisation. It can occur quickly, or over a longer period of time. Sometimes there are clear warning signs, and in other cases the changes in personality or behaviour are less obvious.

We all know that teenage years are a time of great change for young people. Some teenagers can be solitary, quick to anger or distrusting of authority.

The list of behaviours below is intended as a guide. As a teacher, you will be well placed to recognise when changes to a pupil's behaviour feel out of character. You should have confidence in your professional judgment and seek advice if something feels wrong.

Possible warning signs of radicalisation include:

1) **Attitudes and opinions**

Argumentativeness or aggression, and an unwillingness to listen to/consider points of view which contradict their own

Refusal to engage with, or being abusive to, peers who are different to themselves. This could include race, religion, gender or sexuality

Susceptibility to conspiracy theories and a feeling of persecution

2) Changes in behaviour and peer group

Distancing themselves from friends and peer groups, both online and offline

Recent conversion to a new religion

A significant change of appearance/clothing and/or behaviour

Rejection of activities they used to enjoy

3) Secrecy

Excessive time spent online or on mobile phones, and secretiveness or reluctance to discuss what they are doing

Changes in online identity, including social media profile image or name. Some will even have two parallel online profiles, one their 'normal' or old self, the other an extremist identity, often in another name

4) Support for extremist ideologies and groups

Expressions of sympathy with the ideology of extremist groups or justification of their action

Expressions of sympathy or understanding for other young people who have joined or attempted to join these groups

Accessing extremist material online, including violent extremist websites, especially those with a social networking element (e.g. Facebook, Twitter)

Possessing or accessing other forms of extremist literature

Being in contact with extremist recruiters

Joining or seeking to join extremist organisations

F) What are my responsibilities?

Since July 2015, schools and a range of other public bodies have a legal responsibility to have due regard to the need to prevent people from being drawn into terrorism. This is known as the Prevent duty.

As teachers, you have a vital role to play in meeting these obligations. In order to do this, you need to be able to identify children who may be vulnerable to radicalisation, and know what to do if you have a concern.

Protecting pupils from the risk of radicalisation should be seen as part of your wider safeguarding duties, and is similar 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 influences. It is not about spying on pupils or carrying out unnecessary intrusion into family life. It is about ensuring that you know how to identify behaviour of concern and how to refer pupils who may be at risk of radicalisation for appropriate support.

As well as reading the guidance on the Prevent duty itself, you should also refer to the following statutory guidance on safeguarding; "Keeping children safe in education", and "Working together to safeguard children", which provide further details of schools' and teachers' responsibilities in this area.

As teachers, you can also build children and young people's resilience against extremism by providing a safe space for them to debate controversial issues and develop the critical thinking skills and knowledge they need to be able to challenge extremist arguments.

G)   What training is available to me?

There are a variety of training resources available to help you learn more about how to keep children safe from extremism and radicalisation.

1) Prevent e-Learning

To assist implementation of the duty in section 26 of the Counter-Terrorism and Security Act 2015, a Prevent e-Learning training package is now available. This is introductory training. It provides a foundation on which to develop further knowledge around the risks of radicalisation and the roles involved in supporting those at risk. **(see this section on website)**

2) WRAP

WRAP (The Workshop to Raise Awareness of Prevent), has been developed by the Home Office and is an interactive facilitated workshop centred on a DVD package that is available free of charge. This introductory workshop explains the purpose of Prevent, the process of radicalisation, how to identify when someone may be vulnerable, how to raise concerns and what a proportionate response looks like.

The WRAP workshop provides a DVD of 14 case studies, of people that have been through the Prevent process, and those that have made referrals into Prevent. Attendees should leave WRAP sessions with the ability to notice concerns that may make individuals susceptible to radicalisation, what a proportionate response looks like, as well as the confidence and ability to raise concerns when someone may be at serious risk.

Alternatively, if you wish to obtain personalised WRAP training, local Prevent partners may be able to offer you support in organising a WRAP workshop. There are a number of professionals, particularly in safeguarding roles, working within local authorities, the police, health and higher and further education who are accredited WRAP-trained facilitators.

3) **Channel training (visit the National Counter-Terrorism Policing Headquarters resource.)**

This is an online course to raise awareness of the Channel process and how Prevent works to provide a proportionate response to support vulnerable people within the non-criminal space. The course is aimed at frontline and strategic/safeguarding staff across public sector organisations such as police, social services, probation, education and health staff, as well as the community. The course should enable the user to:

Explain how Channel links to the Governments Counter-Terrorism Strategy (CONTEST);

Describe the Channel process and its purpose;

Identify factors that can make people vulnerable to radicalisation; and

Define safeguarding and risk ownership of the Channel process.

The course is available free of charge via web enabled e-learning.

4) **Counter-Extremism – narratives and conversations**

Produced by the London Grid for Learning "Counter-Extremism – narratives and conversations" aims not only to support the safeguarding of young people, but also to facilitate discussion on respect, tolerance, community cohesion and shared values.

The resource lays out principles that apply equally to all forms of extremism, including the far right, and highlights that mainstream Islam and Daesh are worlds apart. The package includes 32 question-based video clips across four thematic sections, with questions such as, "What is the role of online propaganda in engaging young girls?" and "What is the most important message about Islam that counters the Daesh viewpoint?" **The resource is available free.**

5) **Prevent for further education and training**

Created by the Education and Training Foundation, the body representing the Further Education (FE) sector's workforce. The website contains resources also relevant to the wider education sector. The website provides guidance, sample risk assessments, policies and procedures, and links to website resources and videos.

H)   What should I be teaching my class?

It is important to remember that the Prevent duty is not intended to stop pupils debating controversial issues. In fact, by providing a safe environment where pupils are encouraged to discuss a wide range of social and political

issues, you can help build their resilience to extremist ideas, and prepare them to play a full and active role in society.

There are many ways you can help build young people's resilience against extremism and radicalisation in the classroom. This could include discussing issues surrounding extremism and terrorism directly with your class. It also includes teaching about and promoting the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance with those of different faiths and beliefs.

Practical tips are:

1. Include in the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and challenges of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.
2. Demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.
3. Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view. There is published guidance available here on how to meet the new requirements around fundamental British values.
4. Make time to discuss issues around identity, difference and tolerance. Subject Associations, particularly PSHE, RS and Citizenship Associations will be well placed to advise on engaging ways to promote British values and teach tolerance.
5. There are also many resources available, including lesson plans and multi-media resources that can help you address issues relating to extremism and radicalisation sensitively and in an engaging and age-appropriate manner. **These can be found on the resources section of this website.**

Helpful classroom resources

The resources below are known to have been particularly useful. However, this list is not exhaustive and there are many good resources available.

Faith on the frontline

A short film which follows Imam Asim Hafiz – Muslim chaplain to the British Armed Forces during the drawdown process in Afghanistan. Here he talks about the challenges he faced trying to break down barriers between the British and Afghan Muslims. **You can see the full-length version of the film (25 minutes) in this section of the website.**

My former life

A multimedia educational resource that is aimed at people aged from 14-19. It is based around a documentary film that explores and shares the personal stories of four former extremists, or 'Formers'. **See link on this section of the website.**

Choices

Online resource and DVD available that aims to equip teachers with the skills and knowledge to hold challenging discussions on extremism in the classroom, to increase their awareness and understanding of extremism and develop critical thinking skills among their pupils. **See website.**

Respect lesson plans

Covers topics on extremism, critical thinking, conflict resolution, British values and online resilience are available online free of charge. **See section H of website.**

Getting on together

A series of fully-resourced teaching programmes around extremism and radicalisation. **See section H on website.**

I) What should I do if I have a concern about a child?

If you have concerns that one of your pupils is being or has been radicalised, you should follow your school's standard safeguarding procedures. This includes discussing the issue with your school's designated safeguarding lead.

<u>**Who To Talk To**</u>

You can also contact your local police force or dial 101 (the non-emergency number) or speak to your local authority. You should not be worried that you will get the child into trouble by doing this. If the child has not committed a criminal offence, the police and local authority will discuss your concerns, suggest how they can best protect the child, and help you gain access to all the support and advice you need.

The local authority or police might suggest a referral to the Channel programme. Channel is a voluntary government funded programme which aims to safeguard children and adults from being drawn into terrorist activity. Channel can provide a support plan and specific interventions to protect people at risk, including mentoring support or an ideological or theological intervention. Find out more about Channel here, or call 101 to discuss your concerns. **You can also find case studies of people who have been helped in section I on website.**

The Department for Education also has a counter-extremism helpline which you can call for advice on 020 7340 7264, or email.

If you think someone is in immediate danger; may be planning to travel to join an extremist group, either alone or as part of a family unit or friendship group; or if you see or hear something that may be terrorist related, trust your instincts and call 999 or the confidential Anti-Terrorist Hotline on 0800 789 321.

J) Are there any cases where successful interventions have stopped a young person being radicalised?

There are real-life stories of young people who were once influenced by extremism, and have now managed to break free.

See Stories of Hope in section J