

# PREVENTING RADICALISATION

# Objectives of Prevent Strategy

- How the health and social care sectors can contribute to the Prevent agenda,
- Professional responsibilities about the safeguarding of children, young people and vulnerable adults,
- Factors that can make individuals susceptible to radicalisation,
- How vulnerabilities in individuals may result in risks to others,
- Reporting responsibilities, and where to find advice if you have concerns about vulnerable people who are being groomed into terrorist-related activities,
- Critical factors that may indicate that vulnerable people are being radicalised or are at risk of being involved in terrorism-related activities,
- How the internet and other indirect methods can lead to the radicalisation of vulnerable people,
- What must-do if you have concerns, including where to find advice and how to refer concerns, and
- Your responsibilities concerning information sharing and the consequences of failing to share information.

# The Law

- Passed by parliament in February 2015.
- Came into force in July 2015 – September 2018 for higher education.
- Section 26 of the Act placed a statutory duty on “specified authorities” to have:
  - “**due regard to prevent people from being drawn into terrorism**”
- This has become known as the *‘Prevent Duty’*

# What is Terrorism

- the use or threat of action (serious violence against a person, serious damage to property, endangering a person's life, serious risk to the health and safety of the public, serious interference/disruption of an electronic system);
- designed (i) to influence the government or international governmental organisation; or (ii) to intimidate the public or a section of the public; **and**
- made for the purpose of advancing a political, religious, racial or ideological cause.

Section 1, Terrorism Act 2000

# Extremism

The government has defined 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.”
- “We also include in our definition of extremism calls for the death of members of our armed forces.”

Reactions to this definition?

## *Prevent Duty Guidance: for England and Wales*

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.

## CONTEST

The United Kingdom's Strategy for  
Countering Terrorism

June 2018

Cm 9608

## Prevent Duty

The Counter Terrorism and Security (CTS) ACT 2015 places a duty on specified authorities including the police, local authorities, prisons, schools and universities, to prevent people being drawn into terrorism. By introducing the duty the Government intends to increase the consistency of Prevent delivery across England, Wales and Scotland.

The duty seeks to provide guidance to specified authorities to give 'Due Regard' to the Prevent Strategy 2011.

## Channel

The CTS Act 2015 also places Channel on a statutory footing. Channel programmes already exist in every local authority area and in most areas the local authority and other partners already work effectively together to support people at risk of radicalisation and getting drawn into terrorism.

# PREVENT IS PART OF CONTEST (UK'S COUNTER TERRORISM STRATEGY)

- **PREVENT**

- Tackle the causes of radicalisation and respond to the ideological challenges of terrorism
- Safeguard and support those most at risk of radicalisation through early intervention, identifying them and offering support
- Enable those who have already engaged in terrorism to disengage and rehabilitate

## **PREPARE**

minimise the impact of an attack and to recover as quickly as possible. For example improve ability of emergency services, enhance communication and information sharing during terrorist attacks.

## **PURSUE**

stop terrorist attacks by detecting and investigating terrorist threats and where it is relevant prosecute those engaged in terrorist related activity

## **PROTECT**

Improving our protective security to stop a terrorist attack, such as our borders, transport networks and improve protective security in crowded places

Woolwich attack

9/11

Extreme Right Wing

ISIS/Daesh

IRA

Al Qaeda

Syria Paris

Jo Cox  
murder

7/7 bombs

PLANNING

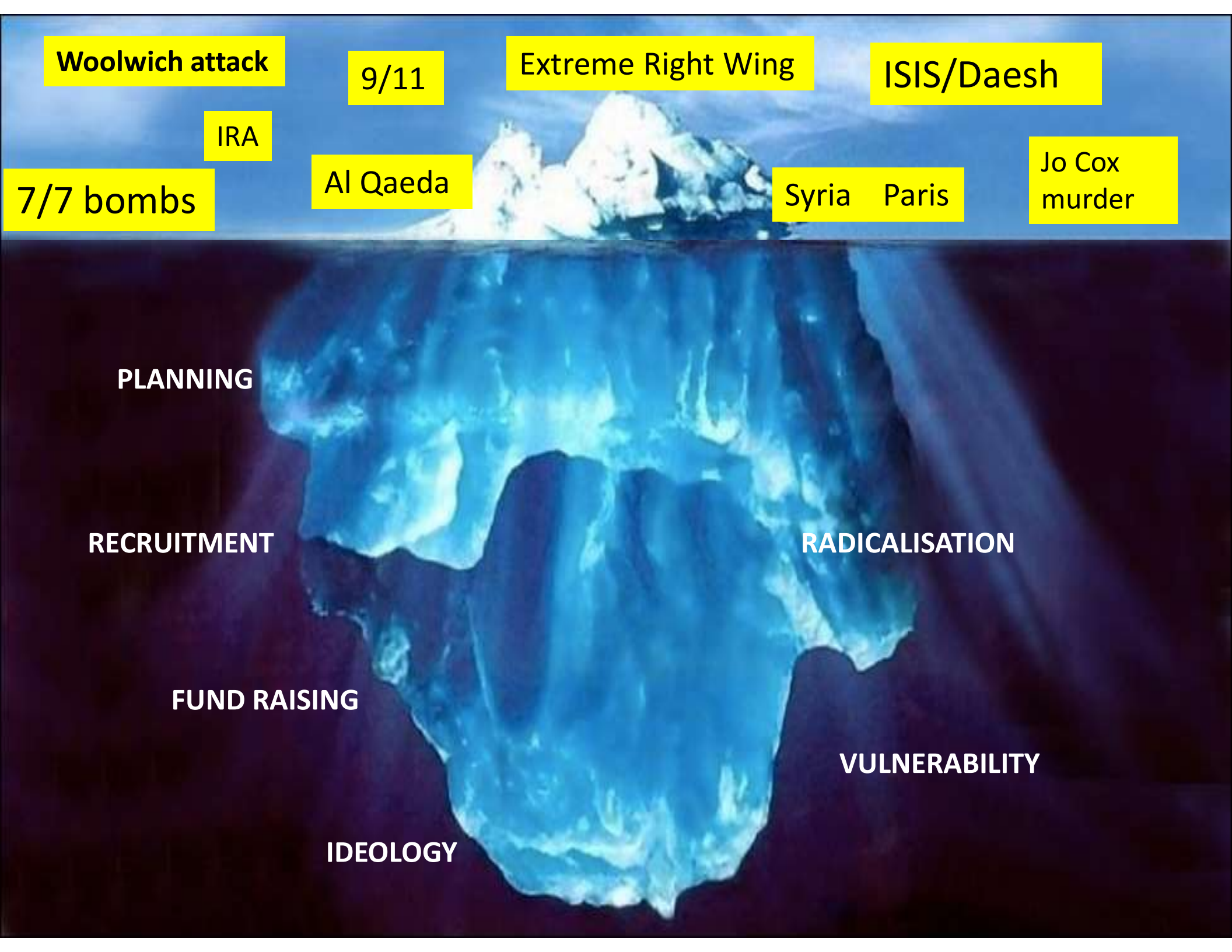
RECRUITMENT

FUND RAISING

IDEOLOGY

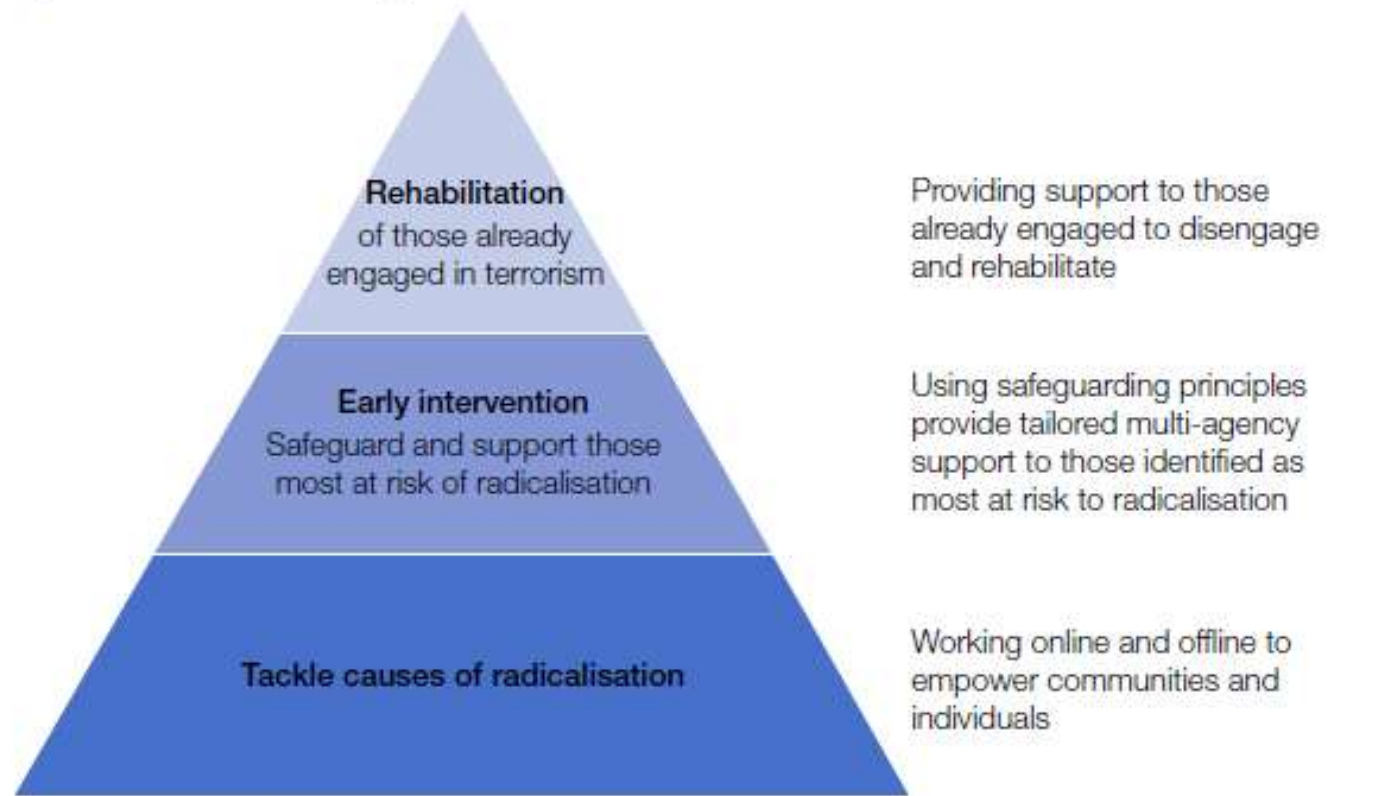
RADICALISATION

VULNERABILITY





**Fig: 2.4 The Prevent Delivery Model**



Source: Home Office

Government and academic research has consistently indicated that there is no single socio-demographic profile of a terrorist in the UK, and no single pathway, or 'conveyor belt', leading to involvement in terrorism.

## Threat: International Terrorism

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- The threat from international terrorism is **SEVERE**
- There are a range of threats – the most serious of these is from Daesh
- **900** people travelled to Syria/Iraq. **40%** have returned, **20%** have died

Travelled to Syria

### **Plots**

Daesh is promoting the use of “lone actor” attacks. These low-sophistication attacks are harder to detect / disrupt and the attack plans move faster from concept to execution.

- Agencies and police have disrupted 25 Daesh-inspired plots in the UK since June 2013
- 12 Daesh-inspired plots foiled since 2017

# Threat: Domestic Terrorism

- Figures also showed that one-in-three terrorism arrest suspects is for Extreme Far Right, up from a quarter in 2015.
- National Action in December 2016 became the first extreme Right-wing group to be banned as a terrorist organisation.
- The UK suffered 12 far-right terror attacks last year, including the attack outside Finsbury Park mosque, where 47-year-old man [drove a van into Muslim worshippers](#), killing one person and injured at least nine others.

# Warning signs of vulnerabilities

- Newly reverted/converted Islam.
- Social Alienation (Lack of belonging to society)
- Lack of integration in society. Lack of attachment.
- In Custody or at risk of custody.
- Poor self esteem. Poor Consequential Thinking.
- Feelings of injustice.
- Demonstration of a Poor attitude.
- Homeless/Hostel/Children homes.
- Gang affiliation
- Exploitation
- Mental Health



# Radicalisation? Extremism? Terrorism?

- **Radicalisation** (Prevent Strategy)  
“the process by which a person comes to support terrorism and forms of extremism leading to terrorism.”
- **Extremism** (Prevent Strategy)  
“Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faith and beliefs.”
- **Terrorism** (Terrorism Act 2000)
  - Violence/property damage/endanger life/disrupt electronic systems
  - Designed to influence government or intimidate the public
  - Purpose to advance a political, religious, racial or ideological cause of extremism leading to terrorism.”

# Safeguarding vulnerable people *for frontline practioners*

- Prevent screening / Request for support
- Early Help / Family Assessment. whole family approach
- Family assessment / 47s
- SOS wellbeing - Strength base assessment
- Three Houses – to enable conversation
- Vulnerability Assessment – IAT8 to determine strength and protective factor
- Channel Panel – de-confliction to determine whether 3Ms. Malicious, Misguided, Maligned intent also to enable multi agency partnership to affect reduction in risk.



# The internet and radicalisation

- Terrorist material could include:
- Articles, images, speeches or videos that promote terrorism
- Content encouraging people to commit acts of terrorism
- Websites made by terrorist organisations
- Videos of terrorist attacks

# Taarnby's eight-stage recruitment process

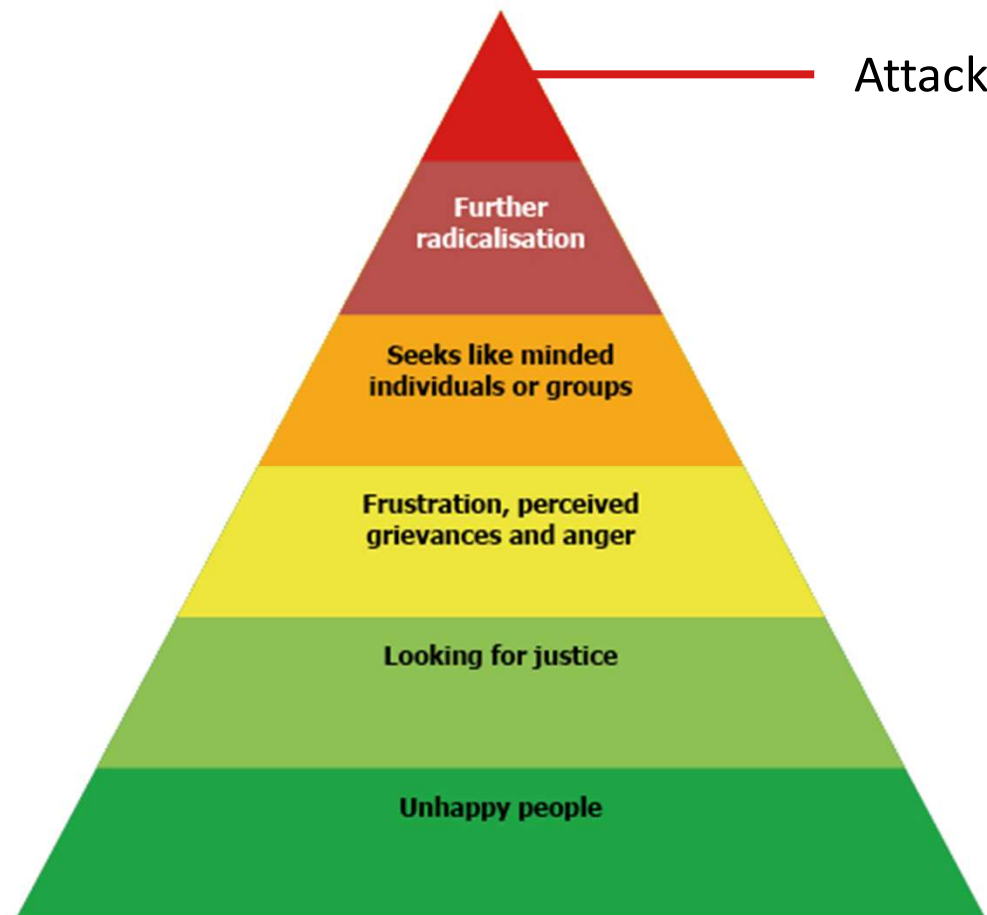
- Individual alienation and marginalisation
- a spiritual quest
- A process of radicalisation
- Meeting and associating with like-minded people
- Gradual seclusion and cell formation
- Acceptance of violence as legitimate political means
- Connection with a gatekeeper in the know, and finally going operational.



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# The 'pyramid' theory of terrorism

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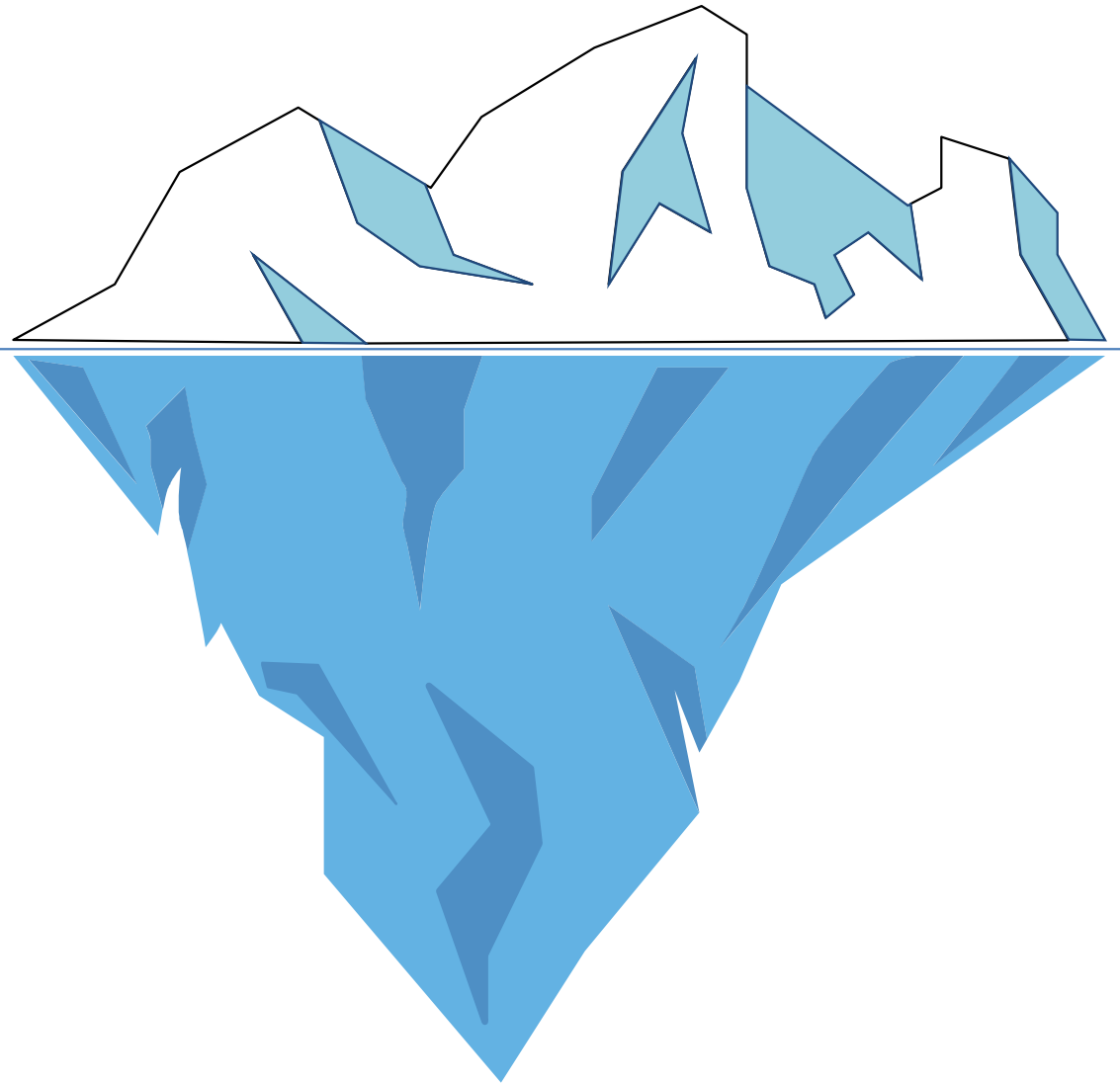
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# The 'iceberg' theory of terrorism

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Below the surface:

- Planning
- Sourcing
- Fundraising
- Training
- Recruitment
- Radicalisation



# 12 Steps to Radicalisation

## **1. Individual radicalisation by personal victimisation**

- This first mechanism refers to the role that personal grievance plays in the radicalisation process (where revenge for loss of a loved one is the motive for self-sacrifice).

## **2. Individual radicalisation by political grievance**

- A political grievance from some political event or trend can also radicalise a person (although this can often prove difficult to disentangle from group grievances).

## **3. Individual radicalisation by joining a radical group – the slippery slope**

- Often joining a radical group is a slow and gradual process, starting with small tasks leading to greater responsibility and risk prior to becoming involved with important operations.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/396030/preventing-violent-extremism-systematic-review.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/396030/preventing-violent-extremism-systematic-review.pdf)

# Steps to Radicalisations

## **4. Individual radicalisation by joining a radical group – the power of love**

- This path to radicalisation is through personal connections where a person is recruited into a group through friends, family and lovers. Studies in small group psychology testify how commitment increases as group cohesion increases.

## **5. Group radicalisation in like-minded groups**

- This pathway refers to the phenomenon of “risky shift” or “group polarisation”, where there is increased agreement about an issue along with a more extreme position being adopted in their views.

## **6. Group radicalisation under isolation and threat**

- Small groups under threat tend to show certain features, including very high levels of cohesion, itself increasing pressure for behavioural compliance and internalised value consensus.

# Steps to Radicalisation

## 7. Group radicalisation in competition for the same base of support

- This pathway describes competition for a wider base of support and can drive more radical action to gain that support. The authors cite a range of examples of this phenomenon from the IRA and other nationalist groups.

## 8. Group radicalisation in competition with state power – condensation

- The “dynamic of condensation” refers to a cycle of reaction and counter reaction between a radical group and the counter posing state agencies which see an increased commitment to violence by some members in an effort to retaliate to state violence.

## 9. Group radicalisation in within-group competition – fissioning

- This pathway to radicalisation involves intra-group conflict and the role of threats from within the group for agreement

# 12 Steps to Radicalisation

## **10. Mass radicalisation in conflict with an out-group – Jujitsu politics**

- Here *mass* radicalisation can occur where out-group threats lead reliably to greater group cohesion and respect for leaders and, in turn, to sanctions for those dissenters and deviators.

## **11. Mass radicalisation in conflict with an out-group – hate**

- This pathway refers to the dehumanisation of the ‘enemy’ by group members, typically where prolonged violence becomes more extreme, resulting in opponents being perceived as less than human.

## **12. Mass radicalisation in conflict with an out-group – martyrdom**

- The final mass radicalisation pathway is martyrdom, where radical groups keep salient the memory of their martyrs (or witnesses), although as the authors note, the impact of martyrs on mass audiences is under- theorised.

# Prevent Intervention

- **1: Educative:** Generic in nature. Addressing disaffection and alienation by using goal setting workshops discussion based, allowing young people to let off steam and air their views and concerns in a safe and comforting environment. Safe space.
- **2: Diversionary:** Taking groups of young people and allowing them to experience “Other” cultures. Foods, places of worship etc... To enable inclusion.
- **3: Inclusion:** appreciation of other communities and culture through joint initiative to provide understanding.
- **4: Challenging narratives:** KIKIT, ODARA, Channel Mentor, Multi Agency/single agency support

# Case Study

## Case Study

- Jamal is Iraqi and has just started a new school where he is attending sixth form and attending a faith forum that is exploring Anthropology. Jamal has a tendency to go online to find out fact. In particular topic of on coercion and violent extremist narratives.
- Belinda is a member of the tutorial team and has also been assigned to work with him in as teaching support. After a period of eight months Belinda approaches her DSL with concerns about Jamal's behaviour and the DSL referrer him to a prevent coordinator.
- Belinda tells the coordinator that Jamal often talks about the Syrian conflict and about how not enough is not being done to save the people. He talks about how he feels the only response is to fight back harder and about his belief that westerners are to privileged and choose not to see suffering of the Syrian [people.
- before going to the DSL Belinda has recorded some of Jamal's conversation on her mobile phone and has taken picture of his note pad where he had collated a scrap book with photos and text about the Syrian conflict.
- Belinda also tells the Prevent coordinator that Jamal has books that she believes are related to terrorism, including the blood sacrifice history of rebellions against the British Empire. Belinda also felt that he prays a lot and describes him has being a fundamentalist.



# Questions to explore ?

- Do you think Belinda has done the right thing?
- Do you Think Jamal is doing anything wrong? If Yes, What?
- Are Jamal's action and beliefs evidence that he has been radicalised or that he might be involved in terrorism?
- Could Belinda have done anything different?

# Exercise

How would you deal with a young person saying any of the following:

- “British Jewish teenagers volunteer to help the Israeli forces, where as if a Muslim teenagers did the same to help their country of origin, they would definitely be arrested under the terrorist laws, Why?”
- “I want to wear a Niqab but my employer will sack me”.
- “I hate all non Muslims”.
- “Your only talking about terrorism because I'm a Muslim”.
- “Suicide bombing works ISIL / Al-Qaeda has shown the way”.

# Prevent Strategy

- Tackle the causes of radicalisation and respond to the ideological challenge of terrorism.
- Safeguard and support those most at risk of radicalisation through early intervention, identifying them and offering support.
- Enable those who have already engaged in terrorism to disengage and rehabilitate.

# Role of PREVENT

- Prevent is **not** about stopping people holding and expressing views others might find offensive.
- Holding certain views such as anti-immigration, pro-life, opposition to same sex marriage are all legitimate. It is where there is evidence of vocal or active harassment, intimidation or incitement to violence that there is a risk of people being drawn into terrorism.
- This is where the need arises for individuals and healthcare professionals to risk assess and manage events where these or similar views may be expressed.

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# Terrorist threats

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Listed in alphabetical  
order:

Anarchist extremism

'Single issue' extremism -  
including environmentalist  
and animal rights  
movements that advocate  
violence

Right Wing Extremism

Islamist Extremism

Incel-related

Left Wing Extremism

Mixed/Unstable/Unclear  
ideologies, including  
fixations on violence

Northern Ireland-related  
terrorism

There is also a [list of  
proscribed organisations  
on GOV.UK](#)

# WHAT IS PREVENT

- A programme that focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism.
- It ensures that vulnerable young people and adults receive support before they become involved in terrorist related activity.
- A multi-agency approach whose success depends on cooperation between agencies.
- Participation in the programme is voluntary.
- Works best when the individuals and their families fully engage with the programme.

# What is Prevent Not about?

- Snooping on our staff, colleagues or service users.
- Interfering with freedom of expression (this is specifically protected in the Act).
- Ignoring legal responsibilities relating to equality and diversity and promoting good relations.
- Preventing research and teaching on sensitive topics.
- Ignoring our responsibilities around confidentiality and data protection.

**These are some of the common misconceptions that make Prevent a contentious issue.**

# Making Referrals to Prevent

- All organisations will have in place a system – usually requiring that referrals are made through a Single Point of Contact (SPOC). This is important to ensure that there is a suitable internal assessment before proceeding. There have been unfortunate cases where inappropriate referrals have been made and reported in the media.
- Initial concerns should be shared internally within the organisation utilising existing safeguarding procedures. The SPOC can then make any necessary enquiries and if appropriate share the concern with external partners.
- During this information gathering/sharing stage (as with other safeguarding issues), it is not necessary to obtain the individual's consent.
- If a Prevent referral is made to external partners, it is good practice to do so with the individual's acknowledgement / agreement, however, consent is not required.
- Referrals to Channel will not be revealed through reports obtained from the DBS.
- Members of your Prevent team will be able to give advice in this area.



# CHANNEL PROCESS

- All referrals are screened to ensure that there is a specific risk and that they are not misinformed or malicious.
- All local authorities must establish Channel panels and must chair them.
- As well as the local authority chair, a police representative will be present.
- There is a duty on all partners identified in the Act to co-operate with panels – this includes RHEBs.
- The composition of any panel will depend on the nature of the referral (RHEB representatives will be included in relevant cases).
- E-learning on Channel, its objectives and roles and responsibilities is available [online](#). This includes information for those who have made a referral and are asked to attend a panel discussion.

*‘Safeguarding  
vulnerable people  
from radicalisation  
is no different from  
safeguarding them  
from other  
forms of harm’*

# NOTICE - CHECK - SHARE

## NOTICE

Issues  
Initial concerns  
were gathered

## CHECK

With colleagues  
Pastoral Support  
Safeguarding Lead  
(DSL)

## SHARE

Proportionate  
response-CASS  
(Children's Advice  
Support Services)  
Multi-Agency  
Safeguarding Hub  
(MASH)

# What to do

- Vulnerable – still needs support
- Do something!
- Proportionate response
- Safeguarding Issue
- Terrorism – small likelihood; but still a possibility



# Referrals

## **What happens next?**

- CASS (Children's advice support service)
  - Potential discussion with the Counter Terrorism Unit (CTU)
    - Single Agency
    - Multi-Agency Working using Early help assessment
    - MASH (if appropriate)
  - Channel Panel
- Child Protection

# Conclusions

- Be vigilant as the risk is real
- NOTICE – CHECK – SHARE
- Report or get advise if unsure
- Familiarise yourself with local policy and referral pathways

## The Prevent duty

Departmental advice for schools and  
childcare providers

June 2015

## *Prevent Duty Guidance:* for England and Wales

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.

## DfE advice on the Prevent duty

- What the duty means
- Conducting risk assessments
- Working in partnership
- Staff training
- IT policies
- Building children's resilience through a dynamic curriculum
- What to do if you have a concern