Purpose

To provide policy and guidance relating to the Government's Prevent Strategy.

Scope

All Learners and Staff.

What is Prevent

The prevent strategy, published by the Government in 2011, is part of our overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as "prevent people from being drawn into terrorism".

CONTEST is made up of four key programmes, each with a specific objective:

- PURSUE: to stop terrorist attacks
- PREVENT: to stop people becoming terrorists or supporting terrorism
- PROTECT: to strengthen our protection against a terrorist attack
- PREPARE: to mitigate the impact of a terrorist attack

The Prevent strategy has three specific strategic objectives:

- 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 that we need to address.

Terrorist groups often draw on extremist ideology, developed by extremist organisations; some people who join terrorist groups have been previously been members of extremist organisations and have been radicalised by them. The Government has defined extremism in the Prevent strategy as:

"Vocal or active opposition to fundamental British values"

British Values as defined in the Prevent Strategy include

"democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs".

These values, shared by many western democratic states although specifically identified by the Government as identified with Britain, are an integral part of the qualifications and courses PCTS offers. The importance of democracy, the rule of law, individual liberty and mutual tolerance of different faiths and beliefs is addressed specifically in two of the mandatory units each of the Health and Social Care Diplomas we offer at Levels 2 and 3 and there are mandatory units covering

similar subject matter within the Level 5 Diploma in Leadership for Health and Social Care. These two units are as follows:

Level 2 Health and Social Care Diploma:	Introduction to Personal Development in health, social care or children's and young people's settings (SHC22)
	Introduction to equality and inclusion in health, social care or children's and young people's settings (SHC23)
Level 3 Health and Social Care Diploma:	Engage in Personal Development in health, social care or children's and young people's settings (SHC32)
	Promote equality and inclusion in health, social care or children's and young people's settings (SHC33)
Level 5 Diploma in Leadership for Health and Social Care:	Promote Professional Development (SHC52)
	Champion Equality, Diversity and Inclusion (SHC53)

Learners are also given introduced to Prevent and given an overview of these values and their relationship with qualification and course content at induction.

The Prevent strategy was explicitly changed in 2011 to deal with all forms of terrorism and target not just violent extremism but also non-violent extremism, which can create an atmosphere conductive to terrorism and can popularise views which terrorist exploit. It also made clear that preventing people becoming terrorists or supporting terrorism requires challenge to extremist ideas where they are used to legitimize terrorism and are shared by terrorist groups. And the strategy also means intervening to stop people moving from extremist (albeit legal) groups into terrorist-related activity.

Definitions

- [ ] An **ideology** is a set of beliefs.
- [ ] **Radicalisation** is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- [ ] **Safeguarding** is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity.
- [ ] **Terrorism** is an action that endangers or causes serious violence damage or disruption and is intended to influence the government or to intimidate the

public and is made with the intention of advancing a political, religious or ideological cause.

☐ **Vulnerability** describes factors and characteristics associated with being susceptible to radicalisation. The word is used in a different sense to that of a "vulnerable adult" in relation to Safeguarding although these adults too many in danger of being radicalised.

☐ **Extremism** is 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. Calls for the death of British armed forces is also included.

The process of exploitation

There is no single profile or indication of a person who is likely to become involved in terrorist-related activity or rationale as to why individuals become involved. The factors surrounding exploitation are many and they are unique for each person. The increasing body of information indicates that factors thought to relate to personal experiences of individuals affect the way in which they relate to their external environment. In this sense individuals may be exploited in many ways to radicalisers who target their vulnerability. Contact with radicalisers is also variable and can take a direct form i.e face to face, or can happen indirectly through the internet, social networking or other media. More commonly this will occur through a combination of the above.

Contact with radicalisers

It is generally more common for vulnerable individuals to become involved in terrorist-related activity through the influence of others. Initial contact may be via peers, siblings, other family members or acquaintances, with the process of radicalisation often being a social one. Such social interactions takes place in a range of unsupervised environments such as gyms or cafes, in private homes and via the internet.

Access to extremist material is often through leaflets and local contacts. However, the internet plays an important role in the communication of extremist views.

It provides a platform for extremists to promote their cause and encourage debate through websites, internet forums and social networking, and is a swift and effective mechanism for disseminating propaganda material. Organisations should be aware of anyone making frequent visits to websites showing images such as armed conflict around the world and providing speeches and access to material from those involved in the radicalising process.

Use of extremist rationale (often referred to as narrative)

Radicalisers usually attract people to their cause through a persuasive rationale within a storyline or narrative that has the potential to influence views. Inspiring new recruits, embedding the beliefs of those with established extreme views and/or

persuading others of the legitimacy of their cause is the primary objective of those who seek to radicalise vulnerable individuals.

What Factors Might Make Someone Vulnerable

In terms of personal vulnerability, the following factors may make individuals susceptible to exploitation. None of these are conclusive in themselves and therefore should not be considered in isolation but in conjunction with the particular circumstances and any other signs of radicalisation.

☐ **Insolation and Identity crisis**
Adolescents/vulnerable adults who are exploring issues of identity can feel both distant from their parents/family and cultural and religious heritage, and uncomfortable with their place in society around them. Where there are feelings of isolation and loneliness, Radicalisers can exploit this by providing a sense of purpose or feelings of belonging. Where this occurs, it can often manifest itself in a change in a person's behaviour, their circle of friends, and the way in which they interact with others and spend their time.

☐ **Personal crisis and Personal circumstances**
This may, for example, include significant tensions within the family that produce a sense of isolation of the vulnerable individual from the traditional certainties of family life. The experience of migration, local tensions or events affecting families in countries or origin may contribute to alienation from UK values and a decision to cause harm to symbols of the community or state.

Policy Statement

In common with Learning Curve Group, PCTS adopts a risk-based approach to the *Prevent* duty. Should an assessor or trainer have a concern concerning a vulnerable adult to whom a social care service is being provided, the local authority's Safeguarding Policy should be followed as per any case where there are concerns that individuals may be at risk.

Assessors and trainers should make PCTS aware of a Prevent concern that you have and if it relates to an SFA funded individual will bring to the attention of the Prevent Officer at Learning Curve.

In complying with the duty all specified authorities, as a starting point, should demonstrate an awareness and understanding of the risk of radicalisation in their area, institution or body. This risk will vary greatly and can change rapidly; no area, institution or body is risk free. Whilst the type and scale of activity that well address the risk will vary, all specified authorities will need to give due consideration to it.

Working in partnership

Prevent work depends on effective partnership. To demonstrate effective compliance with the duty, specified authorities must demonstrate evidence of productive co-operation, in particular with local *Prevent* co-ordinators, the police

and local authorities, and co-ordination through existing multi-agency forums, for example Community Safety Partnerships.

Capabilities

Staff who engage with the public should understand what radicalisation means and why people may be vulnerable to it. They need to be aware of what we mean by the term "extremism" and the relationship between extremism and terrorism (refer to the introduction of Government Definition).

Staff need to know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. They need to understand how to obtain support for people who may be being exploited by radicalising influences.

As specified authorities subject to the duty will need to ensure they provide appropriate training for staff involved in the implementation of this duty. Such training is now widely available.

Sharing information

The *Prevent* programme must not involve any covert activity against people or communities. But specified authorities may need to share personal information to ensure, for example, that a person at risk of radicalisation is given appropriate support (for example on the Channel programme).

Information sharing must be assessed on a case-by-case basis and is governed by legislation. To ensure the rights of individuals are fully protected, it is important that information sharing agreements are in place at a local level. When considering sharing personal information, the specified authority should take account of the following:

- Necessity and proportionality: personal information should only be shared where it is strictly necessary to the intended outcome and proportionate to it. Key to determining the necessity and proportionality of sharing information will be the professional judgement of the risks to an individual or the public.
- Consent: wherever possible the consent of the person concerned should be obtained before sharing any information about them.
- Power to share: the sharing of data by public sector bodies requires the existence of a power to do so, in addition to satisfying the requirements of the Data Protection Act 1998 and the Human Rights Act 1998.
- Data Protection Act and the Common Law Duty of Confidentiality: in engaging with non-public bodies, the specified authority should ensure that they are aware of their own responsibilities under the Data Protection Act.

There may be some circumstances where specified authorities, in the course of *Prevent*-related work, identify someone who may already be engaged in illegal terrorist-related activity. People suspected of being involved in such activity should be referred to the police.

Further education and skills – Specific Guidance

The *Prevent* consultation document sets out specific duties for specified authorities such as, further education institutions on the Skills Funding Agency (SFA) register.

There is an important role for further education institutions, including sixth form colleges, in helping prevent people being drawn into terrorism, which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conductive to terrorism and can popularise views which terrorists exploit. It is a condition of funding that all further education providers must comply with relevant legislation and any statutory responsibilities associated with the delivery of education and safeguarding of learners.

SFA funded Skills provision is specified in Schedule 3 of the Act:

Further education institutions on the Skills Funding Agency (SFA) register. This includes approximately 950 further education colleges and independent providers – such as private companies and third sector organisations that are eligible to receive public funding from the SFA to deliver education and training – as well as subcontractors who receive more than £100,000 of SFA-funding via lead providers.

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