Prevent and the role training providers need to play

Jake Butterworth   Chris Rowell

FE/HE Regional Prevent Coordinators for London

jake.butterworth@education.gov.uk   chris.rowell@education.gov.uk

Regional Prevent Coordinator offer to Further Education

- Training delivery and/or support

- Inclusion in networks

- Policy/procedural support

- Ensuring providers are aware of current risk

- Sharing of up-to-date information/resources

- Responsiveness to serious incidents and potential support

- Consultative conversations (speakers, safeguarding, etc.)

- Student engagement (where appropriate)

What is extremism?

Extremism

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. This includes calls for the death of members of our armed forces.

…but what does this mean?

Does extremism = intolerance?

"What is objectionable, what is dangerous about extremists, is not that they are extreme, but that they are intolerant. The evil is not what they say about their cause, but what they say about their opponents."
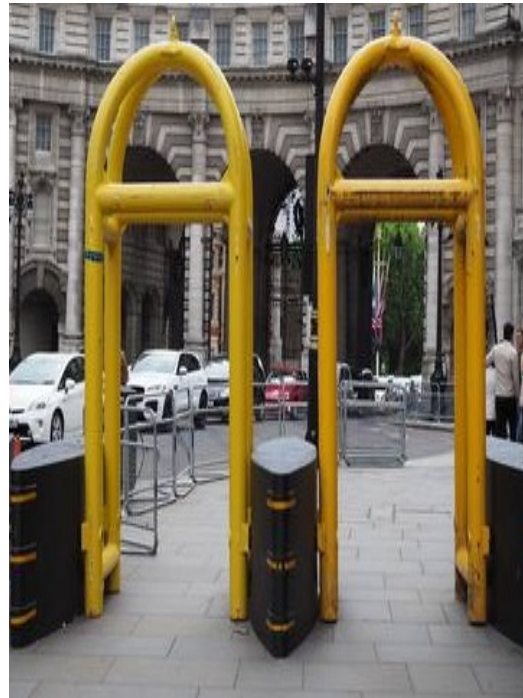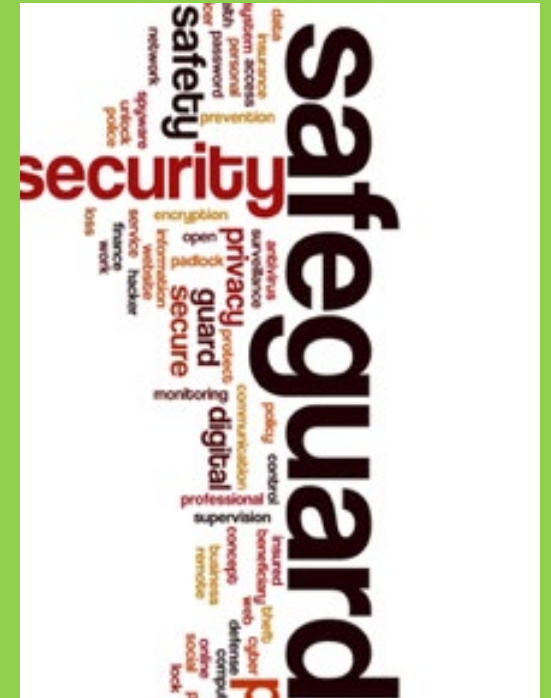
US Senator Robert F. Kennedy

CONTEST

Pursue

Protect
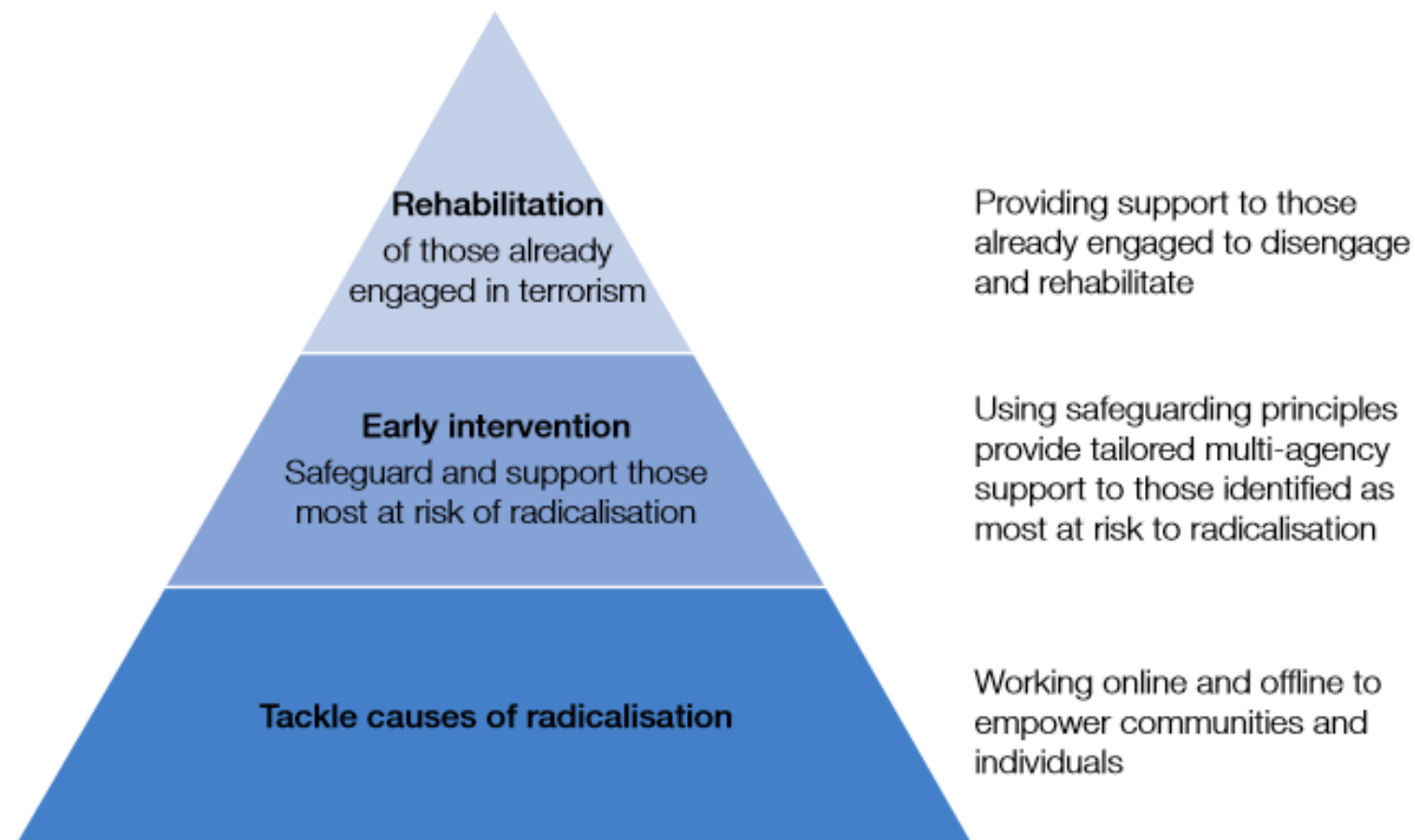
Prepare

Prevent

Department for Education

"Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm"

Home Office, the Prevent Strategy
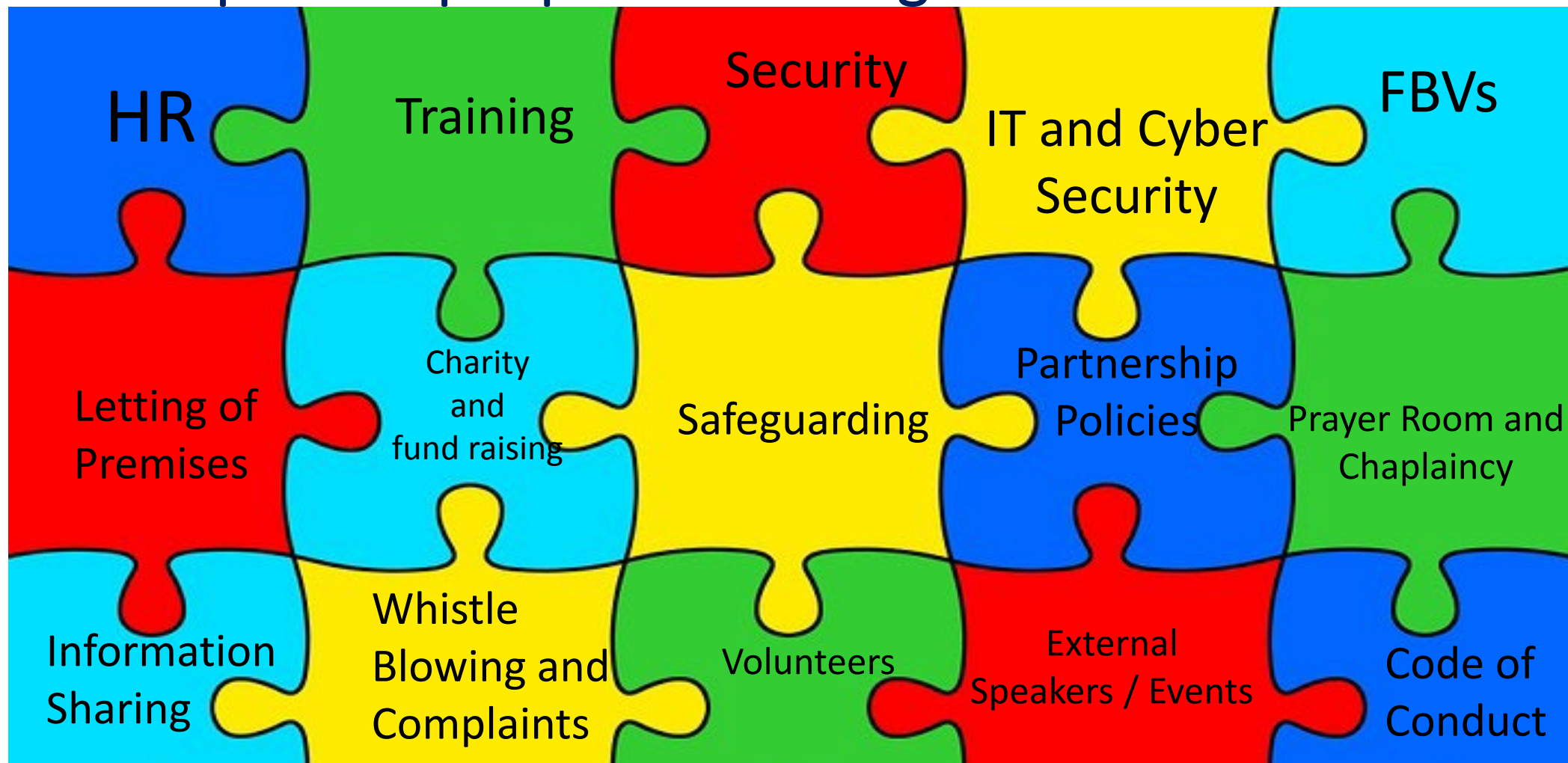
Objectives of Prevent

Fig: 2.4 The Prevent Delivery Model

Rehabilitation
of those already
engaged in terrorism

Providing support to those already engaged to disengage and rehabilitate

Early intervention
Safeguard and support those most at risk of radicalisation

Using safeguarding principles provide tailored multi-agency support to those identified as most at risk to radicalisation

Tackle causes of radicalisation

Working online and offline to empower communities and individuals

Source: Home Office

Prevent Duty – to have "due regard to the need to prevent people from being drawn into terrorism."

Department for Education

HR

Training

Security

IT and Cyber Security

FBVs

Letting of Premises

Charity and fund raising

Safeguarding

Partnership Policies

Prayer Room and Chaplaincy

Information Sharing

Whistle Blowing and Complaints

Volunteers

External Speakers / Events

Code of Conduct

Prevent Duty – to have "due regard to the need to prevent people from being drawn into terrorism."

- Risk assessment

- Action plan

- External speakers and events

- Partnership

- Staff training

- Fundamental British Values

- Welfare and pastoral care/chaplaincy support - policy?

- IT policies

- Student engagement

Prevent risk assessment and action plan

Why it is necessary

- A requirement of the statutory guidance
- It clarifies and focusses the direction and strategy
- It ensures a joined-up approach
- It identifies any gaps
- It provides a structure for internal Prevent management and governance

What to include

- Annual refresh
- Combined or separate documents
- Consideration of the elements of the duty
- An assessment of the organisation as a whole and recognising variation of risk (eg multiple locations)
- Reflecting context and external factors
- Set out existing risk mitigation and further actions to further reduce risk
- Link with wider institution risk process

Example risk assessment/action plans - http://preventforfeandtraining.org.uk/home/leaders-and-managers/policies-and-procedures/

- Current threat from international terrorism – **SEVERE**

- Current threat from Northern Ireland-related terrorism - **MODERATE**

- **Daesh-inspired** attacks by 'lone actors' – low cost, low planning, low skill

- **Mental Health** and **learning disabilities**

- Risk of **travel** to join Daesh highly unlikely; greater risk posed by those unable to travel but wanting to

- **Returnees**

- **Al-Muhajiroun** (ALM) – less open; continue to attempt to radicalise and recruit

- **Unregulated** spaces and home schooling – Umar Haque

- **Extreme Right Wing (XRW)** – recruitment target age: 16-25.

Recent activity

Seek to reorder society in accordance with their own distorted views
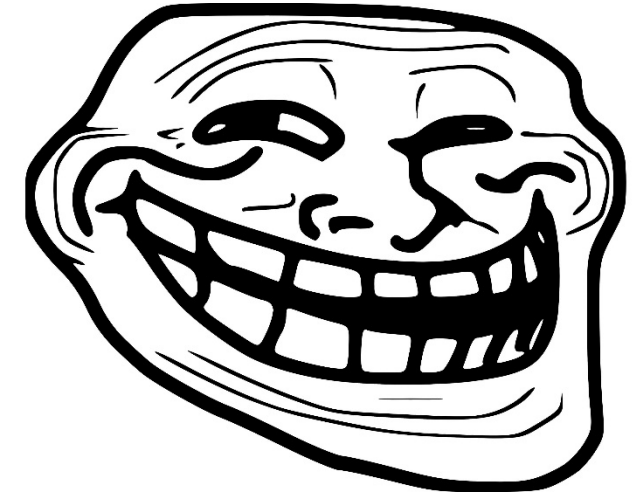
Islamist Extremism

Extreme Far-Right
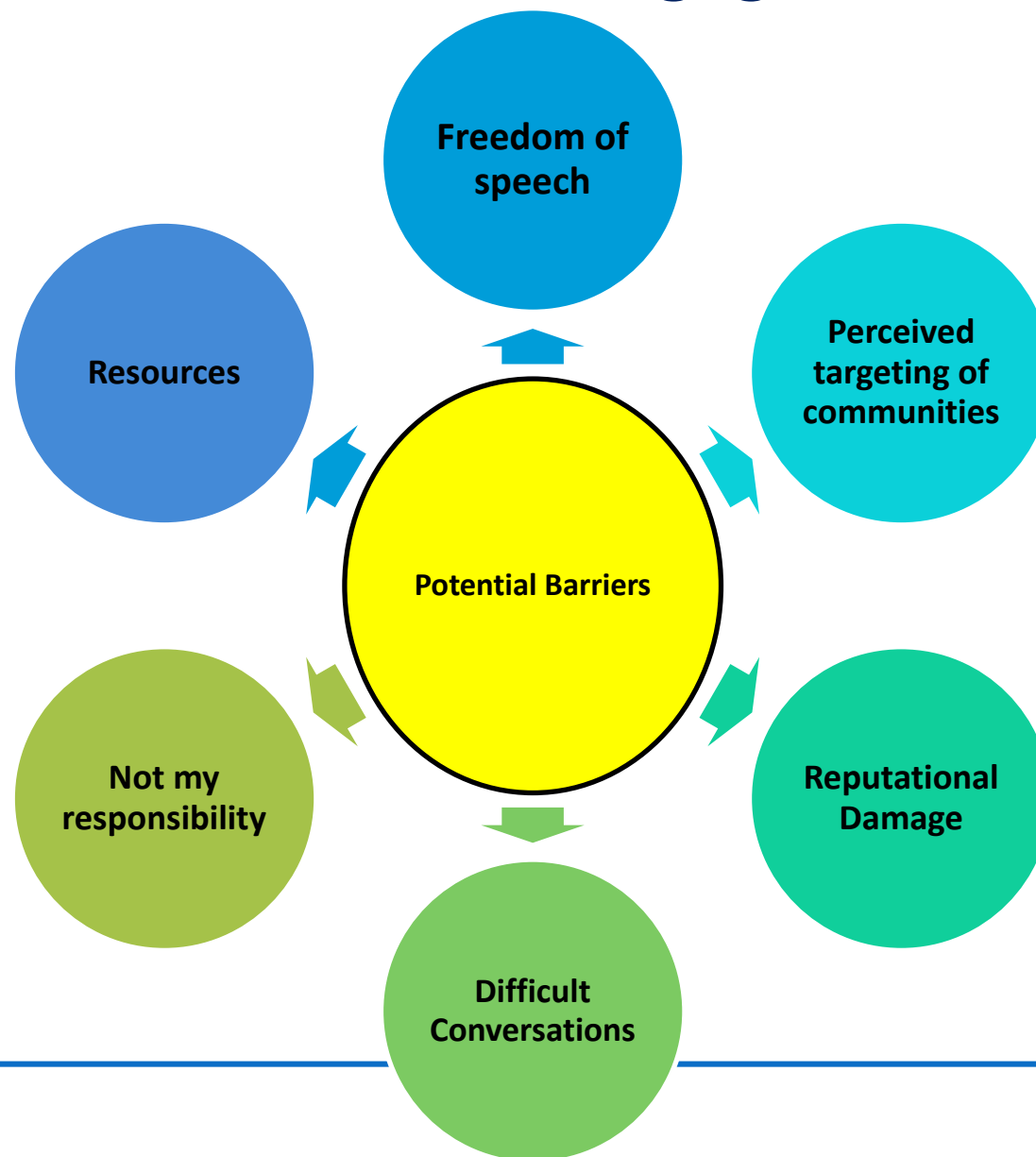
Prevent is about all forms of extremism

Perceived Barriers to Engagement

- Freedom of speech
- Perceived targeting of communities
- Resources
- Potential Barriers
- Reputational Damage
- Not my responsibility
- Difficult Conversations

Not Relevant to Prevent	Relevant to Prevent
Disagreement/unhappiness with government policy.	Extreme intolerance (especially when married with calls for action).
Political activism/involvement.	Support for a terrorist group. Glorification of terrorism/acts of terror.
Conservative views and practices (be they religious or cultural).	Dehumanisation of another group of people.

Remember two key ideas:

- **Change (especially rapid change).**

- **Consider each situation as a whole (not only one given indicator) - there is no one-size-fits-all!**

20 recommendations for work based learners

1. Develop safeguarding awareness amongst those involved in recruitment
2. Develop systems for identification, recording and flagging of needs (inc. safeguarding) of learners at time of recruitment
3. Use of questionnaires to ensure potential issues are identified and explored during recruitment
4. Providers with learners aged 16-18 should develop policies / procedures for this age group
5. Face-to-face inductions
6. Staff to receive Prevent training
7. Learner handbooks setting out support available and contacts
8. Follow-up contact with learners reiterating welfare / safeguarding
9. Training to include material on the promotion of Fundamental British Values (FBVs) to learners
10. Assessor meetings to be primarily face-to-face, timetabled and allow opportunity to explore safeguarding / welfare
11. Assessor learner reports to include welfare and safeguarding
12. Provider to ensure employers have designated contact (SPOC) who has received sufficient training
13. Employers to be able to provide feedback to the assessor via SPOC as well as fulfilling Prevent duty requirements
14. Employers advised of safeguarding requirements through a employer handbook and/or contractual agreement
15. Development of learning programmes supporting FBVs
16. Learner absence policies communicated to employers
17. Systems exist to link absence to safeguarding concerns
18. Learner exit surveys to check on performance allow for broader understanding of issues across organisations
19. Systems in place to flag learners leaving or completing their learning to safeguarding staff, where appropriate
20. Prevent duty embedded within safeguarding policy with clear referral pathways.

www.preventforfeandtraining.org.uk

Questions?

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