

# Lancashire Work Based Learning Executive Forum

## Prevent Training for the Work Based Learning Environment

12<sup>th</sup> January 16

- Questionnaire
- Findings
  - Over 70% felt knew what Prevent agenda about
  - Over 85% felt they had the requisite knowledge to undertake the Prevent duty.
  - Only 35% had arrangements set out with their employers and less than 30% knew what arrangements should be agreed with their subcontractors and employers.
  - More than 85% felt informed about the CIF however, providers requested more information in particular someone who had experienced inspection.
  - Providers also requested support on how to cascade information to learners.

# Aims

- To implement the prevent agenda in a work based learning environment
- To ensure the correct depth of staff training within your organisations
- To set up appropriate and robust agreements with employers and sub contractors regarding safeguarding of trainees
- To ensure safeguarding/prevent systems and understanding are robust for Ofsted inspections
- Share good practice and look at next steps

# Speakers

- Nigel Lund NW Regional Prevent Coordinator for HE and FE
- Karen Bradshaw NLTG – Ofsted experience
- Puppet Broadcasting Company

# REGIONAL PREVENT COORDINATOR FOR FE & HE IN THE NORTH WEST



## NIGEL LUND

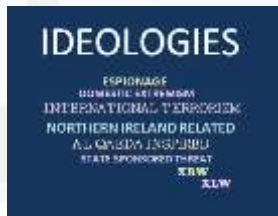
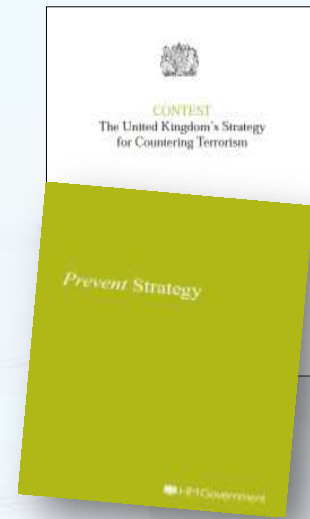


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# PREVENT

**NOT** about arresting people  
**IS** about stopping people becoming Terrorists  
or supporting Terrorism or Extremism by

- Challenging **Ideologies** that support Terrorism and Extremism and those who promote it
- Protecting vulnerable **Individuals**
- Supporting sectors & **Institutions** to mitigate the risks of radicalisation taking place



**PREVENT IS ABOUT SAFEGUARDING**



# Relevance for Further Education

# Counter-Terrorism and Security Act

## Prevent Duty Guidance



### Counter-Terrorism and Security Act 2015

#### CTSA



- The Counter-Terrorism and Security Act places Prevent on a statutory footing.
- Places a duty on "specified authorities" (including universities, colleges and some Private providers) to have "due regard to the need to prevent people from being drawn into terrorism"
- It aims to drive consistency, higher standards and ensure an essential consideration of Prevent issues across the whole country.

**18<sup>th</sup> September 2015:**

**Duty Commenced**

<https://www.gov.uk/government/publications/prevent-duty-guidance>



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# Specified Authorities

The Act places a duty on specified authorities to have “due regard to the need to prevent people from being drawn into terrorism”.

- Local authorities
- Police
- Prisons
- Young offender institutions
- Providers of probation services
- Schools
- Colleges
- Universities
- Independent Training Providers
- NHS bodies

The Home Secretary has issued guidance to those bodies on how the Prevent duty should be fulfilled.



# Principles

Specified authorities must:

- Assess *risk* of radicalisation in their area or institution
- Develop an *action* plan to reduce this risk
- Train staff to *recognise* radicalisation and extremism
- Work in *partnership* with other partners
- Establish *referral* mechanisms and refer people to Channel
- Maintain records and reports to show *compliance*



# Higher and Further Education

- Establish a single point of contact for Prevent.
- Assess risk of students being drawn into terrorism.
- Develop an action plan to reduce the risk.
- Train staff to recognise radicalisation and extremism.
- Refer vulnerable people to Channel.
- Ensure sufficient welfare and pastoral care
- Manage extremist speakers and events.
- Manage access to extremist material.
- Challenge extremist ideas that promote terrorism.
- Regional FE/HE Co-ordinators will provide support.



# Demonstrating Compliance - Key Themes

## ***Effective Leadership***

People in leadership positions in all sectors are expected to:

- establish or use existing mechanisms for understanding the risk of radicalisation;
- ensure staff understand the risk and build the capabilities to deal with it;
- communicate and promote the importance of the duty; and
- ensure staff implement the duty effectively.

## ***Working in Partnership - Employers***

The guidance notes the need for effective partnership working with local *Prevent* co-ordinators, the police and local authorities, and co-ordination through existing multi-agency forums, for example Community Safety Partnerships. The organisation should have well-established links with all of these agencies and consider representation on the Lancashire Prevent Delivery Group and regular contact with Lancashire Police Prevent teams and the BIS Regional Prevent Coordinator.

## ***Appropriate Capabilities – Staff Training***

The guidance highlights the need for staff to have appropriate training. It states that, *“Frontline staff who engage with the public should understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. They need to be aware of what we mean by the term “extremism” and the relationship between extremism and terrorism.”* It also states that staff should know how and when to refer issues and the support which may be available to individuals. The organisation’s Safeguarding and other policies should be amended to ensure an appropriate and proportionate referral process and adequate training should be provided for relevant staff.

# Prevent Duty Risk Assessment/Action Plan

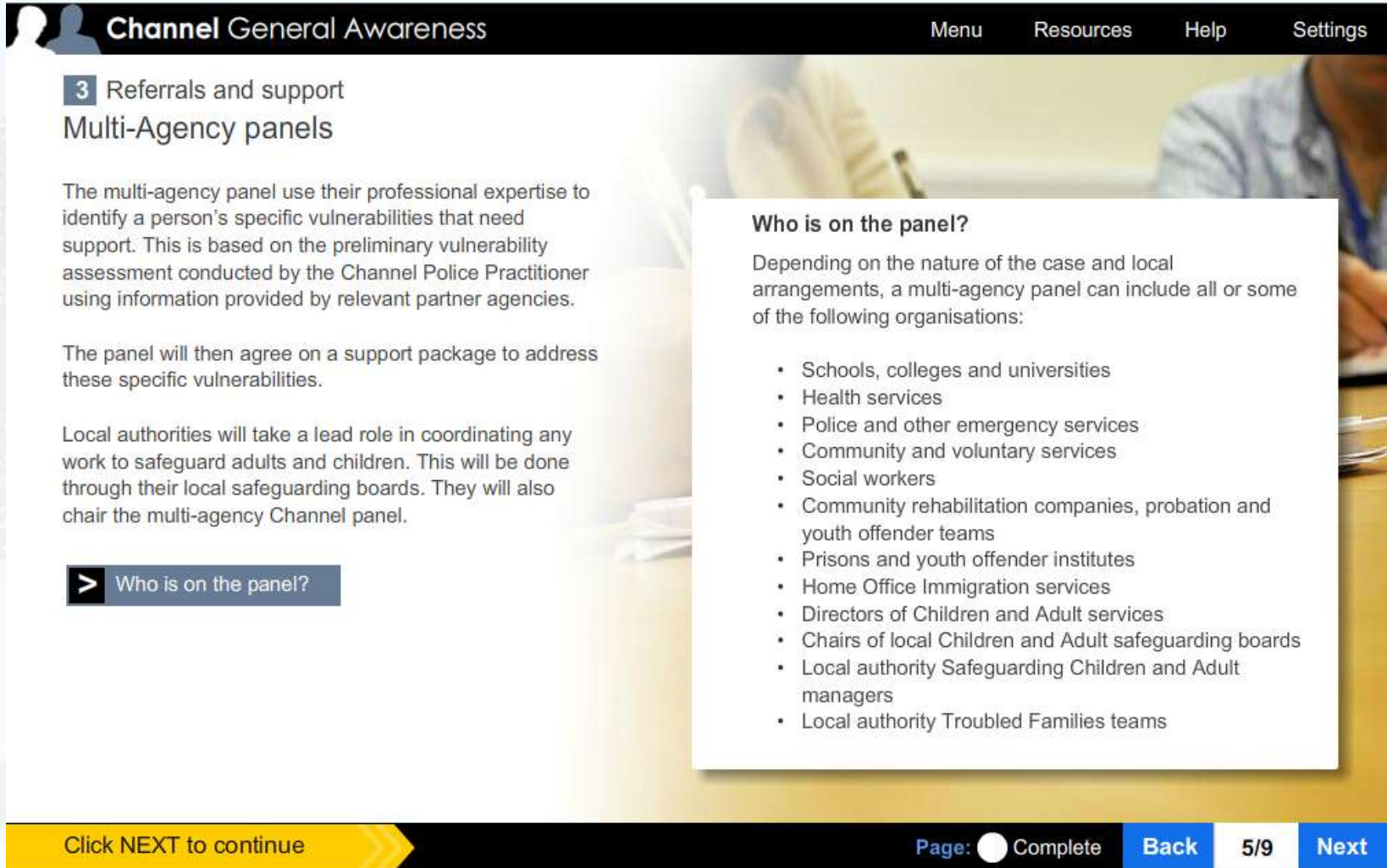
No.	Prevent Vulnerability/Risk Area	Risk Y/N	Action taken/already in place to mitigate/address risk	Who	When	RAG	Update
1	<p><b>LEADERSHIP</b></p> <p><b>Do the following people have a good understanding of their own and organisational responsibilities in relation to the "Prevent Duty"?</b></p> <ul style="list-style-type: none"> <li>• Board Members</li> <li>• SMT</li> <li>• Safeguarding Team</li> <li>• Staff</li> <li>• Learners</li> <li>• Employers</li> </ul>	N	<p>General awareness of Prevent has occurred.</p> <ul style="list-style-type: none"> <li>• Learner carousel has case study on grooming leading to Prevent information.</li> <li>• Prevent Steering group has been formed and Strategy developed. This steering group has now been rolled into the Safeguarding Steering group</li> <li>• Dedicated area on Hadron for depositing information and guidance</li> <li>• Articles in staff newsletter (Oct 2015, Dec 15)</li> <li>• Safeguarding Training has been updated to include Radicalisation</li> <li>• Staff training has taken place for Wrap for several years, on-line awareness training for Channel has been circulated for staff to undertake</li> <li>• Safeguarding Page on Moodle has been updated to include Metropolitan Police website 'Safe'</li> </ul>			G	
			Actions				
			Wrap Training for learner Reps during conference	DT to present information			

# Prevent Duty Risk Assessment/Action Plan

No.	Prevent Vulnerability/Risk Area	Risk Y/N	Action taken/already in place to mitigate/address risk	Who	When	RAG	Update
3	<p><b>Staff Training</b></p> <p><b>Do all staff have sufficient knowledge and confidence to:</b></p> <p><b>1) exemplify British Values in their management, teaching and through general behaviours in the organisation</b></p> <p><b>2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism</b></p> <p><b>3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</b></p>	Y	<ul style="list-style-type: none"> <li>Tutorial materials with E&amp;D themes uploaded onto Moodle for staff to use</li> <li>FBV workshops planned for December staff development</li> <li>Organisation has a Professional Code of Practice</li> <li>Organisation has an EDI statement</li> <li>Training is to be on a tiered approach. Teaching and frontline staff are to have face to face WRAP Training, all other staff to access on line training</li> <li>Organisation values are Torche, Trust, Openness, Respect, Care Honesty, Excellence</li> <li>The Organisation has developed a Respect Campaign for several years, this includes activities on Respect, Diversity and Inclusion.</li> <li>Planned events occur during the year, One World Month, LGBT and Sophie Lancaster Foundation are just some examples</li> <li>Learner Reps have been to Holocaust Centre this year, Summer event planned</li> <li>Behaviour policy in place</li> <li>Safeguarding Training has been updated to include Radicalisation</li> <li>Wrap/Channel Awareness training has been offered in the organisation and has now been made mandatory</li> </ul> <p>Action Required</p> <ul style="list-style-type: none"> <li>Wrap/Channel awareness training to be logged and any outstanding to be identified and line managers notified</li> <li>FBV workshops planned for December staff development</li> <li>Review the ETF on line modules and make any changes required to plan</li> </ul>				
				KS	Ongoing	A	Partially Complete
				FH?	Feb 15	A	
				KB	Feb 15	A	



# Channel



**Channel General Awareness** Menu Resources Help Settings

## 3 Referrals and support

### Multi-Agency panels

The multi-agency panel use their professional expertise to identify a person's specific vulnerabilities that need support. This is based on the preliminary vulnerability assessment conducted by the Channel Police Practitioner using information provided by relevant partner agencies.

The panel will then agree on a support package to address these specific vulnerabilities.

Local authorities will take a lead role in coordinating any work to safeguard adults and children. This will be done through their local safeguarding boards. They will also chair the multi-agency Channel panel.

> Who is on the panel?

#### Who is on the panel?

Depending on the nature of the case and local arrangements, a multi-agency panel can include all or some of the following organisations:

- Schools, colleges and universities
- Health services
- Police and other emergency services
- Community and voluntary services
- Social workers
- Community rehabilitation companies, probation and youth offender teams
- Prisons and youth offender institutes
- Home Office Immigration services
- Directors of Children and Adult services
- Chairs of local Children and Adult safeguarding boards
- Local authority Safeguarding Children and Adult managers
- Local authority Troubled Families teams

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[http://course.ncalt.com/Channel\\_General\\_Awareness](http://course.ncalt.com/Channel_General_Awareness)

# What we are Trying to Prevent







# What We Are Trying To Prevent

- A student from a North West University who failed to turn up at a placement in Jordan and is believed to be in Syria
- A student who had applied to a NW University but had been rejected and it was believed there was a possibility that the student had travelled to Syria to engage in fighting
- An individual having left a College in North West and then registered to study at a NW University who is believed to have been killed whilst in Syria
- Other students from NW Universities who have travelled to Syria in last few months
- Two sixteen year old female students from a Manchester College who followed their brother from a NW University to Syria and aligned themselves with ISIL...



# Manchester terror twin who ran away to become 'jihadi bride' posts pictures of 'self-defence' training with AK47s in Syria

“Fun day training for self-defence in the Islamic state...”



Zahra & Salma Halane  
16yrs



Ahmed Halane



Social Media Accounts



# 'Jihadi bride' Salma Halane accessed Isis picture on college computer SIX MONTHS before she disappeared to Syria

A [Chorlton teenager](#) was quizzed over viewing an image of Isis fighters on her college computer SIX months before she fled to Syria, the M.E.N. can reveal

Salma Halane, 17, downloaded the grainy image which showed jihadi fighters posing up in the war-torn state in December 2013 just a few months after starting her A-levels at [Connell Sixth Form College in Beswick](#).

She was confronted by a senior teacher after the download was spotted on the college's security software. The teenager told them she was scouring images from the conflict in an attempt to find their older brother, who had travelled to fight in Syria.

Staff at the school say they urged the teenager to speak to her parents to come to terms with his disappearance.

However, just six months later, in June 2014, Salma and her sister Zahra had themselves [fled to Syria to become 'jihadi' brides](#).

Manchester Evening News 10<sup>th</sup> March 2015



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**Three Bethnal Green Academy schoolgirls who fled to Syria to join Islamic State funded their flights to neighbouring Turkey by selling family jewellery, the Metropolitan Police counter terrorism chief has said.**



**Kadiza Sultana, 16, Shamima Begum, 15, and Amira Abase, 15, fled to Syria after a friend did**

**Shamima Begum, 15 - who used the passport of her 17-year-old sister Aklima to travel - Amira Abada, 15 and Kadiza Sultana, 16, disappeared after boarding a plane from Gatwick airport to Turkey on February 17.**





# Ednane Mahmood - Teenager left letter explaining to his family he wanted to be an ISIS martyr

- Mahmood travelled to Bulgaria with easyJet and then by bus to Turkey. He wrote a goodbye letter to his family telling them he wanted to die as a martyr - but changed his mind when he lost and ran out of money on the Syrian border.
- 'I have already left the country, so I am writing to you to inform you about why I have left my most beloved family, comfort and luxury.
- Mahmood's interest in Syria, Jihad and ISIS developed in 2012 and he regularly surfed the internet for information about the terror state. He had downloaded videos showing British aid worker David Haines being beheaded and searched YouTube over the execution of American journalist James Foley who was beheaded by ISIS.
- On Facebook, he posted a message about a video promoting ISIS as 'unstoppable and wrote 'I love this vid' and also posted links to ISIS videos showing militants shooting soldiers and suicide bombers. He described ISIS as the 'victorious group' and posted an image on Facebook with the words, 'I wish I could fight in the cause of Allah and then be killed, and then fight, and then be killed, and then fight, and then be killed.'
- He also sent a lecture from a radical preacher, Anwar al-Awlaki, titled The Dust Will Never Settle Down, to a university friend and a similar video to his nephew.
- Mahmood who was studying Arabic at the University of Central Lancashire was arrested on his return to the UK and has been convicted of attempting to travel to Syria to fight for ISIS and two counts of providing others with internet links to extremist speeches and propaganda linked to terrorism. He stated in court that he had been 'brainwashed' by IS propaganda.
- Sentenced to 4 years imprisonment on the 11<sup>th</sup> December.



University student  
Ednane Mahmood, 19 yrs



# Talha Asmal

Talha is believed to have told his family he would be away for a few days on a college trip. His distraught family say jihadis exploited the A-level student online - 'We are all naturally utterly devastated and heartbroken by the unspeakable tragedy that now appears to have befallen us.'



Shahid Malik MP – 'This is a clear indication of just how successful the evil ISIS groomers have been in poisoning and brainwashing Talha and kids like him.'

'The entire family unreservedly condemns and abhors all acts of violence wherever perpetrated. As a family we would like to take this opportunity to unequivocally state that 'ISIS' are not Islam. They do not represent in any way, shape or form Islam and Muslims and we are no longer prepared to allow a barbaric group like 'ISIS' to hijack our faith.'





# What We Are Trying To Achieve

- A student from a NW University who had stated an intention to travel to Libya – was persuaded not to travel and is now being supported by the Channel Process
- A student from a NW University who stated his intention to travel to Syria to “fight in a holy war” but decided not to do so after early intervention helped him make an informed decision

**Not just travel to Syria...**



# Prevent safeguards individuals from all Ideologies

- Support for a Blackpool college in relation to a Right Wing Extremist who threatened to travel and fight in Egypt after issues with his enrolment.
- Support for a Liverpool college in relation to a male student who had Irish Republican views and stormed out of an army visit to the institution.
- Support for a school in safeguarding a young girl who was indoctrinated by her father regarding XRW ideology.





# Newcastle teenager Liam Lyburd found guilty of planning college massacre (The Guardian 30/7/15)

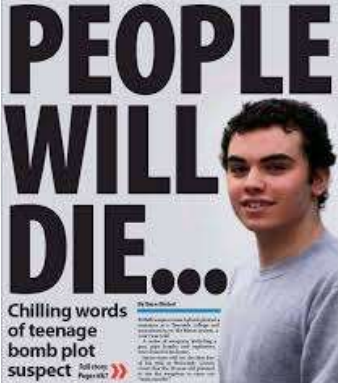
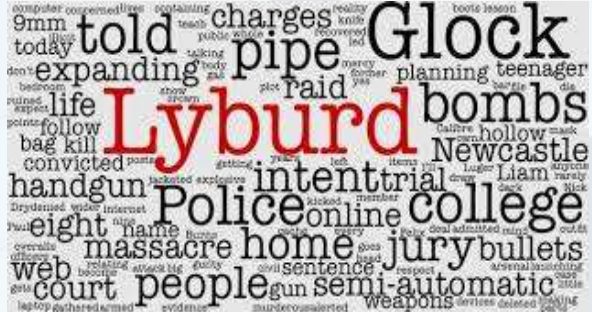
Police began investigating after reports of comments he posted online in which he discussed plans to massacre students. He had praised US high school shooters and the Norwegian mass-murderer [Anders Breivik](#).

Police found pipe bombs, Glock semi-automatic handgun and 94 expanding bullets in raid on 19-year-old's home

The investigation revealed how Lyburd had cut himself off from reality, rarely leaving his home and spending hours surfing the illicit reaches of the internet using [Tor, a browser that hides users' identities](#). It was through the Tor network's 'hidden services' – encrypted sites only available using the browser – that he was able to buy his weapons.



Life sentence - minimum 8 yrs



A computer specialist recovered a deleted file from his computer, in which he wrote about taking vengeance on the college, which had expelled him two years before. It said: "You people ruined my whole life, don't expect me to show mercy today. No one disrespects me and gets away with it. I'll teach you people a little lesson on respect with my 9mm jacketed hollow points. It's time for extreme civil disobedience."

# PARTNERSHIP



**UNIVERSITY ?**

**COLLEGE ?**

**TRAINING PROVIDER ?**

**SCHOOL ?**



**The Partnership Approach is the same**

**Together with parents and our communities we can  
PREVENT Young People being radicalised and stop them  
becoming Terrorists or supporting Terrorism**

# Key Concerns for WBL providers

## Workshop Activities

- 1. Leaflet 10 minutes
- 2. Partner 15 minutes

## Frequently Asked Questions

What is Channel?

Channel is a programme that provides support to people who are identified as being vulnerable to being drawn into terrorism or extremism. The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk;
- assessing the nature and extent of the risk; and
- developing the most appropriate support plan for the individuals concerned.

How do I report concerns?

Contact our Safeguarding team via email:

[safeguarding@employer.co.uk](mailto:safeguarding@employer.co.uk)

Phone: 01234 567890

How does Prevent relate to British values?

British values have been promoted since 2014,

British values include:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of different faiths and beliefs

## Why do we need to be aware of Prevent and Extremism?

Prevent is not just about extremism. It is about promoting and teaching values such as tolerance and mutual respect.

Employer.co.uk will make sure any discussions with learners are appropriate and suitable.

Is extremism really a risk in our area?

Extremism takes many forms, including political, religious and misogynistic extremism. Some of these may be a greater threat in some areas. Your local council and police will be able to advise you if you have specific concerns or questions.

# PREVENT

## Employer's responsibilities explained

### Where to go for more information

If you have any questions or concerns about Prevent and what it means for your employees, please contact the SafeguardingTeam.

Phone: 01234 567890

Email: [safeguarding@employer.co.uk](mailto:safeguarding@employer.co.uk)

### See our policies

You will find more details about Prevent Duty in our Safeguarding and Prevent policy, available on our website.

[www.employer.co.uk/policies](http://www.employer.co.uk/policies)

### External sources

The following sources may also be useful for further information:

HM Government Prevent duty guidance: for England and Wales

<https://www.gov.uk/government/publications/prevent-duty-guidance>

What is Prevent? Let's Talk About It <http://www.ltai.info/what-is-prevent/>



## What is Prevent?

Prevent is a government strategy about safeguarding people and communities from the threat of all types of extremism and radicalisation, including terrorism. It is also about the promotion of British Values. Extremism and radicalisation might include violent Islamist groups, the extreme right wing and other causes.

At the heart of Prevent is safeguarding children and adults and providing early intervention to protect and divert people away from being drawn into terrorist activity.

British values include:



**Employer.co.uk** has a statutory duty to "prevent people from being drawn into terrorism". We need your help and support to help us comply with this duty.

### Key Terms

**Extremism** – vocal or active opposition to fundamental British values such as democracy, the rule of law and tolerance of different faiths and beliefs

**Ideology** – a set of beliefs

**Terrorism** – a violent action against people or property, designed to create fear and advance a political, religious or ideological cause

**Radicalisation** – the process by which a person comes to support extremism and terrorism

## Prevent uses a range of measures to challenge extremism including:

- Working with and supporting community groups and social enterprise projects who provide services and support to vulnerable people
- Working with faith groups and institutions to assist them in providing support and guidance to people who may be vulnerable; and
- Supporting local schools, local industry and partner agencies through engagement, advice and training.
- **Supporting people who are at risk of being drawn into terrorist or extremist activity through the Channel process.**  
<http://www.ltai.info/what-is-channel/>

## What does this mean in practice?

Many of the things we already do at employer.co.uk help learners to be positive, happy members of society, which will contribute to Prevent.

These include:

- exploring other cultures and religions and promoting diversity
- challenging prejudices and racist comments
- developing critical thinking skills and a strong, positive self-identity
- promoting the spiritual, moral, social and cultural development.
- active promotion of British values.

We will provide learners with information so they understand how to protect themselves from extremist views that go against British values that they may encounter, now or later in their lives.

We use a range of methods to protect learners from the risk of radicalisation, such as filters on equipment that access the internet, to make sure they can't access extremist and terrorist material; and by vetting visitors who come into our training centres to deliver sessions. All our staff are subject to DBS (Disclosure and Barring Service) checks.

## What can you do as an employer?

- You have a responsibility to alert employer.co.uk to any concerns regarding your staff to allow us to explore what the causes might be.
- Provide opportunities for employees to discuss their own concerns about extremism, events in the news and about British values.
- Be alert to any changes in your employee's behaviour, that in your professional opinion give you cause for concern. There are often no obvious signs, however the following information may help:

### Extremism

- Change in behaviour and dress; allowing for trends in fashion, particularly among young people in their late teens and early 20s.
- Physical signs could indicate concerns relating to extremism, such as tattoos that far right organisation supporters will sometimes display.

Concerns which should always be passed on are:

- evidence of sharing of extremism websites
- evidence of homophobic; religion based or racist bullying

### Terrorism

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include:

- peer pressure
- influence from other people or via the internet
- bullying
- crime against them or their involvement in crime, e.g. race/hate crime, anti-social behaviour etc.
- family tensions
- lack of self-esteem or identity
- personal or political grievances.



WORKING TOGETHER TO  
PREVENT TERRORISM

# North Lancs Training Group

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INSPECTION EXPERIENCE – PREVENT/SAFEGUARDING

Karen Bradshaw

# Initial interview

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Chris and I interviewed by the lead inspector (Anita) day 1 – “tell me where you are up to with the Prevent duty?” – opportunity to set the scene from Manchester Town Hall onwards – TTI/weekly meetings etc.

Acceptance of work in progress

Showed an interest in

- SPOC, partnership working, board involvement, whether we had met with or needed to meet with NW area coordinator
- Arrangements for checking safe use of ICT staff/learners
- Promoting British values

Chris and I interviewed by the deputy lead inspector (Rob) day 1 & 2 regarding safeguarding, DBS/single central record, key personnel & qualifications, partnership working, recording and reporting, referrals, staff training, pastoral support

I had a meeting with Rob day 3 to talk through individual cases, support/referrals etc.

Keen on following up – who do we inform, how long do we track them for after they have left us, how do we pass information on,

# Evidence

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## LEADERSHIP & MANAGEMENT

Establish what events we had attended, what resources we were using etc.

NLTG Flow chart to demonstrate progress of compliance with Prevent duty

NLTG Prevent Duty Risk Assessment

NLTG safeguarding business plan

Staff training records and planned dates

Records of any Prevent related incidents – evidence IT results /response

Channel contact

## TEACHING LEARNING & ASSESSMENT

Curriculum content – Equality Toolkit, meeting minutes, Ken attended curriculum meeting and interviewed 3 members, staff diversity diary, SGWB themes, developments– online safeguarding course

Handbooks, resources, Moodle, online courses

## PERSONAL DEVELOPMENT AND BEHAVIOUR

Observations of T L & A

Discussions with learners

British values and behaviour/attitudes



# Feedback

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Observation of promotion of/upholding British Values was mentioned every day (Armistice Day/ Diwali). Happy that NLTG were personalising the process.

Leaders and managers are proactive in implementing the Prevent duty to safeguard learners and staff

Introduction of modern British values into the curriculum is well advanced and some learners demonstrate an early appreciation of the values of tolerance and the rule of law (WBL visits/SG themes, SP lessons, online course)

Arrangements to ensure learners' and apprentices' safety from harm and radicalisation are particularly well developed (Moodle area, online course, SGWB theme, Police sessions)

All staff and learners receive safeguarding and Prevent training and have a clear understanding of how to report concerns or incidents (WRAP/ meetings)



**Any Further Questions**



# The Puppet Broadcasting Company

[https://www.youtube.com/watch?v=sWwpl\\_YYrZQ](https://www.youtube.com/watch?v=sWwpl_YYrZQ)

# Contact Details

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