Prevent

Welcome to the Prevent Training.

This tutorial will cover areas specifically related to Prevent in higher education. You are required to complete each section in turn. Once you have worked through all the sections you can complete a short Moodle quiz designed to test your knowledge of Prevent and to earn a LEAP Online digital badge.

OVERVIEW

≡ **What is Prevent?**

≡ **The Prevent Duty**

TERRORISM

≡ **What is Terrorism?**

RADICALISATION

≡ **What Does Radicalisation Look Like to You?**

VUNERABILITY

≡ **Psychological Vulnerability**

RECOGNISING RADICALISATION

What is Prevent?

Prevent is about safeguarding people and communities from becoming terrorists or supporting terrorism.

The overall aim of the government's counter-terrorism strategy, 'Contest', is to reduce the risk from terrorism to the UK, its citizens and interests overseas so that people can go about their lives freely and with confidence (Home Office, 2023).

The Home Office (2023) provides that there are four key pillars of Contest, one of which is Prevent. Click on the cards below to see all the pillars and their definitions.

1 Prevent

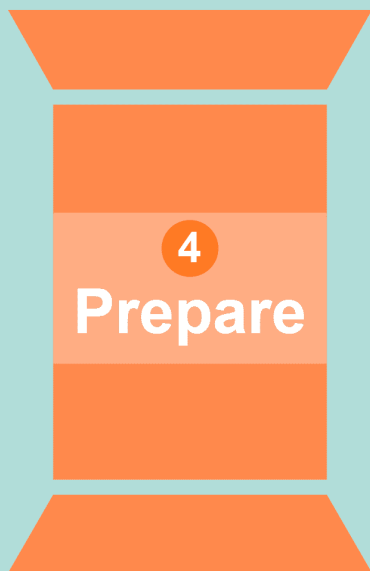To stop people becoming terrorists or supporting terrorism.

2 Pursue

To stop terrorist attacks

3 Protect

To strengthen our protection against a terrorist attack

4 Prepare

To mitigate the impact of a terrorist attack

CONTINUE - The Prevent Duty

The Prevent Duty

What is the Prevent Duty?

It is the UK Government's [Counter-Terrorism and Security Act 2015](#) that requires all universities should have 'due regard to the need to prevent people from being drawn into terrorism'. This is what we refer to as the 'Prevent Duty'.

Prevent objectives include:

1   Tackle the ideological causes of terrorism

2   Intervene early to support people susceptible to radicalisation

3   Enable people who have already engaged in terrorism to disengage and rehabilitate

(Home Office, 2024)

Prevent delivery model

Is designed to tackle the ideological causes that lead to radicalisation, early intervention, provide support to those who are susceptible to radicalisations and rehabilitate those who have already engaged with terrorism.

For more information visit:
Counter terrorism and Security act 2015

VISIT WEBPAGE

How it works

Before we move on, here's a short video to help you recap what Prevent is and how it works in practice. Trigger warning: This video contains scenes that some viewers may find distressing, including references to radicalisation and extremist content - please take care while watching – you can stop at any time.

▶ YOUTUBE

Prevent: An Introduction

Prevent: An Introduction

Groomers of all kinds prey on feelings of stress and isolation to exploit vulnerable individuals, both online and offline. #Prevent protects individuals targeted by terrorist influences by providing local, multi-agency safeguarding support. This video gives an introduction to how Prevent works on the ground, told by those who have come into contact with the programme.

VIEW ON YOUTUBE ›

CONTINUE

British Values

Watch this short video to learn more about British Values (Educate Against Hate, 2023a).

▶ **YOUTUBE**

Let's Discuss: Fundamental Briti...

▶

Let's Discuss: Fundamental British Values

This video is designed to facilitate conversations in secondary schools about fundamental British values. All schools are expected to promote British values and talking about these values can help build student's resilience to extremist narratives. However, it's not always easy to start the discussion.

VIEW ON YOUTUBE >

British Values

The UK government defines extremism as vocal or active opposition to the 4 fundamental British values of:

1. Democracy

2. The rule of law

3. Individual liberty

4. Mutual respect and tolerance of different faiths and beliefs

British Values

To learn more about British Values, visit the LEAP Online 'British Values' section.

VISIT LEAP ONLINE

CONTINUE

Prevent is not:

1. Snooping on students

2. Interfering with academic freedom and freedom of speech

3. Ignoring legal responsibilities relating to equality and diversity or confidentiality and data protection

4. Undermining good relationships internally or externally

5. Preventing research and teaching on sensitive topics

6. Cancelling external speakers or events

CONTINUE - What is Terrorism?

What is Terrorism?

According to the Home Office (2024), the current definition of Terrorism is outlined in sections 1(a) and (b) of the Terrorism Act 2000. It is defined as 'the use or threat of serious violence against a person or serious damage to property where that action is:

1. Designed to influence the government or an international governmental organisation or to intimidate the public or a section of the public; and

2. for the purpose of advancing a political, religious, racial or ideological cause

The Terrorism Act (2006) further provides that Terrorism is a violent act that also:

1. Endangers a person's life

2. Involves serious violence against a person
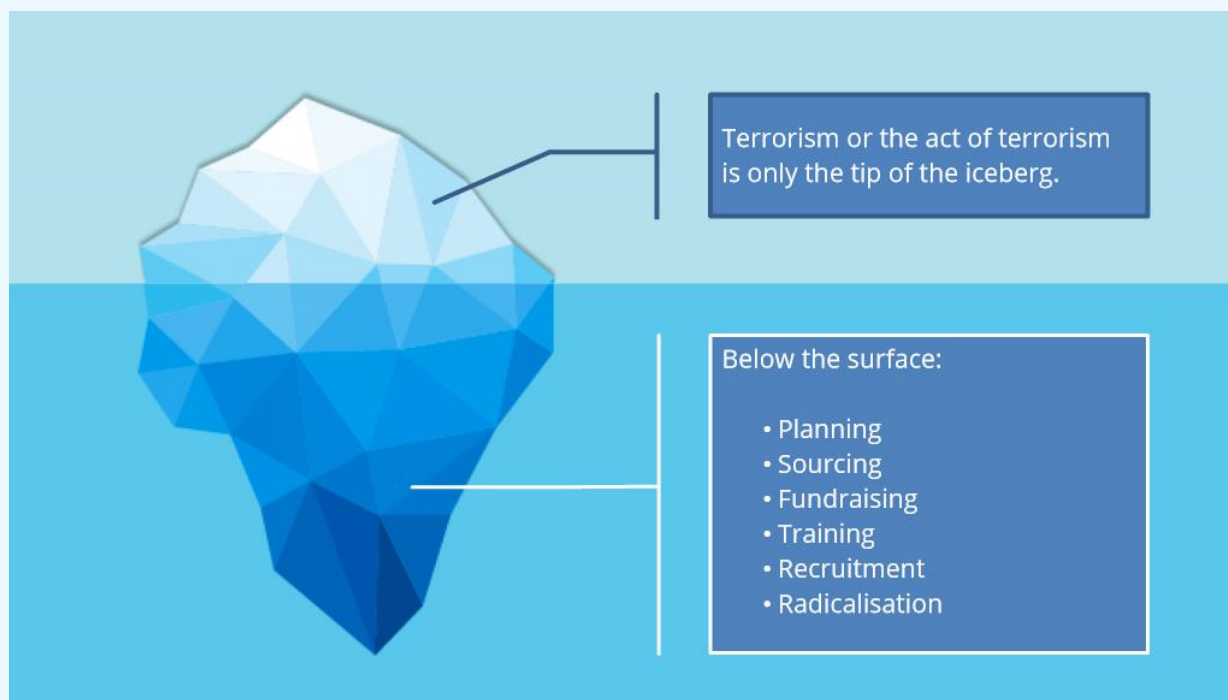
3. Causes serious damage to property

4. Creates a serious risk to the public's health and safety

5. Interferes with or seriously disrupts an electronic system

Iceberg theory

A popular theory is that terrorism, or an act of terrorism, is the like tip of an iceberg. Usually, only 10% of an iceberg's total mass is above water. The analogy is that, underneath (or, on a timeline before) the actual terrorist attack, there is a great deal on going. This includes, exposing vulnerable people to influences that draw them into terrorism. The idea is that, it's within the 90% of the iceberg below the surface that Prevent works.

Terrorism or the act of terrorism is only the tip of the iceberg.

Below the surface:

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

(Department of Education, 2023)

CONTINUE - What Does Radicalisation Look Like to You?

What Does Radicalisation Look Like to You?
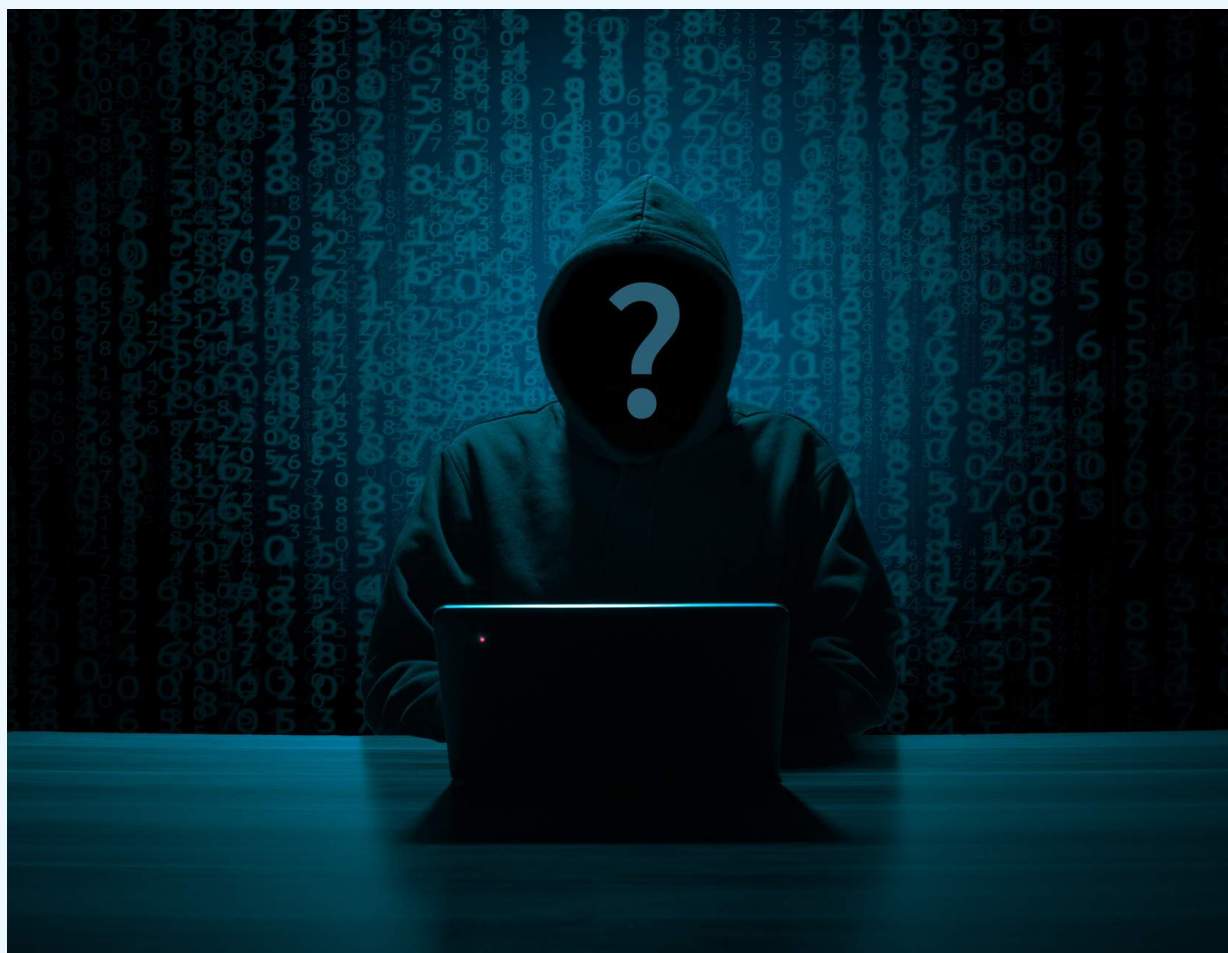
Task

Before we look at the official definition of radicalisation, take a moment to think about what it looks like to you.

Select 'Continue' when ready.

CONTINUE

What is radicalisation?

According to the Home Office (2024, n.p), it is the 'process of a person legitimising support for, or use of, terrorist violence' Most people who commit terrorism offences do so of their own agency and dedication to an ideological cause (Home Office, 2024).

Extremism

The new definition provides extremism is, the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1   negate or destroy the fundamental rights and freedoms of others; or

2   undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or

3   intentionally create a permissive environment for others to achieve the results in (1) or (2).

(Department for Levelling up, Housing and Communities, 2024)

To learn more about extremism, watch the following videos:
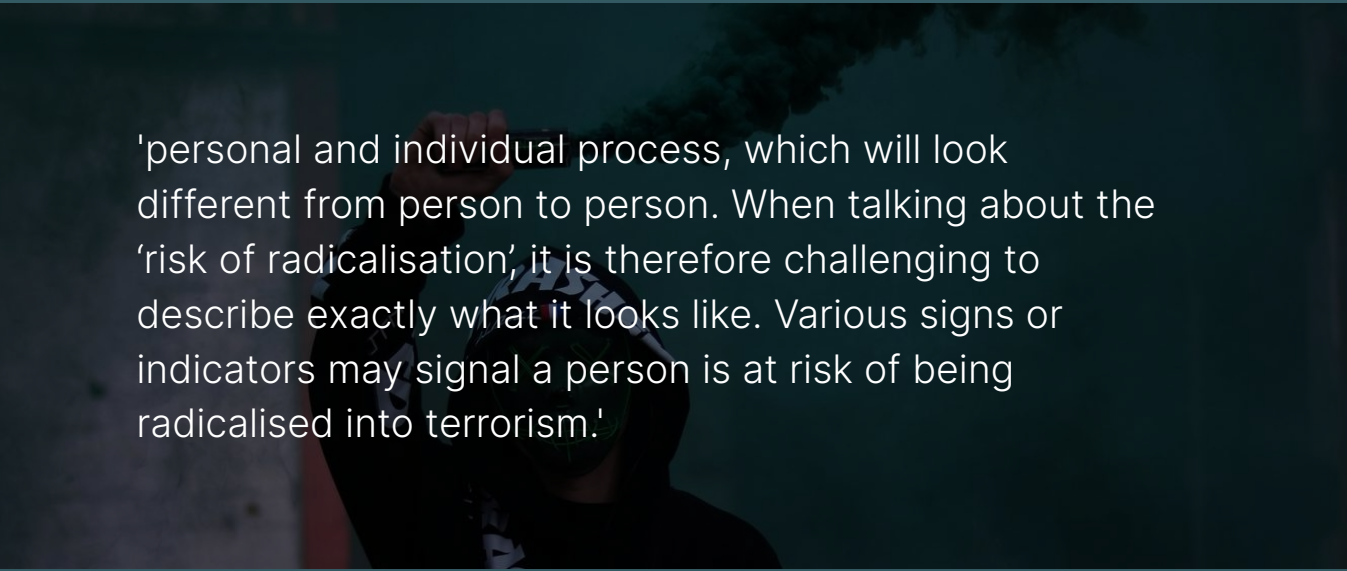
Let's discuss: Islamist Extremism

[YOUTUBE]

Explaining Prevent to staff and students in higher education

[YOUTUBE]

Prevent Radicalisation

Home Office (2024, p.12) provide that radicalisation is:

'personal and individual process, which will look different from person to person. When talking about the 'risk of radicalisation', it is therefore challenging to describe exactly what it looks like. Various signs or indicators may signal a person is at risk of being radicalised into terrorism.'

It is important to identify and support individuals that are drawn into radicalisation and are at risk of recruitment into terrorism. This is at the core of the Prevent Strategy and Duty. Prevent, therefore, should be a safeguarding concern for all staff and students at the University (Department for Education, 2023).

Psychological Vulnerability

The process of being radicalised feeds on a person's emotions. So, there are underlying reasons why someone will get involved in the process and these reasons may be familiar to all of us.

Task

Think about a time in your life when you became involved in a group, an activity or cause; something or someone you felt strongly about – perhaps a band, sports or social club, your favourite singer, or a certain friend or friendship group.

Now, ask yourself, how did this sense of belonging make you feel? Take a moment to reflect on this question.

Select 'Continue' when ready

CONTINUE

Welcome back!

Did you find the experience "exciting", did you feel "special", "understood", "good about yourself" or "like I had a purpose"?

If you did, then that's perfectly normal, right? After all, these are common phrases we all use. It's important to understand that these phrases are not too different from the ones someone at risk of being radicalised may use. The emotions a person at risk of being radicalised feels are common to all of us.

Hopefully, this activity helped you get a sense of why individuals are prepared to act in extreme ways for a group, person or cause, they feel passionately about. In the 21st Century, it is easy for extremists to communicate with vulnerable people online or in-person so it's important that we try and identify the signs of someone being radicalised.

How Can I Spot Someone Being Radicalised?

The University of Greater Manchester recognise there is no single way to identify someone who is likely to be drawn into terrorism.

However some factors may include:

1 Being disabled or needing care, support or protection because of age or disabilities

2 Peer pressure and influence from other people or via the internet bullying

Crime against them or their involvement in crime

4	Anti-social behaviour
5	Race/hate crime
6	Family tensions
7	Lack of self-esteem or identity
8	Personal or political grievance

This list is not exhaustive but intends to highlight some of the behaviours that are considered a cause for concern. On their own, these behaviours may not be related to a safeguarding issue. So, it's important to take a look at the factors that contribute to a person's vulnerability.

CONTINUE - Case Studies

Case Studies

Introduction

We are now going to look at two case studies that show a wide range of vulnerabilities and susceptibility we can come across.

In both of these case studies, each person felt a sense of injustice, which provoked radical action...

Select 'Start' to begin and use the arrows to the left and right to move between the case studies.
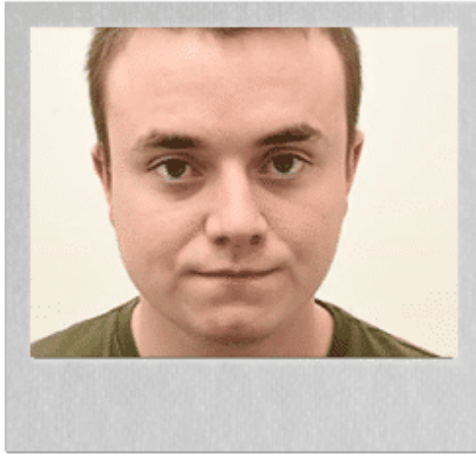
Jack Renshaw

At the age of 15 years old, Jack became involved with the English Defence League, also known as the EDL. Subsequently, Jack became involved with the Justice for Charlene Downes cause and met members of the British National Party ("BNP"), a far-right nationalist party.

Whilst studying politics and economics at university, he became the face of BNP Youth.

Jack used social media, particularly Facebook, to voice his anti-Semitic views and encourage violence against the Jewish community. Following an investigation and social media check, Jack withdrew from his university course and began to speak at far-right events, calling for the eradiation of Jews.

In 2018, Jack pleaded guilty to preparing an act of terrorism with the intention of killing MP, Rosie Cooper and making a threat to kill a police officer. Jack had gone to the lengths of obtaining a knife and spoke about his plans to carry out attacks.

Department for Education (2023)

Roshonara Choudry

She attempted to murder MP Stephen Timms. Roshonara would retreat to her bedroom for long periods because of domestic violence within the home. Self-radicalised over the Internet. Booked an appointment with Timms and took two knives to the meeting in case one broke. Choudhary was a degree student (dropped out in her third year), was considered a high-achieving student and had no previous convictions. Choudhary showed no remorse and claimed she would do it again. Roshonara Choudry's family were surprised by her actions.

Department for Education (2023)

Summary

It is clear from these case studies that the internet played a significant role in the radicalisation process and the events that ensued.

🔒 Complete the content above before moving on.

What else do these case studies have in common?

○ Both males

○ Both females

○ Both shared the same view

○ Both individuals were high achieving students

SUBMIT

CONTINUE - What is Channel?

What is Channel?

It's a local way of different agencies acting to identify and support individuals to prevent them being drawn into terrorism.

Channel is a multi-agency programme to identify and provide early stage support to individuals who are at risk of being drawn into terrorism - the University, as a specified Partner to the Channel programme, is required to cooperate with the Local Authority to secure effective local cooperation and delivery of Channel in all areas and to build on the good practice already operating in many areas (University of Bolton, 2024).

It is important to remember that Channel aims support individuals who are at risk of being drawn into terrorism. This does not necessarily mean a person who is referred to Channel is guilty of committing an offence.

CONTINUE - What Can I Do To Help?

What Can I Do To Help?

Students must ensure that they study, work, and perhaps, live co-operatively with each other. Students should act in a manner that does not impact negatively on members of the University community. If you're concerned a fellow student is being drawn into terrorism, you should contact the relevant Designated Safeguarding Champion (DSC).

For further information or to identify who your DSC is, contact:

Life Lounge

T2 Eagle Tower, Chancellor's Mall

Tel: 01204 903 566

Email: lifelounge@bolton.ac.uk

Student Centre

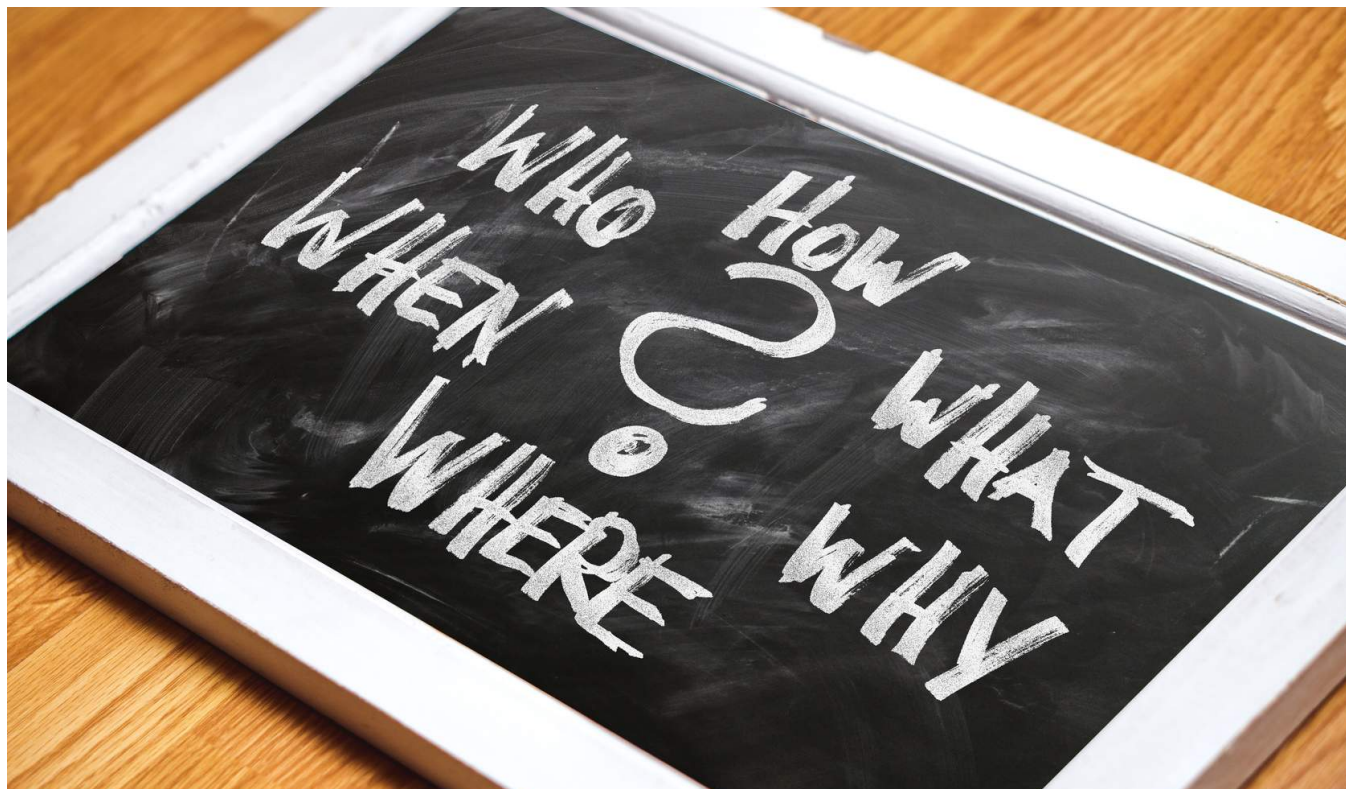T2 Eagle Tower, Chancellor's Mall

Tel: 01204 903 733

Email: studentadvisors@bolton.ac.uk

Safeguarding

Email: safeguarding@bolton.ac.uk

CONTINUE - Reporting a Suspicious Activity
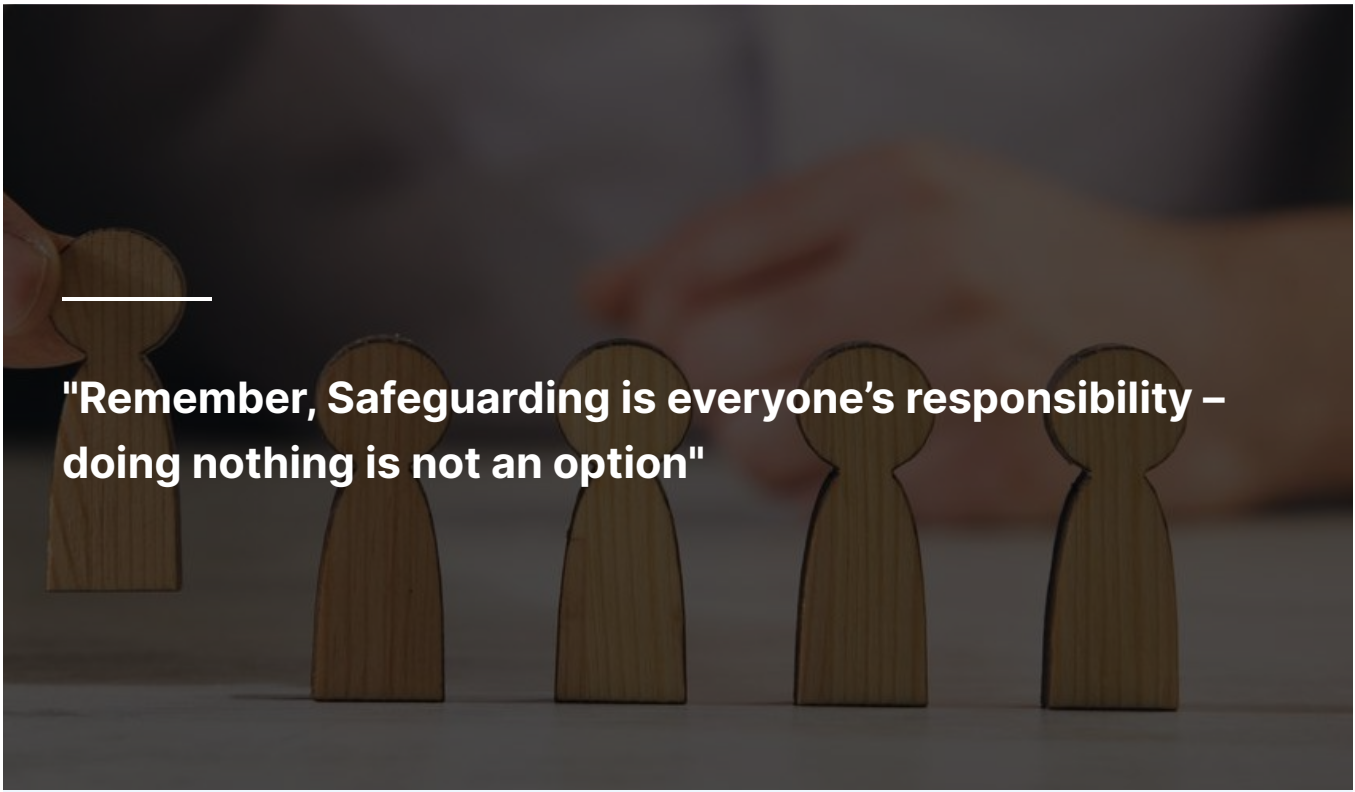
Reporting a Suspicious Activity

If you are concerned about someone being drawn into terrorism and you wish to talk to the Police please use 0800 789 321 or 101. Likewise, to report suspicious activity please contact 0800 789 321 or visit https://act.campaign.gov.uk

If you are currently engaging in a placement or an apprenticeship outside of the University, you should use the safeguarding arrangements applicable to that provider and contact the Designated Safeguarding Officer of that organisation.

CONTINUE - Summary

Summary

"Remember, Safeguarding is everyone's responsibility –
doing nothing is not an option"

1   If people at risk of being drawn into terrorism can be identified,
there is a chance that they can be prevented from being radicalised

2   Remember, Safeguarding is everyone's responsibility – doing
nothing is not an option

3   If you are concerned about a student, you do not need to deal with
this alone – get others involved and seek help

4   You may also find it useful to discuss how these issues may have
affected you

5 See the 'Key Contact Information' section of this tutorial for more information

CONTINUE - For Further Help and Guidance

For Further Help and Guidance

For further information or to identify who your DSC is, contact:

Student Advisors

Tel: 01204 903733 or by email: studentadvisors@bolton.ac.uk

Wellbeing Team (Life Lounge)

Tel: 01204 903566 or by email: lifelounge@bolton.ac.uk

Police

In the event of an emergency i.e. someone is at immediate risk of harm, please contact the Police using 999 (Emergency) or 101 (non-emergency).

Child Line

Help for children and young people – Tel: 0800 1111 or visit: https://www.childline.org.uk

NSPCC

Help for adults concerned about a child – Tel: 0808 800 5000 or visit:

https://www.nspcc.org.uk

Suspicious Activity

If you are concerned about someone being drawn in to terrorism and you wish to talk to the Police, please use 0800 789 321 or 101. Likewise, to report suspicious activity please contact 0800 789 321 or visit https://act.campaign.gov.uk

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