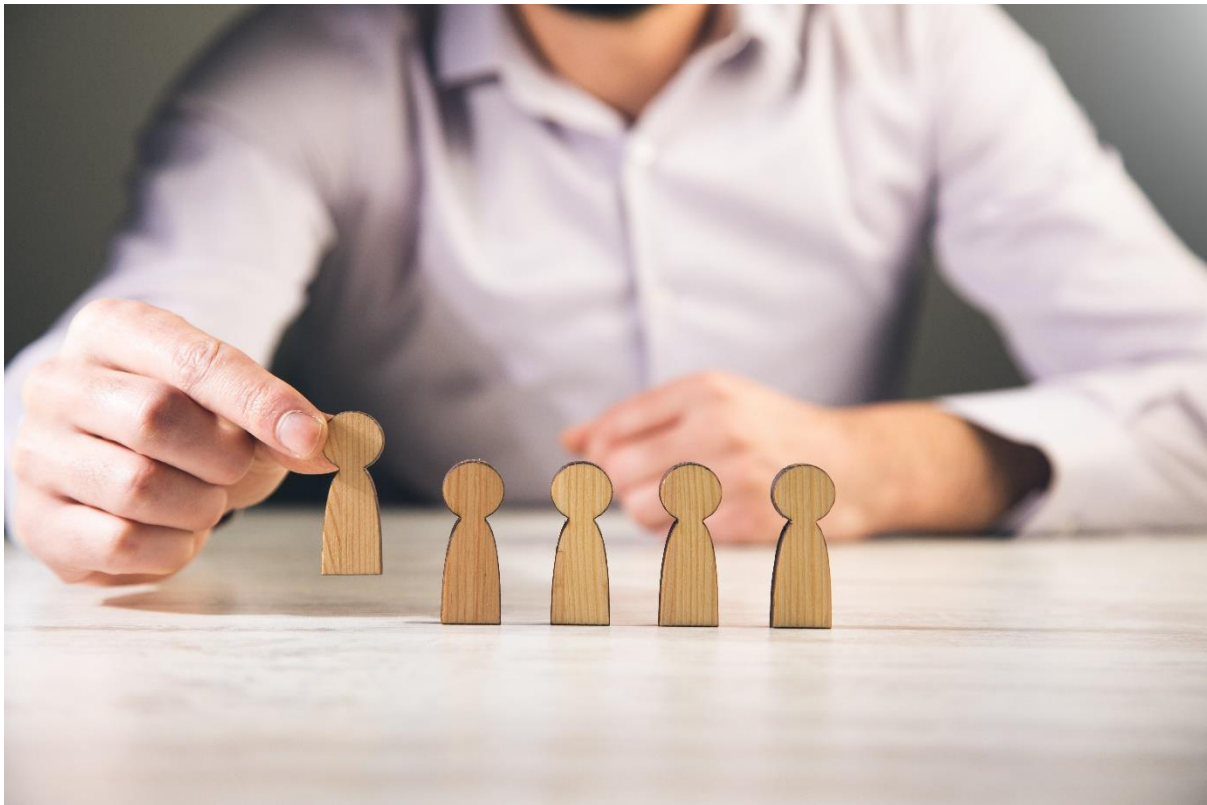


LEAP Online

Learning Excellence Achievement Pathway Online Tutorial

Prevent



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What is Prevent?

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

Prevent Strategy

[The Prevent Strategy \(2011\)](#) is part of the UK government's [Counter-Terrorism Strategy \(2015\)](#), CONTEST (2018).

Objectives

The Prevent Strategy (2011) aims to:

1. Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
2. Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
3. Work with sectors and institutions where there are risks of radicalisation which we need to address

(Prevent Strategy, 2011)

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The Prevent Duty

What is the Prevent Duty?

The statutory duty was introduced by the Counter-Terrorism and Security Act in July 2015. The University of Bolton must assess the risks of people being drawn into terrorism or extremism and mitigate these risks in a proportionate and risk-based way.

(Counter-Terrorism and Security Act, 2015)

When was Prevent introduced?

Following the 7/7 attacks in London. The Prevent Strategy was revised in 2011 but the Prevent Duty only came into force in July 2015.

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

The definition also includes calls for the death of members of the armed forces, whether that's in the UK or abroad.

(Prevent Strategy, 2011)

Complete the British Values section on LEAP Online for more information.

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Prevent is not

- Snooping on students
- Interfering with academic freedom and freedom of speech
- Ignoring legal responsibilities relating to equality and diversity or confidentiality and data protection
- Undermining good relationships internally or externally
- Preventing research and teaching on sensitive topics
- Cancelling external speakers or events

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What is terrorism?

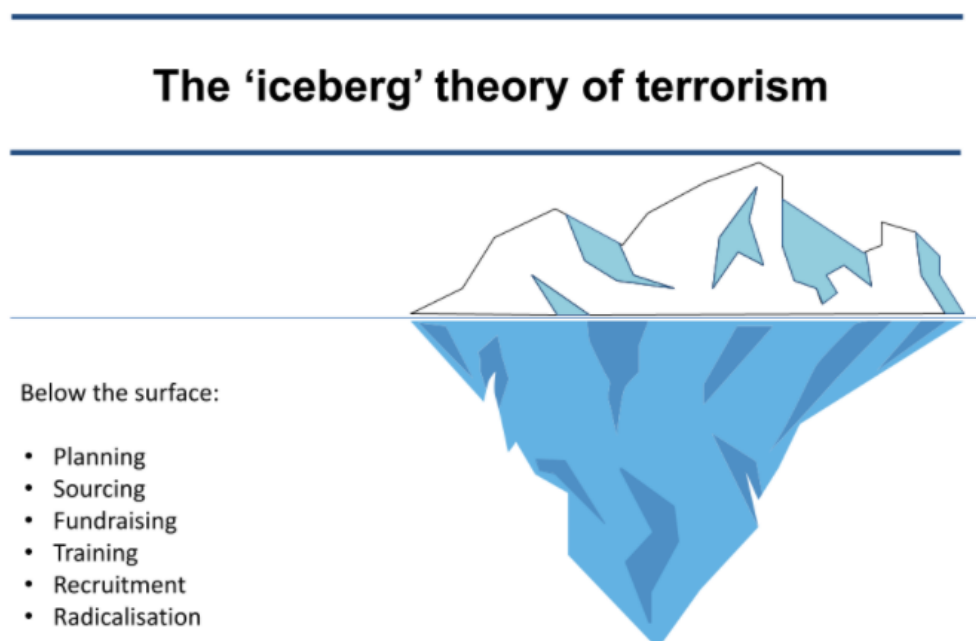
Terrorism is a violent act that:

- Endangers a person's life
- Involves serious violence against a person
- Causes serious damage to property
- Creates a serious risk to the public's health and safety
- Interferes with or seriously disrupts an electronic system

(Terrorism Act, 2006)

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 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.



(Department for Education, 2021)

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Radicalisation

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.

What is radicalisation?

Radicalisation refers to the process by which a person is moved to support terrorism or extremist ideologies associated with that terrorist group. Using the analogy of an iceberg, it is the process below the surface that is difficult to spot.

(Department for Education, 2021)

Prevent Radicalisation

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, 2021)

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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.

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.

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How can I spot someone being radicalised?

The University of Bolton recognise there is no single way to identify someone who is likely to be drawn into terrorism. However, some factors may include:

- Peer pressure
- Influence from others or via the internet
- Bullying
- Crime against them or their involvement in crime
- Anti-social behaviour
- Race/ hate crime
- Lack of self-esteem or identity
- Personal and political grievance
- Becoming detached or withdrawn
- Isolation from friends and/or family
- Speaking about carrying out a violent act
- Get angry quickly
- Use of the internet for the wrong reasons
- Sudden change of beliefs or views
- Not open to listen to the views of others/ have their views challenged

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.

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Case studies

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.

Case Study 1 - 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 eradication 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 (2021)

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Case Study 2 - 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 (2021)

Quiz

What did both of these case studies have in common?

- a) Both males
- b) Both females
- c) Both shared the same view
- d) Both individuals were high achieving students

it's clear from these case studies that, although these individuals were high-achieving students, the signs they were being radicalised and drawn into terrorism were not obvious.

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What is Channel?

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

This is a key part of the Prevent Strategy. It was rolled out across England and Wales in 2012. The Channel process forms a key part of the Government's Prevent strategy as a multi-agency approach to identify and provide early stage support to individuals who are at risk of being drawn into terrorism. It is a local way of different agencies acting to identify and support individuals to prevent them being drawn into terrorism. The University of Bolton is a partner on the local Prevent Panel (University of Bolton, 2021).

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.

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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

E: lifelounge@bolton.ac.uk

Student Centre

T2 Eagle Tower, Chancellor's Mall

Tel: 01204 903 733

E: studentadvisors@bolton.ac.uk

Safeguarding

E: safeguarding@bolton.ac.uk

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.

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Summary

- If people at risk of being drawn into terrorism can be identified, there is a chance that they can be prevented from being radicalised
- Remember, Safeguarding is everyone's responsibility – doing nothing is not an option
- If you are concerned about a student, you do not need to deal with this alone – get others involved and seek help
- You may also find it useful to discuss how these issues may have affected you
- See 'Key Contact Information' of this tutorial for more information

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Key Contact Information

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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Reference list

Counter Terrorism and Security Act (2015), c.6. [Online] Available from: [Counter-Terrorism and Security Act 2015 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2015/6/contents). [Accessed 11 March 2022].

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Access LEAP Online at: www.bolton.ac.uk/leaponline