

Welcome to this short workshop to raise awareness of Prevent – and you may right now be wondering: what on earth is Prevent?!

That's okay: this workshop's main objective is to answer that question.

Prevent is part of the UK's counter terrorism strategy, preventing people from becoming involved in terrorism or supporting terrorism.

You may be now wondering, how relevant is that to me?

You may not know it, but you're integral to Prevent's success: because you already have the skills and support to hand that can recognise when someone may be becoming involved in or supporting terrorism, and can help them make a decision not to carry on that path, before any crime is committed.

This workshop will run at just under an hour and a half, by the end of which I'd hope you will be able to:

- Understand Prevent's aims
- Think about who may be vulnerable to terrorism
- See why some people are able to influence and manipulate others to commit crimes
- Recognise when a vulnerable individual may be in need of your help
- And be clear on what help and support looks like in this area, and who you should turn to if you have concerns

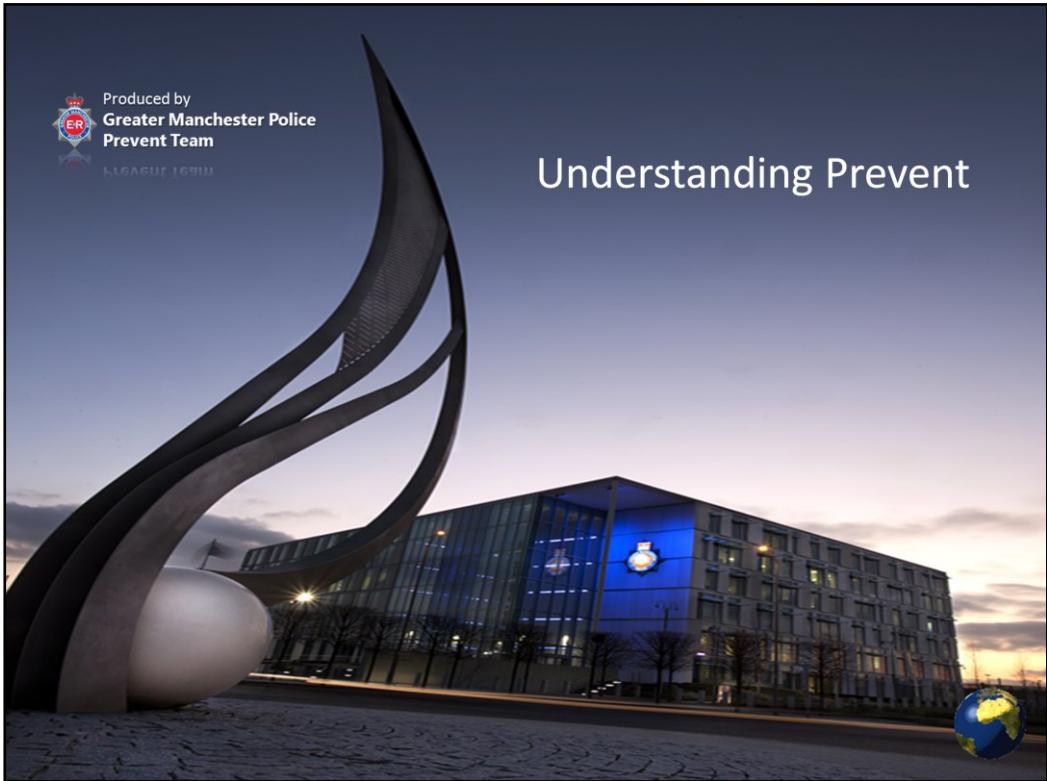
Finally, please don't think you're being tested in any way in this session.

This is a "Workshop to Raise Awareness of Prevent" so I really don't expect you to have any prior knowledge about it.

For most or all of you you'd be a Zero if we were ranking Prevent knowledge out of 10. And my job is just to take you to 1 or 2 on that scale with this workshop.

And for many of you, that will be enough – just having that basic understanding of Prevent will still mean you can bring the Strategy to life and make a difference to vulnerable people.

Let's start by looking at what Prevent aims to do, and then see how you can bring it to life.



Click on the link to play the introduction



Get the audience to think about the crimes that affect them.



These are all a very real threat to us and our communities as a whole.

But so is the activity below the surface. A greater mass that works to support that tip.

In terms of terrorism, it's the less obvious, sometimes hidden activity that builds and builds, leading to the attack itself:

That might be finding somewhere to target; getting weapons; raising funds.

While some of this is criminal activity, the further down we travel, that might not be the case...

Understand, you don't have this iceberg – this mass of activity – unless you start by selecting or recruiting someone to carry out the attack.

Often exploiting their sense of anger or injustice.



**Mohammed Sajid Khan** and his wife **Shasta Khan** from Oldham, Greater Manchester were convicted in July 2012. They were Britain's first married couple to be found guilty of terrorist offences. With their toxic collection of jihadi videos showing beheadings and radical speeches, they begun assembling the ingredients for a bomb while trawling Jewish neighbourhoods in north Manchester for likely targets

**Neil Lewington.** In September 2009 Neil Lewington from Reading was jailed for planning to use home-made bombs to conduct a racially targeted terror campaign. His targets were Asian families although he was also reported to have spoken about attacking black families too.

Police had stumbled across his intentions when he was arrested for being abusive on a railway station and they found devices in his bag. A search of his home revealed bomb making equipment, Nazi booklets and videos of white-supremacist bombers.

**Michael Heaton** - In June 2010 Michael Heaton was jailed for 'using threatening and abusive language likely to stir up racial hatred'.

Heaton was the founder of the British Freedom Fighters.

Heaton wrote, "Jews will always be scum, and must be destroyed, I would encourage any race who wants to destroy the Jews, I hate them with a passion."

Michael Heaton had made more than 3,000 obscene and inflammatory postings on the website under a string of pseudonyms

**Pavlo Lapshyn** (October 2013)- Pavlo Lapshyn fatally stabbed 82 year-old Mohammed Saleem in Small Heath, Birmingham five days after arriving in the UK. Lapshyn was jailed for at least 40 years for the murder and plotting explosions near mosques in racist attacks.

**Jamshed Javeed.** In March 2015 he pleaded guilty to two counts of engaging in conduct in preparation of terrorist acts. Javeed admitted becoming radicalised into fighting in Syria and was only stopped from flying when his family confiscated his passport and equipment he had bought.





Let's listen to the story of someone who has been safeguarded under Prevent.

Prevent helps people of all ages, but for today I have selected the story of a boy who is exposed to far right extremism thinking.

Later in the workshop, we'll look at a situation where the views of Al Qa'ida are prevalent.

However, there's one last point I'd like to make before I run the video:

Far Right; AQ; ISIL; Animal Rights activism; or Environmental terrorism that encourages violence – today we don't need to understand the ideologies or ideas that are promoted, more the way they work to hook in the vulnerable.

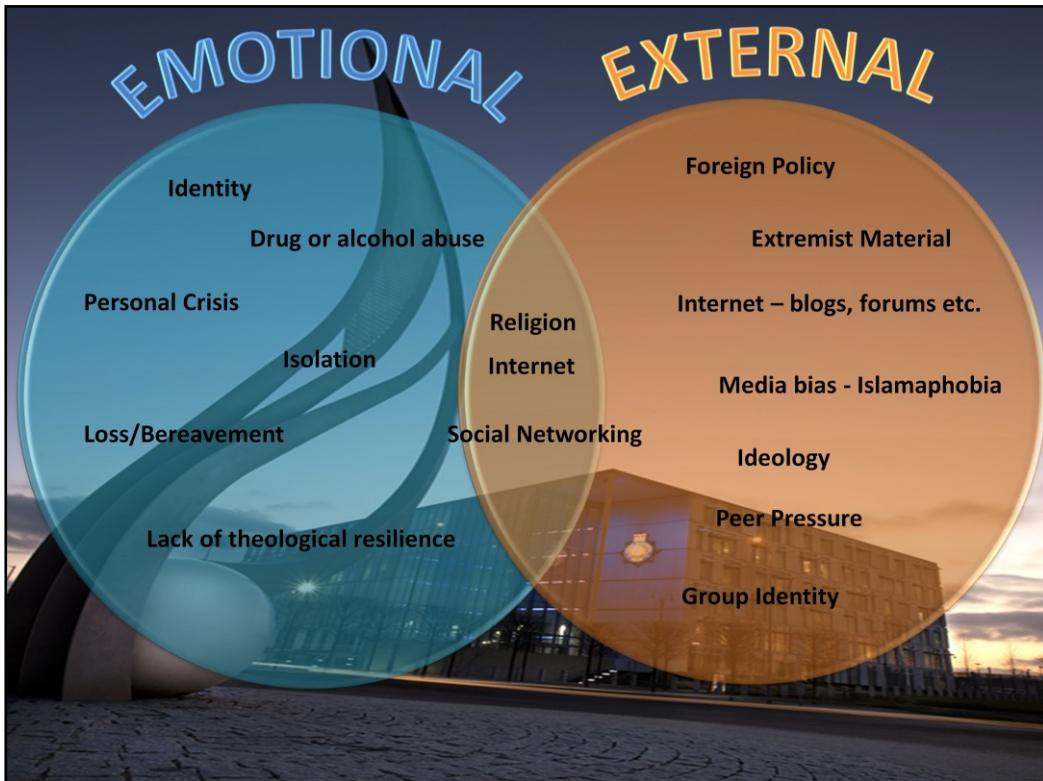
So let's start with this story...

Overview:

A young boy, Daniel, is from a home where the father has left and he is bullied/teased by his older brother, who is also a drug user.

The boy seems to create fantasies to escape reality, and is confused about some historical facts. There is an incident where he physically attacks another pupil at his school so is sent to talk to the Schools Officer.

This triggers support in the form of visits from a Social Worker, and getting the boy to enlist in a youth club where his confusions and opinions are discussed in a safe space, in liaison with work at his home and school.



What we've just seen is an example of Prevent in action.

That's the whole story or experience for an individual – showing how the principles of Prevent were able to help that person before they engaged in terrorist criminal activity.

So now we have an idea of what the response might be, let's go back to the start and look at each stage of the process in order to understand it better and focus in on....

*...what factors could make someone susceptible or vulnerable to carrying out or supporting violent, criminal or terrorist acts?*

These might be emotional – he was bullied by his brother and teased at school which might result in Low Self Esteem.

Or be driven by external factors – media in the forms of video games exposed him to violent actions as a way to get results.

You can focus on the case study we've just heard, but I'd also like you to think about things you might see in the type of people you come into contact with. Try and come up with 6 or more...



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# Recognising Vulnerability

**We recognise that 'vulnerability' can mean different thing to different people.**

**We cannot make assumptions and we can't always equate vulnerability to "weakness".**

**Well done for recognising these susceptibilities. Being in tune with how these factors could make someone feel is hugely important to being able to protect and support them.**

**But protect them from what?**

**Radicalisation**

Read notes on screen



Radicalisation.

The process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party, who have their own agenda.

Let's watch a short film that will explain that process in a little more detail...



What will those signs that someone needs our help look like?

In truth, they will look a lot like other troubling behaviour. So without getting caught up on whether the motivations are terror-related or not, in this next exercise, I want us to think about what behaviours would give you a cause for concern – as simple as a 'gut feeling' – about someone's welfare?

Try to break this down into three areas:

- Emotional – are they apparently angry – or displaying mood swings?
- Verbal – perhaps they are expressing opinions that are at odds with our shared values. Let's not get caught up in people's right to free speech; but have they overstepped the line of law and are therefore inciting violence against others?
- Physical – don't just think appearance, but also what they do – for example changes in routine, or their use of the internet.

Now try and come up with 4 or 5 more under each heading.



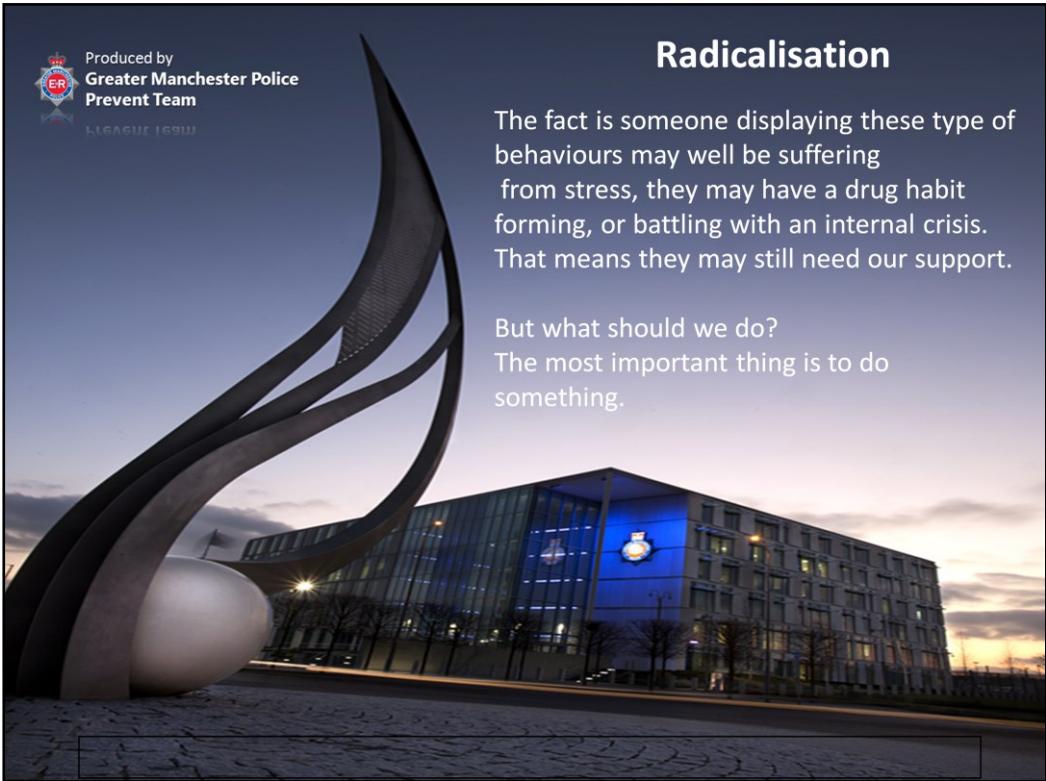
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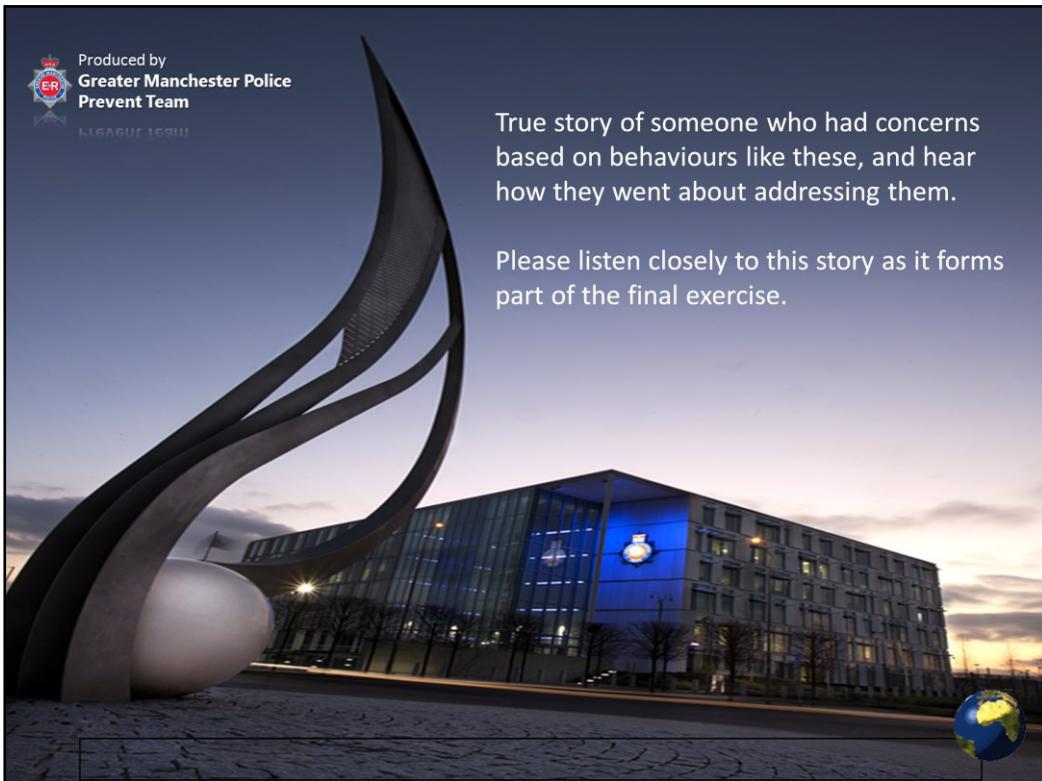
## Radicalisation

The fact is someone displaying these type of behaviours may well be suffering from stress, they may have a drug habit forming, or battling with an internal crisis. That means they may still need our support.

But what should we do?  
The most important thing is to do something.



[Read Notes](#)



Play the linked video

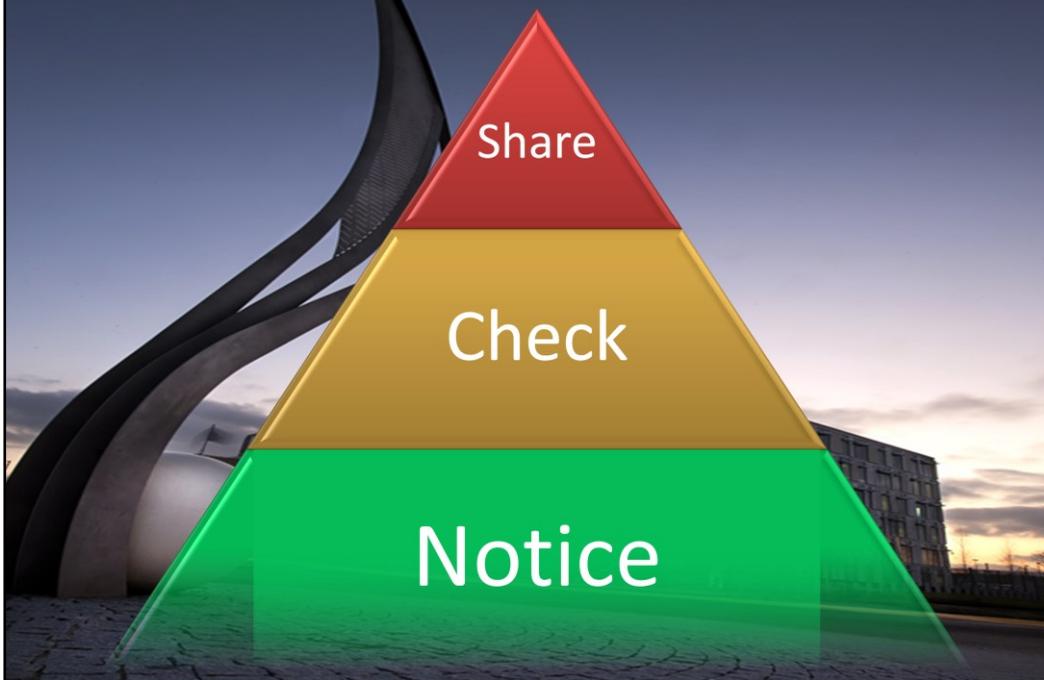
#### Overview:

Some parents concerns are altered when their young son tells them he is not going to sit A-levels but will leave the UK to go to Iran – prompted by conversations at their mosque – which had led to more extremist meetings outside of that.

This led to the boy being very closed in his thinking – as explored by the parents and some school staff members.

The boy is referred to a mentor/intervention provider by the school with his consent and a change of worldview begins to show after just six sessions with the mentor.

Different organisations have structures and procedures in place for sharing concerns and information, and you should follow your organisation's legal position on confidentiality





Whilst support for the vulnerable individuals we've spoken about today may come from within your organisations' internal structures, or community circles, there will be times when the support needed is beyond that.

So what happens when concerns are shared so other parts of the community are called on to support a vulnerable individual?

Some of the case studies we use like Rami's talk of cases being shared with a multi-agency panel.

In England and Wales this is often a process chaired by the Local Authority, known as Channel.

In Scotland this is often a process called Prevent Professional Concerns (PPC).

It's interesting how Channel itself goes through a process of NOTICE, CHECK, SHARE.

The Local Authority NOTICES a concern when it is brought to their attention.

The Police CHECK the validity of that concern.

And the concern is then SHARED with the panel as a whole.

In the video Pinakin Patel talks about the three areas that support normally comes from:

- Existing Local Services (*mention when this was the case in either or both of the case studies you chose*)
- Community groups (*mention when this was the case in either or both of the case studies you chose*)
- Mentoring Like Rami's case

Many of the case studies we use in the workshop resolve with the help of third-party experts or practitioners who provide one-on-one support to vulnerable or at risk individuals.

Such experts are often referred to as intervention providers – someone who can challenge some of the thinking the vulnerable individual has been exposed to.

What's fascinating is that while we may think the drivers for someone involved in Far Right, Al Qa'ida influenced or any other form of extremism might be wildly different, they have some very close similarities – and so the challenging of the ideas is often very similar too.

Lets watch a short film that explains those processes in more detail, so we can have a greater understanding of the form a proportionate response might take, within a safe space.







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# Channel



Channel General Awareness

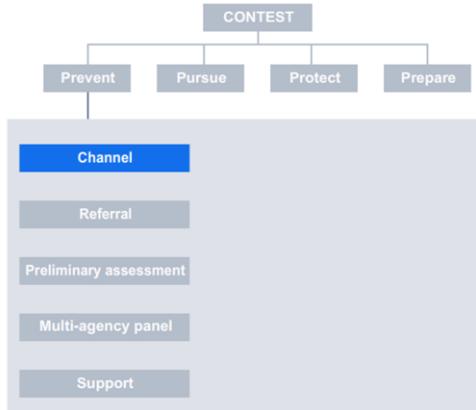
Menu Resources Help Settings

## 1 Channel

### Channel process

Channel is a key element of the Prevent strategy. It is a process for safeguarding individuals by assessing their vulnerability to being drawn into terrorism.

Channel is about early intervention to protect and divert people away from the risk they may face of being drawn into any terrorist-related activity.



Click each option to learn more

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Explain Channel and NCALT package



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# Channel



Channel General Awareness

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## 2 Identifying vulnerable people Engagement factors

Zayn is in a transitional period of his life and is becoming increasingly isolated. His mother and teacher have observed that he is being influenced by people online. He is showing signs of being susceptible to indoctrination and could be even more vulnerable because of his learning difficulties.

In other cases Engagement factors could also include:

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- A desire for political or moral change
- Opportunistic involvement
- Family or friends involvement in extremism
- Mental health issues



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# Channel

## 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

Click NEXT to continue

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# Who's is this bedroom?



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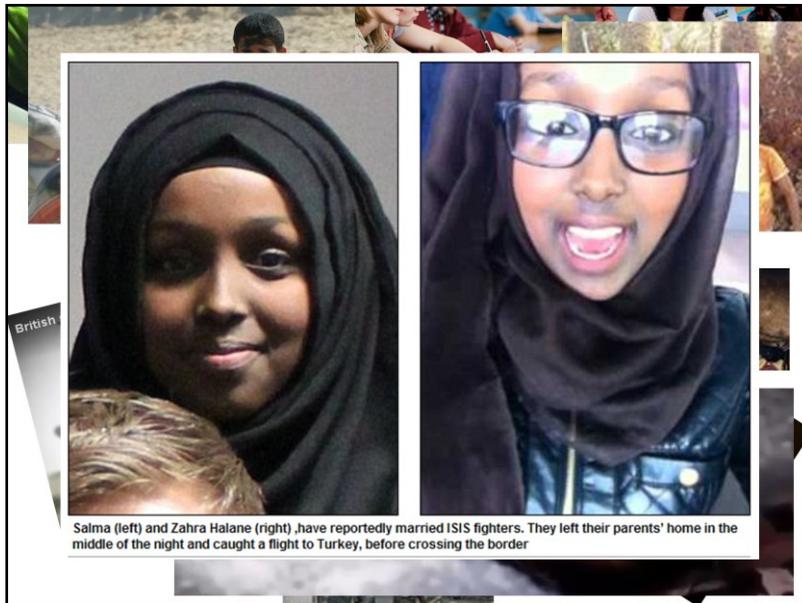
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Syria – and conflicts shown in the Media.

Media and Social Media.

Traditional commercial and state run media including television, magazines and radio stations report on conflicts around the world on a daily basis but this only forms part of the information we are bombarded with every day.

Social media forms a huge part of our understanding of world events. We interact with other people create, share or exchange information and ideas in what are virtual communities. This all helps us to get a more varied and immediate response that goes beyond more commercial media such as television, magazines and radio stations, but differs in the sense that it is to a certain extent ungoverned and immediately accessible.

**Because of this people are spending more time on social media then on any other forms of media.**

Many people are turning to the internet to gain answers about local, national and international events as they **feel** that they obtain instant answers.

But the medium is not always truthful or indeed with integrity. It is largely without rules and anybody can express and opinion, belief or attitude with little reprisal and indeed is sometimes based on no truth what so ever.

What is your understanding of the internet and social media?

Lack of knowledge about what is available to our children and others who may be vulnerable through their computer or phone screens at a press of a few buttons

along with who they are communicating

Many of our children are now sat with personal access to the internet in their rooms alone or with headphones on, having no other person's view on what they are reading, seeing or hearing in front of them. This is how some get radicalised by people looking for them.



# SYRIA

- **A student from a North West University who failed to turn up at a placement in Jordan and is believed to be in Syria**
- **Two sixteen year old female students from a Manchester College seeking to follow their brother to Syria and aligning themselves with ISIL**
- **A student from a NW University who had stated an intention to travel to Libya – and is now being supported by Channel**



# 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 and
- A student from a NW University who stated his intention to travel to Syria to “fight in a holy war”
- Two students from NW Universities who have travelled to Syria in last few weeks

## New Counter Terrorism Act

This measure:

- Creates a new duty on certain bodies to have due regard to the need to **prevent people from being drawn into terrorism**. It will apply to Government departments, local authorities, the police, prisons, providers of probation services, schools, colleges, universities and others;
- Allows the Secretary of State to **issue guidance to those bodies on how the duty should be fulfilled**;
- Gives the Secretary of State power to **direct a body to take certain action**, which would be used to enforce compliance where the Secretary of State is satisfied that the body has failed to discharge the duty. These directions would be enforceable by a court order.
- The detail of how this duty should be fulfilled by each sector will be set out in the guidance.

This power would only be used where other efforts to address the failure had been exhausted.



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Prevent Team

LEAGUE 169111

**GMP PREVENT**

**DC 12507 Keith Galley**

**Keith.galley@gmp.police.uk**  
**Tel: 0161 856 5662**

**Based at  
Bolton Divisional Headquarters**

**GMP CHANNEL**

**DC 14078 Jane Wilcock**

**14078@gmp.police.uk**  
**Tel: 0161 856 1030**

**Based at  
GMP Headquarters**



## **Prevent Cloud - Instructions**

The repository can be accessed by going on-line and on to the Gmail log in page. On this page log in using the following details: -

**Username:** [Preventforeducation@gmail.com](mailto:Preventforeducation@gmail.com) **[EMAIL ADDRESS NO LONGER IN USE]**

**Password:** **gmpeducation1**

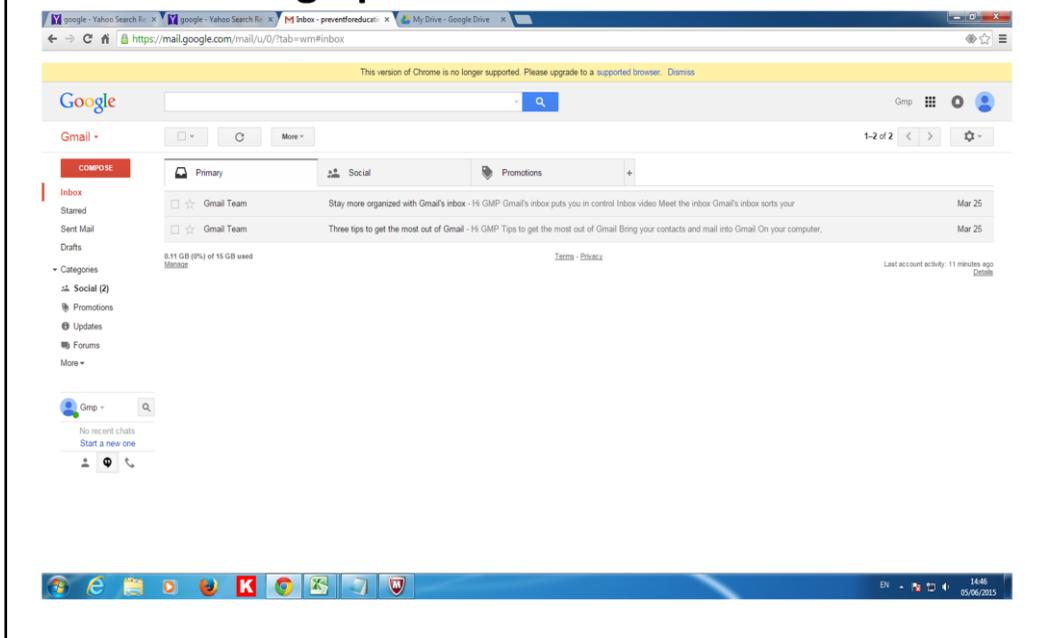
This will allow access to a Gmail e-mail account that you can ignore, but also to a cloud or what they call 'Gmail Drive'. Please select the 'Drive'.

On some computers this is done by selecting the icon called 'apps' and then 'Drive' from the drop down list. On others it is done by selecting the 'more' tab and then the 'Drive' option. Either way the drive icon looks like this:

In the drive you will see there are 2 folders for your use, these are called 'ACPO Prevent Dashboard' and 'GMP Specific Folder'.

ACPO stands for Association of Chief Police Officers and this folder contains material used nationally. Within this folder there are numerous other folders and although all of them contain useful things that you may want to look at and consider using, we recommend focusing on 3 folders.

- Username: Preventforeducation@gmail.com
- Password: gmpeducation1

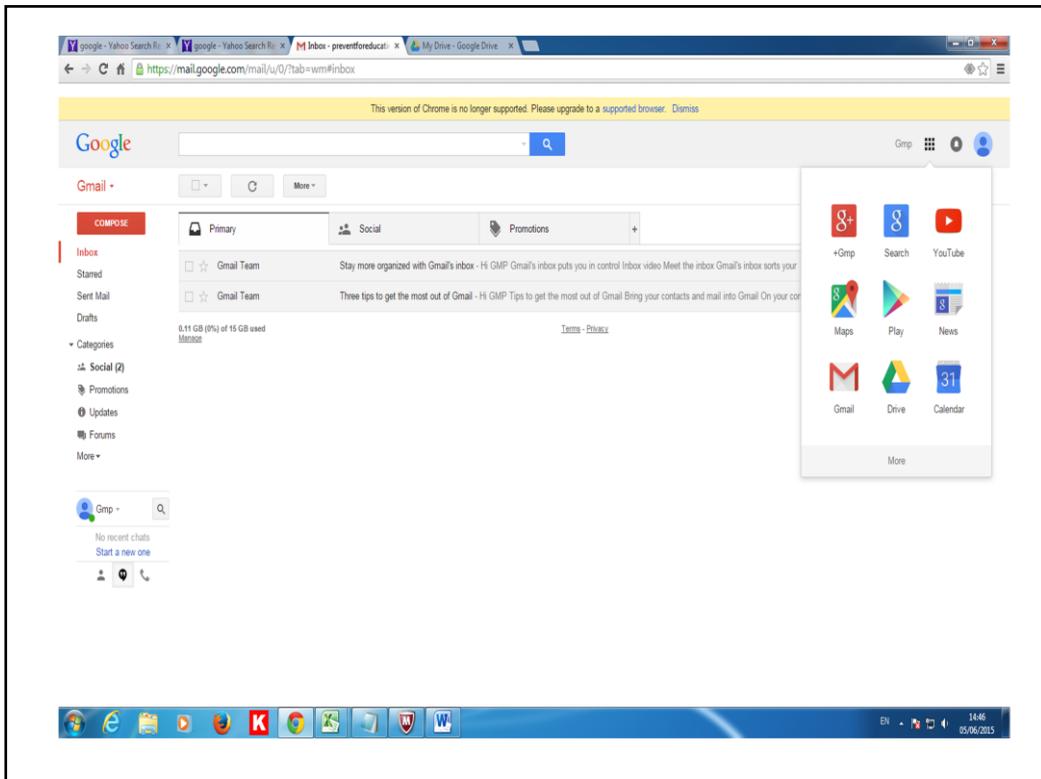


## Prevent Cloud - Instructions

- 1) Channel - This folder contains details regarding the Channel multi-agency safeguarding procedure for people identified as vulnerable to radicalisation. This also includes details of how to access an e-learning package in relation to Channel that is an excellent resource for staff training.
- 2) Education - This folder contains lesson plans that can be used to conduct lessons surrounding the complicated issue of extremism.
- 3) Apps for Community Engagement - This folder contains several products, complete with lesson plans, that can be used to run interesting sessions with young people. This includes 'Diary of a Badman' that is being extensively used by schools in the London area.

The GMP specific folder contains numerous additional items that I believe will be of use to you. Please take time to look through this but it includes:

- 1) GMP Channel - Information regarding Channel here in Greater Manchester and access to a referral form.
- 2) Further information regarding the Prevent duty guidelines.
- 3) A letter to each Director of Children's Services from the Department for Education regarding Prevent.



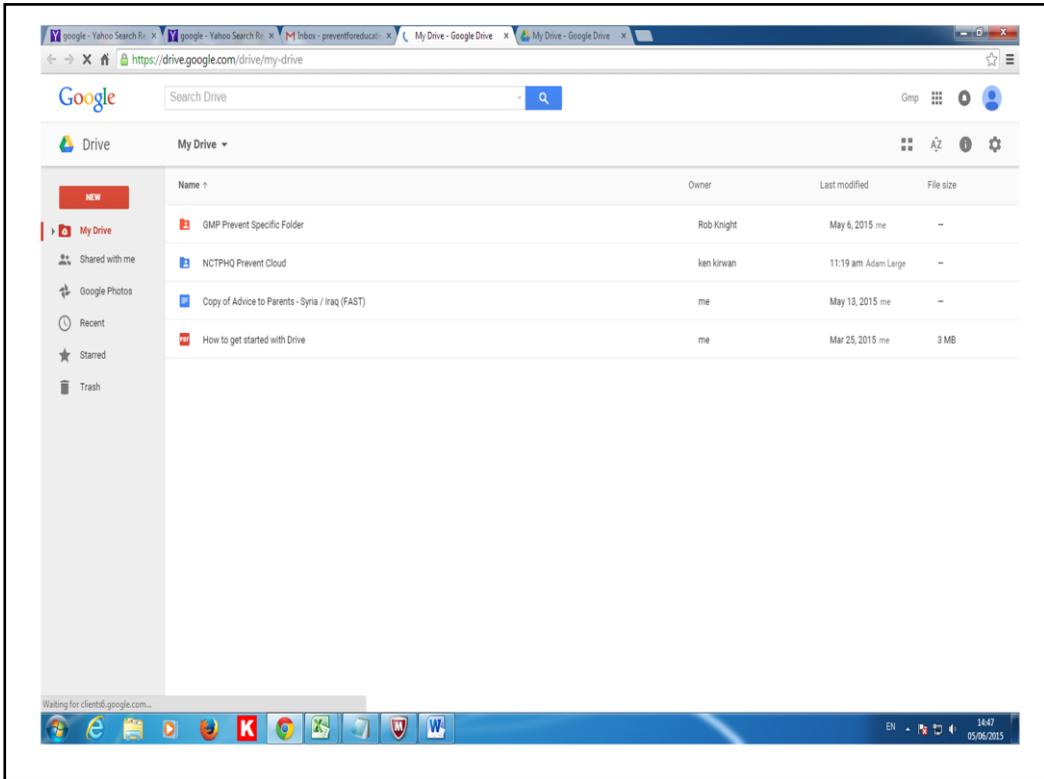
## **Prevent Cloud - Instructions**

4) Details of a national survey in relation to extremism. We would be very grateful if you could consider encouraging the completion of this.

5) Useful resources for teachers and parents, particularly in relation to the current threat of young people travelling to Syria.

All of the documents and products can be both run from the cloud or down loaded either individually or as a whole onto your own system. Both folders will also be updated on an ongoing basis with new products and material that we feel will be useful to you.

NOTE - If you operate on a network it is possible you have active security settings that prevent access to on-line cloud systems. In the event of this issue we recommend accessing the material from a stand alone computer.



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<https://drive.google.com/drive/folders/0B1-6MeP38S0ubGt4cU5qSWFSMTQ>

Google Search Drive Gmp

Drive My Drive > NCTPHQ Prevent Cloud

Name	Owner	Last modified	File size
* Prevent Cloud Instructions	ken kirwan	Feb 24, 2015 chris bowles	-
** Whats New!	ken kirwan	Apr 22, 2015 ken kirwan	-
**** Current Prevent Threat overview	ken kirwan	May 26, 2015 ken kirwan	-
***** The Prevent Duty for Partners	ken kirwan	Apr 20, 2015 ken kirwan	-
Chanel	ken kirwan	Mar 25, 2015 Rob Knight	-
Education Prevent Links	ken kirwan	May 26, 2015 ken kirwan	-
Far Right Toolbox	ken kirwan	Jan 2, 2015 ken kirwan	-
Health Sector	ken kirwan	Nov 6, 2014 ken kirwan	-
Lone Actors	ken kirwan	May 26, 2015 ken kirwan	-
Prevent and Social Media	ken kirwan	Feb 16, 2015 ken kirwan	-
Social Housing & Prevent	ken kirwan	Feb 19, 2015 ken kirwan	-
Support Material	ken kirwan	Mar 31, 2015 ken kirwan	-
Syria Prevent initiatives	ken kirwan	May 26, 2015 ken kirwan	-

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