Workshop to Raise Awareness of Prevent:

Full Workshop Script

00:00 Part one:
INTRODUCTION

FACILITATOR SCRIPT

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, 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

We'll work on some exercises in our table groups in a moment – so if you haven't done so, say hello to each other and nominate a scribe for your group – someone who's comfortable writing down the ideas from your table when we're working together.

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.

> **PLAY VT1:**
> **Understanding prevent**

FACILITATOR SCRIPT

Prevent aims to stop people becoming terrorists or supporting terrorism.

And I can understand why mentioning terrorism alongside safeguarding might seem like quite a leap to some people.

That's often because people's perception of terrorism is perhaps too narrow.

When we think of terrorism we most often think of the attacks – pictures and images come to mind – those we see in the news and media.

They show the acts of violence themselves.

If this were an iceberg, they are the exposed part of it – the tip. The part we can see, above the surface.

Traditionally these would have been large attacks like 9/11, or 7/7, but these could be more isolated incidents like the Lee Rigby killing in Woolwich; or more locally (INSERT LOCAL EXAMPLE).

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.

Lets 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 (INSERT PROFILE and explain another ideology will be covered later in the workshop)

One last point: you'll see from the menu we have case studies relating to the Far Right; and Al Qa'ida influenced – or AQ influenced terrorism.

But we could also have case studies with ISIL; Animal Rights; Environmental; Northern Ireland related terrorism; anything that encourages violence to influence political change – all are relevant to Prevent.

And 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...

> **PLAY VT2:**
> **Case study 1**

Select one from menu:

1) Adolescent Far Right Extremism – Daniel (2'05")

2) Adolescent Al Qa'ida influence – Sammi (4'25")

3) Adult Far Right Extremism – Michael (4'15")

4) Adult Al Qa'ida influence 1 – Neil (4'30")

5) Adult Al Qa'ida influence 2 – Robert (2'55")

FACILITATOR SCRIPT

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 – **(INSERT EXAMPLE)**

Or be driven by external factors – **(INSERT EXAMPLE)**

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. That may be those you have a duty of care over; colleagues; or people in your community.

Try and come up with 6 or more…

Example Adult Far Right Extremism

VULNERABILITIES	REASONS
Adult Far Right	Job and girlfriend
	Loss of job – blames immigration
	At attacks on his brother and mother
	Job and girlfriend, and also feeling he needs to act
	Loss of job; attack on his mother
	Attack on his mother
	Football gang
	Len – very domineering
	Mother acts when he feels he should havet
	Approved of when speaks at the pub
	He says the gang allow him to take charge again
	Feels he should have protected mother and brother
	Used to order weapons, assumed social media use
	Scared of/intimidated by Len and the gang

00:20 Part three:
THE RISK OF RADICALISATION

Post-Exercise

FACILITATOR SCRIPT

All of us at times may share feelings, or influences such as these.

By no means am I suggesting that having one or all of these characteristics or circumstances will drive someone to terrorism.

But they often lead to a sense of injustice – be that on a personal or more far reaching scale – making someone feel like an outsider, isolated, not listened to.

So, 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.

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...

> **PLAY VT3:**
> **The Risk**

00:26 Part four:
BEHAVIOURS

> **FACILITATOR SCRIPT**
>
> 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.

Example Starter Table:

EMOTIONAL	VERBAL	PHYSICAL / CIRCUMSTANTIAL
Short tempered	Fixated on a subject	Tattoos
Angry	Closed to new ideas/conversations	Use of internet
New-found arrogance	Change in language/use of words	Change of routine
Withdrawn	Asking inappropriate questions	New circle of friends
Depressed	"Scripted" speech	Absent
Crying	Saying inappropriate things – a call to violent action	Letting themselves go (in terms of appearance)

00:36 Part five:
WHAT TO DO

FACILITATOR SCRIPT

The motivators for the excellent list of behaviours we have listed here could be all sorts of reasons – and the likelihood that terrorism is driving them is very small.

But we need to accept that is a possibility – no matter how remote.

The fact is that someone displaying these types of behaviours may well be suffering from stress, they may have a drug habit forming, or battling with an internal crisis.

That still means that person may benefit from our support.

But what should we do?

The most important thing is to do something.

Some people may hesitate here; worried about the chain of events sharing a concern may set in motion. The procedures for sharing concerns within Prevent are designed to illicit a proportional response and we'll look at what form that might take in a moment.

First, let's hear the true story of someone who had concerns based on behaviours like these, and hear how they went about addressing them.

Please listen closely to this story as it forms part of our final exercise.

> ## PLAY VT4:
> ## Case study 2

Select one from menu:

1) Al Qa'ida Influence (Education) – Sabrina (2'30")

2) Far Right Extremism (Education) – Callum (5'10")

3) Al Qa'ida Influence (Education (HE/FE)) – Jameel (4'05")

4) Far Right Extremism (Health) – Neil (2'40")

5) Al Qa'ida Influence (Health) – Simon (3'30")

6) Al Qa'ida Influence (Local Authority) – Ismail (2'35")

7) Far Right Extremism (Community) – Dean and Patrick (3'50")

8) Al Qa'ida Influence (Community) – Rami (3'25")

9) Al Qa'ida Influence (Offender Managment) – Edward (3'55")

00:45 Part six:
ACTION PLAN

FACILITATOR SCRIPT

While every story and circumstance is different, there is a pretty straightforward pattern that occurs each time.

If we follow it, we would help ensure we are doing all we can to understand the motivations driving behaviours that cause us concern, and therefore have the best chance of supporting the individual at the centre:

The facilitator turns over to a flip chart page that already has written on it:

NOTICE

CHECK

SHARE

FACILITATOR SCRIPT

First, they NOTICED the concern…
(insert example relevant to case study)

Next the CHECKED their concern…
(insert example relevant to case study)

This led to him being able to SHARE their concern…
(insert example relevant to case study)

And if everyone applies that process, we can be sure that we are doing all we can to make as many relevant people as possible aware of our concerns.

So from the same case study let's take (Insert name or job title). They too…

First, they NOTICED the concern…
(insert example relevant to case study)

Next the CHECKED their concern…
(insert example relevant to case study)

This led to him being able to SHARE their concern…
(insert example relevant to case study)

The point is, we all have an immediate circle of contacts – could be work colleagues, managers, friends or family with whom we can check our concerns in order to understand them better.

If everyone does this then concerns will be fed through so someone can see the whole picture and make a decision to refer if necessary.

So within this organisation/community write down who would be the person you'd most likely check a concern with? Normally this would be someone you trust.

Delegates write name/roles of contacts

FACILITATOR SCRIPT

And who do you think a concern might then be shared with? Who would be best qualified to help answer a concern?

Delegates write name/roles of contacts

FACILITATOR SCRIPT

While it may have been easy to think of a name for the person you trust who you'd check a concern with, if you struggled to think of a name for the person you'd share a concern with, please feel free to add my name.

(Facilitator can briefly explain their role in the community)

Data sharing

FACILITATOR SCRIPT

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

00:50 Part seven:
REFERRALS AND INTERVENTIONS

FACILITATOR SCRIPT

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 (check if the one you just played did) 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).

Here's a short film explaining how this multi-agency approach works.

> **PLAY VT5:**
> **Referrals**

FACILITATOR SCRIPT

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

The Local Authority NOTICES a concern when it is bought 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 *(mention when this was the case in either or both of the case studies you chose)*

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 finish by watching 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.

> **PLAY VT6:**
> **Interventions**

1:05 Part eight:
CONCLUSION

FACILITATOR SCRIPT

Today has really been an introduction, but I'd hope you have a clearer idea about what Prevent's aims are and how it works to support those people who are vulnerable to radicalisation.

While the risk is rare, it's not one we can ignore.

Everyone therefore needs to NOTICE, CHECK and SHARE so that our concerns are properly considered and a proportionate response, like working with people such as ████████████ can make a difference.

For that to work, the people you might CHECK or SHARE concerns with also need to understand Prevent, and why some people are at risk from radicalisation.

If you need help getting colleagues or others up to speed on Prevent, I'd be more than happy to help.

Topical insert (as required)

OSCT will provide updates to help support inserting topical information, you may also wish to use this slot to provide local examples that have been in the media.

For example:

"Finally, the humanitarian crisis in Syria is a very real vulnerability right now.

Many people understandably want to help, and in going there often are putting themselves at great risk – despite their best intentions.

I have some information on the aid effort from the UK; what the risks are in going to Syria, and why the advice is to support the aid effort from here in the UK.

Of course, the situation is changing all the time, but if you'd like some broad facts, perhaps enough to have an informed conversation if you knew someone who wanted to help; please take one of these hand-outs when you leave."

Please also make a note of my details so should you wish to discuss or refer on any concerns now or in the future you know where to turn.

Thank you.

END