SAFEGUARDING ADULTS WORKBOOK 7

Prevent

RBSAB
ROCHDALE BOROUGH
SAFEGUARDING ADULTS BOARD

Contents

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This workbook has been developed for staff and volunteers who have completed Safeguarding Adults awareness training, which may have been through attending a tutor-led course, completing an e-learning course or the RBSAB Safeguarding Adults Awareness workbook. This workbook will build on your prior learning, the modules are as follows:

The Mental Capacity Act & Liberty Protection Safeguards
Domestic Abuse
Forced Marriage
Female Genital
Mutilation Prevent
Modern
Slavery Self-
Neglect

You must complete all sections of the workbook and return it to your Manager for assessment. When you have successfully completed the workbook, you will be issued with a certificate and your training records will be updated: the workbook will be returned to you to be used as a reference tool.

In the appendices, you will find a link to the current Rochdale Multi-Agency Safeguarding Adults Policy and Procedures for reference purposes. Suggested study time to be allocated to complete this workbook: 3 hours.

Once you have completed the workbook please forward the ***Certificate of Completion*** page to the Rochdale Borough Safeguarding Adults Board, Business Unit, using the contact details below, who will make a record of completion and issue a certificate.

Rochdale Borough Safeguarding Board/Partnership Business Unit, Number One Riverside, Smith Street, Rochdale OL16 1XU. rbsb.admin@rochdale.gov.uk
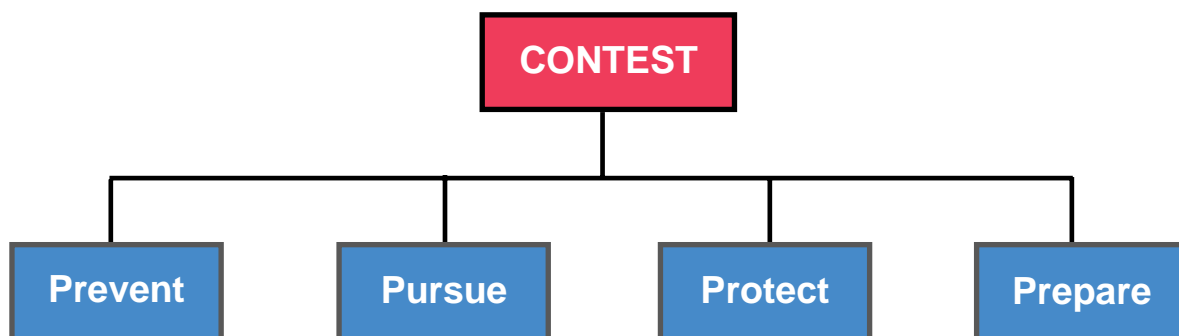
This workbook is aimed to help those who need an understanding of adult safeguarding awareness in their role and may have a responsibility for raising safeguarding concerns to ensure they are competent, and have all the knowledge they need.

It is aimed at all staff and volunteers in health and social care settings, all frontline staff at Greater Manchester Fire and Rescue Service, staff within Housing teams, Clerical and Administration staff, Adult Care staff who do not undertake front-line assessments, Domestic and Ancillary staff, Health and Safety Officers, other support staff, Elected Members, GP practice staff, Governing Boards and Safeguarding administrative support staff. This is not a definitive list.

The Government's counter-terrorism strategy is known as CONTEST. **Prevent** is part of CONTEST, and its aim is to stop people becoming terrorists or supporting terrorism. The strategy promotes collaboration and co-operation among public service organisations. The Office for Security and Counter Terrorism in the Home Office is responsible for providing strategic direction and governance on CONTEST.

CONTEST has four key principles:

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                          │   CONTEST    │
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     ┌───────────┐ ┌───────────┐  ┌───────────┐ ┌───────────┐
     │  Prevent  │ │  Pursue   │  │  Protect  │ │  Prepare  │
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- **Prevent:** to stop people becoming terrorists or supporting terrorism (to safeguard and support those vulnerable to radicalisation)
- **Pursue:** to stop terrorist attacks
- **Protect:** to strengthen our protection against a terrorist attack
- **Prepare:** to mitigate the impact of a terrorist attack.

The Counter-Terrorism and Security Act 2015, incorporates a duty for those authorities listed in Schedule 6 of the Act to have due regard to the need to prevent people from being drawn into terrorism. Authorities listed in Schedule 6 of the Act include; Local Authorities, Health Trusts, Foundation Trusts, Prisons, Schools and educational establishments. The Act makes provision in relation to terrorism and specifies that agencies must monitor their **Prevent** activity and evidence that mechanisms are in place to identify risk, to record potential risks, to raise awareness and incorporate appropriate training.

What is the Prevent Strategy?

The aim of the **Prevent** strategy is to stop people from becoming terrorists or supporting terrorism. From the national objectives that have been identified for the **Prevent** strategy, three have been identified as the specific strategic objectives, these are:

Objective 1: respond to the ideological challenge of terrorism and the threat we face from those who promote it

Objective 2: prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support

Objective 3: work with sectors and institutions where there are risks of radicalisation which we need to address.

The Government has defined extremism in the **Prevent** strategy as:
'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.
https://www.gov.uk/government/publications/prevent-duty-guidance

How does the Prevent strategy affect you in your work?

As an employee, you have a key role in the **Prevent** strategy. **Prevent** focuses on working with vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist-related activity. **Prevent** does not require you to do anything in addition to your normal duties. What is important is that if you are concerned that a vulnerable individual is being exploited in this way, you can raise these concerns by following the same process for raising an Adult Safeguarding concern.

Some of the following factors are already known to contribute to the vulnerability of individuals and could put them at risk of exploitation by radicalisers as follows:

Identity crisis

Adolescents/vulnerable adults who are exploring issues of identity can feel both distant from their parents/family and cultural and religious heritage, and uncomfortable with their place in society around them. Radicalisers can exploit this by providing a sense of purpose or feelings of belonging. Where this occurs, it can often manifest itself in a change in a people's behaviour, their circle of friends, and the way in which they interact with others and spend their time.

Personal crisis
This may, for example, include significant tensions within the family that produce a sense of isolation of the vulnerable individual from the traditional certainties of family life.

Personal circumstances
The experience of migration, local tensions or events affecting families in countries of origin may contribute to alienation from UK values and a decision to cause harm to symbols of the community or state.

Unemployment or under-employment
Individuals may perceive their aspirations for career and lifestyle to be undermined by limited achievements or employment prospects. This can translate to a generalised rejection of civic life and adoption of violence as a symbolic act.

Criminality
In some cases a vulnerable individual may have been involved in a group that engages in criminal activity or, on occasion, a group that has links to organised crime and be further drawn to engagement in terrorist-related activity.

Any change in an individual's behaviour should not be viewed in isolation and you will need to consider how reliable or significant these changes are.

Radicalisation can be really difficult to spot. Signs may include:
- Isolating themselves from family and friends.
- Talking as if from a script.
- Unwillingness to discuss their views or refusing to listen to different points of view.
- A sudden disrespectful attitude towards others.
- Increased levels of anger or becoming increasingly argumentative.
- Increase in secretive behaviour, especially around internet use.
- Use of 'them and us' language.

Understanding Radicalisation

Radicalisation is not usually an event; rather it is a process in which individuals are drawn into terrorist-related activity. In many cases this process is related to the search for identity, meaning and community. It is a social process, in which peer relationships are likely to be significant in persuading an individual that terrorism is a legitimate course of action. In order for an individual or group to become 'radicalised,' three components are usually present.

Those are the existence of a radical ideology; the involvement of a radicaliser propagating that ideology and the presence of vulnerabilities and local factors which heighten the susceptibility of the individuals or groups to radicalisation. In order for these vulnerabilities to be fully exploited, there will be an absence of factors which would otherwise protect against or act as an obstacle to radicalisation.

Research suggests that there is a two-stage pathway to radicalisation. The first stage encompasses an attitudinal journey, where an individual begins to hold extremist views. The second stage focuses on behaviours, where extremist views turn into violent actions. The first stage of the journey occurs when a vulnerable state of mind is exposed to a radicalising ideology and draws the individual towards an extremist point of view.

A **vulnerable state of mind** is thought to be the result of a combination of factors, which can include background issues (e.g. entrenched criminality, troubled family background); **experiences and influences** (e.g. friends, family, media) and **unmet psychological needs** (for belonging, status and meaning) to create the opening for extremist ideology.

The second stage of radicalisation is the result of a deepening commitment to the extremist cause brought about by one of three factors: either social (where the cost of disengaging from the extremist network is high); emotional (by cutting themselves off from outside influences and deepening their emotional engagement with the terrorist or extremist cause) or experiential (by participating in terrorist-related activity).

Others categorise this vulnerability to extremism as being a balance of vulnerabilities and opportunities, or 'push' and 'pull' factors.

Push factors	Pull factors
• Sense of grievance, injustice • Need for identity, meaning, belonging/comradeship • Desire for excitement, challenge, adventure • Need for status, significance • Criminality • Attraction to authoritarian ideologies • Certain mental health problems	• Ideology provides a diagnostic function • Identification with a noble cause, accessing a proxy family, social capital • Access to excitement, challenge, adventure • Empowered by extremist identity • Outlet for criminal capability • Opportunity to be an authoritarian leader or follower • Extremist ideologies can make sense of a confusing world

We use the term 'radicalisation' to describe the process of an individual engaging with an extremist ideology – a 'radicaliser' is therefore someone who influences others to engage in, maintain and deepen their involvement in violent extremist and terrorist activity. A radicaliser's influence can act as a catalyst to terrorist involvement for many individuals who become terrorists.

Whilst radicalisers may be skilled manipulators, often they may also be polite, sociable, likeable and self-disciplined. Such individuals may show a range of positive behaviours and characteristics, and it is often these positive characteristics that give these individuals their power to influence others, and some may even be involved in positive activity not directly linked to radicalisation, such as helping vulnerable people get off drugs, reconcile with their families or stop (some types of) criminal activity. This process is very similar to grooming and is very much an "arm around the shoulder" process rather than coercive pressure.

The Online Risk Posed By Violent Extremism

The internet is a source of much that is positive. It offers unprecedented opportunities for global information exchange, communication, networking and education. Alongside these benefits however, there are risks, often reflecting those in the offline world.

The offline risks of terrorism and violent extremism are well-known, and these are mirrored online. Terrorists and violent extremists exploit the internet for both operational purposes and as a tool for radicalisation and recruitment. This represents a serious risk to vulnerable individuals using the internet. The purpose of this document is to raise awareness of these issues and provide practical guidance to those with responsibility for vulnerable individuals to protect them from the threats posed by violent extremism on the internet.

Violent extremists are using the internet to great effect. It has become a key means of influencing and training would-be terrorists, as the case studies demonstrate. Huge numbers of videos, speeches, audio statements, chat forums and gaming platforms exist on the internet designed to spread distorted interpretations of religion and world events, to encourage vulnerable members of society to engage in terrorism.

The threat posed by violent extremist and terrorist material on the internet goes beyond radicalisation. Online bomb-making manuals and instructions are prolific, potentially enabling extremists to prepare terrorist operations without the need for offline training camps or contact with trained specialists.

Relationships formed and developed online can be very strong, while what people do online as a solitary activity can feed feelings of belonging to something bigger and better than themselves alone. Individuals are not always well enough equipped to challenge what they read online; this may be exacerbated in forums or chat rooms where users hold similar views and extreme views can go unchallenged.

While the legislative frameworks surrounding terrorism-related and extreme material on the internet are significantly different from that surrounding child abuse imagery, it must be understood that certain online activities in relation to these types of material may constitute criminal offences.

The Counter Terrorism and Security Act 2015 contains various offences relating to terrorist activity, for example it is an offence to collect, make or possess records of information (including electronic records) likely to be useful to a person committing or preparing an act of terrorism. This would include, for example, bomb-making or explosives manuals, attack planning guidance and information about potential targets. It is also an offence to publish or distribute material which encourages individuals to commit, prepare or instigate acts of terrorism. This could be direct encouragement or indirect encouragement, in the form of glorification of terrorism.

The Public Order Act (as amended) amongst other things creates an offence to possess, publish or distribute material which is threatening, where the intention is to stir up religious or racial hatred. It should be noted that a religious group may also be defined as a group lacking religious belief.

Examples of violent extremist content that are likely to be considered inappropriate and may also be illegal fall into two broad categories. These are:

- Materials likely to be useful in preparing, instigating or conducting an act of terrorism. This would include, for example, bomb-making instructions, explosives manuals, and explanations of how to manufacture poisons and weaponry, and targeting information.

- Ideological materials inciting violence and/or hatred. This could include videos of fatal attacks against soldiers or beheadings with accompanying messages of glorification. Speeches and essays by individuals advocating racial or religious supremacy, actively stirring up hatred against other groups would also fall into this category, as would chat forums containing postings encouraging others to emulate the activities of terrorists or bigots.

It is recommended that those with responsibility for or work with vulnerable individuals follow standard guidance on online safety, such as that provided by The Child Exploitation and Online Protection Centre (https://www.ceop.police.uk/safety-centre/)

Following consultation with industry and communities, a growing number of filtering and parental control software companies now choose to work with the Home Office to ensure their products provide an enhanced level of protection against material that promotes terrorism. It is therefore recommended that individuals ensure that filtering controls are set as appropriate.

The following are examples of vulnerable individuals who became involved in terrorist attacks:

Case Study 1	A patient: Nicky Reilly

Nicky Reilly received a life sentence having attempted to detonate an improvised explosive device at a restaurant in Exeter in May 2008. He had been preparing to detonate three bombs, created using glass bottles and containing about 500 nails, caustic soda and kerosene, when one exploded in his hands. Reilly was known to have learning difficulties and Asperger's Syndrome; he struggled to make friends and had regular contact with health and social services.

During his trial Nicky admitted attempted murder and preparing an act of terrorism and stated he was encouraged by radicalisers on the internet. During the trial it was also noted that while Nicky was encouraged by literature and individuals via the internet, he was self-radicalised.

Case Study 2	Healthcare Worker: Bilal Abdullah

Bilal Abdullah, an NHS doctor, and Kafeel Ahmed, a PhD student, were involved in staging the attack on Glasgow Airport in 2007. The two men left car bombs outside a nightclub and in a street in Central London, but failed to detonate. A day later a burning Jeep filled with gas canisters was driven into Glasgow Airport. The academic died from the severe burns he suffered after driving the vehicle into the airport terminal. The NHS doctor was later convicted of conspiracy to murder and to cause explosions. Dr. Abdulla, who was born in the UK, admitted in court that he was "a terrorist" as defined by English law. The court was told that Dr. Abdulla was a "religious extremist and a bigot" who held the most extreme form of Islamist views.

The individuals in these examples came from different cultural and socio-economic backgrounds and appear to have very little in common. However, they each became victims of radicalisation. Radicalisation is usually a process not an event. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity. This is by intervening in the pre-criminal space. There is no single profile which would identify an individual who may be susceptible to radicalisation. There is no expectation that staff will take on surveillance or enforcement role as a result of **Prevent**. Rather, staff must work with partner organisations to contribute to the prevention of terrorism by safeguarding and protecting vulnerable individuals and making safety a shared endeavour.

A concern that an individual may be vulnerable to exploitation does not mean you think a person is a terrorist; it means that you are concerned they are prone to being exploited by others, and so therefore have a safeguarding concern.

Staff must recognise **Prevent** as part of their safeguarding responsibilities. We are all responsible for safeguarding vulnerable people from any form of exploitation, and the possible risk to a vulnerable individual from extremism. If you notice that a person is vulnerable to being exploited, and you are aware of any changes in behaviour or routines that lead you to have concerns that they are being exploited and drawn into terrorism you should make a referral.

Share your concerns with your line manager and the **Prevent** lead for the organisation. They can advise you on any further action that may need to be taken.

Key Contacts

If you have immediate concerns that an individual is presenting an immediate terrorist risk to themselves, others or property, then you must contact the police on 999 or National Counter-Terrorism Hotline on 0800 789 321, and your safeguarding point of contact. This should then be escalated to appropriate managers.

Channel Process

What is Channel?
Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people.

How does Channel work?
Channel is designed to work with individuals of any age who are at risk of being exploited by extremist or terrorist ideologues. The process is shaped around the circumstances of each person and can provide support for any form of radicalisation or personal vulnerabilities.

Each Channel Panel is chaired by a local authority and brings together a range of multi-agency partners to collectively assess the risk and can decide whether a support package is needed. The group may include statutory and non-statutory partners, as well as lead safeguarding professionals. If an individual consents, the Channel Panel will look to develop a package of support that is bespoke to the person.

The partnership approach ensures those with specific knowledge and expertise around the vulnerabilities of those at risk are able to work together to provide the best support.

The Channel process is a key element in the **Prevent** strategy. It is the process to safeguard individuals by assessing their vulnerability of becoming involved in terrorist activity in some capacity. Channel is all about early intervention to protect and divert people away from the opportunity of becoming involved in any terrorist-related activity.

Summary

The UK faces a range of terrorist threats. All the terrorist and non-violent extremist groups who pose a threat to us seek to radicalise and recruit people to their cause. But the percentage of people who are prepared to support violent extremism in this country is very small. It is significantly greater amongst young people.

We now have more information about the factors which encourage people to support terrorism and then to engage in terrorist-related activity. It is important to understand these factors if we are to prevent radicalisation and minimise the risks it poses to our national security.

Radicalisation is driven by an ideology which sanctions the use of violence; by propagandists for that ideology here and overseas; and by personal vulnerabilities and specific local factors which, for a range of reasons, make that ideology seem both attractive and compelling.

Next Steps

This workbook only gives the briefest overview of Prevent. You need to augment your understanding by taking the Home Office Prevent e-learning course, which is available at https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html

You should also familiarise yourself with Rochdale Council's prevent arrangements, which can be found at https://www.rochdale.gov.uk/directory-record/130/channel-panel-policy-and-prevent-duty-%E2%80%93-counter-terrorism-strategy

How to make a referral to Prevent

Details of how to make a referral to Prevent in Rochdale can be found at https://www.rochdale.gov.uk/crime-antisocial/refer-someone-risk-radicalisation

Government's Prevent Duty Guidance 2015: (as updated)
https://www.gov.uk/government/publications/prevent-duty-guidance

Building Partnerships, Staying Safe, The health sector contribution to HM Government's Prevent strategy: guidance for health care workers, 2011
https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

E-Learning:
https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html#

Support Information
https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales

https://www.actearly.uk

www.gov.uk/ACT

Working together to Prevent terrorism - visit www.ltai.info

Rochdale Borough Safeguarding Adults Board's Policies, Procedures and Guidance webpage including:
- Decision Support Guidance
- MCA and Deprivation of Liberty Safeguards Policy
- Safeguarding and Promoting the Welfare of Adults and Children at Risk Guidance

www.rochdalesafeguarding.com

Rochdale Safeguarding Adults Board – Safeguarding Adults Reviews Reports
www.rochdalesafeguarding.com/p/about-us/safeguarding-adult-reviews

Rochdale Safeguarding Adults Board - You Tube Channel:
https://www.youtube.com/channel/UCXd9oqNQ3b_G3TyvIIBLYFQ

Rochdale Safeguarding Adults
Board Safeguarding Adults
Workbook Assessment

Notice to Learners: You should complete the following questions without any help and submit answers to your line manager.

Question 1
Which of the following is true to recognise an individual who is susceptible to radicalisation?
(Please circle the answer that applies)
a)   the individual can be influenced by their religion
b)   the individual can be influenced by their ethnicity
c)   the individual can be influenced by their culture
d)   there is no one profile to identify an individual

Question 2
If you became aware of any issues that relate to the exploitation of vulnerable individuals which could lead them into terrorist-related activity what would you do with this information?
(Please circle the answers that applies).
a)   raise a safeguarding concern
b)   contact the police if the danger is imminent
c)   discuss this with their family

Question 3
List the 4 key principles of CONTEST
1.
2.
3.
4.

Question 4
Who can you speak to in confidence should you have any concerns regarding exploitation by radicalisers?
a)   the individuals family/carers
b)   line manager or the adult safeguarding team
c)   local authority

Question 5
Radicalisation is usually an event and not process:
True / False

Question 6
It is possible to intervene to prevent vulnerable people being drawn into terrorist activity?
Yes / No

Name	
Job Role	

Evaluation

Name:

Once completed please forward the workbook evaluation *(i.e. this page)* and the Certificate of Completion) to the Rochdale Safeguarding Adults Board, Business Unit, using the contact details below, who will make a record of completion and issue a certificate. Completion records may be shared with the training leads of your commissioning organisation to ensure that your staff development record remains up to date.

Rochdale Safeguarding Board Business Unit, 4th Floor, Number One Riverside, Smith Street, Rochdale. Email: rbsb.admin@rochdale.gov.uk

1. Why did you complete this workbook?

2. Where did you do your training?
○ Home   ○ Work   ○ Mixture

3. Overall, how satisfied were you that the workbook gave you the information that you needed to know?
○ Very satisfied   ○ Satisfied   ○ Partly satisfied   ○ Dissatisfied

4. What is the most important thing you have learned from this workbook?

5. How will you use the information from this workbook in your day to day work?

6. Would you recommend this workbook to other people? Please explain.

7. Is there any aspects of the workbook you feel could be improved?

Manager / Supervisor: Please provide feedback on how the learner managed this learning experience.

Certificate of Completion – Prevent

I have discussed the completion of the workbook with my manager / assessor.

Name *(please print)*: _____

Signature of employee: _____

Date: _____/_____/ _____

Declaration:

I have seen the workbook completed by _____
(As it will appear on the certificate)

I can confirm that I am satisfied that they now have a good knowledge and understanding of the Prevent strategy.

Name *(please print)*: _____

Signature: _____

Date: _____/_____/ _____

Details of Manager / Assessor:

Job Title: _____

Organisation: _____

Full Address: _____

Telephone number: _____