



North Yorkshire
Community Safety Partnership

Working with Individuals Vulnerable to Extremism

Practice Guidance

Contents

1. Aims of the Guidance (Practice Guidance)	3
2. National Guidance and Strategies (Introduction).	3
3. Definitions	4
4. The risk of radicalisation and extremism in North Yorkshire.	5
5. Prevent Duty	5
6. Governance arrangements for North Yorkshire	5
7. Insuring Appropriate Arrangements are in Place.	6
8. Understanding and Recognising Risks and Vulnerabilities of Radicalisation	6
9. Internal and External influences	9
10. Reducing the risk of Radicalisation and Extremism	11
11. Referral and Intervention Process	12
12. Channel Process	14
13. Training and Resources	15
14. Useful Guidance	16
Appendix One: Prevent Self Assessment.	17

Working with Individuals Vulnerable to Extremism

1. Aims of the Guidance (Practice Guidance)

There are 4 key aims for this guidance.

1. To signpost the reader to the most relevant **national guidance and strategies**
2. To provide advice on **understanding and recognising risks and vulnerabilities of radicalisation** and appropriate, proportionate responses and interventions
3. To provide clarity on the process that needs to be followed when a concern is identified, **NOTICE, CHECK and SHARE**
4. To provide information on the **local arrangements** in place to support the multi-agency workforce.

The guidance in this document recognises that effective implementation will require a multi-agency and partnership approach.

Following the reading of this guidance, agencies must ensure that Prevent and the Channel processes are embedded within their organisations and the day to day practice of the multi-agency workforce. Agencies in exercising their functions must have **“due regard to the need to prevent people from being drawn into terrorism” (S26 of the Counter Terrorism & Security Act 2015)**. Appendix 1 contains a self-assessment tool, which will assist partners with this requirement.

The guidance in this document recognises that effective implementation will require multi-agency and partnership arrangements. North Yorkshire and York Strategic Prevent Board, North Yorkshire Local Safeguarding Children Board and North Yorkshire

Safeguarding Adults Board through consultation have agreed these procedures.

2. National Guidance and Strategies (Introduction)

The UK faces a severe and continuing threat from international terrorism. The aim of CONTEST is to reduce the risk to the UK and its interests overseas from terrorism. CONTEST as a counter-terrorism strategy is organised around four work streams, each comprising a number of key objectives:

PURSUE: To stop terrorist attacks;

PROTECT: To strengthen our protection against a terrorist attack; and

PREPARE: To mitigate the impact of a terrorist attack.

PREVENT: To stop people becoming terrorists or supporting terrorism;

The Prevent aspect of this strategy aims to stop people from becoming terrorists or supporting terrorism. It contains three key objectives:

- **Ideology:** challenging the ideology that supports terrorism and those who promote it;
- **Individuals:** protecting people from being drawn into terrorism and ensuring that they are given appropriate advice and support; and
- **Institutions:** supporting sectors and institutions where there are risks of radicalisation.

The focus of Prevent is on the threat posed by international terrorism and those in the UK who are inspired by it. But it is also concerned with reducing threats, risks and vulnerabilities posed by domestic extremists such as those from the far right; far left and extreme animal rights activists.

The following key documents have been produced by the Government.

Revised Prevent Duty Guidance

(September 2015)

For England and Wales the duty in the Counter-terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.

www.gov.uk/government/publications/prevent-duty-guidance

The Prevent Duty. Departmental advice for schools and childcare providers

(June 2015)

www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-strategy

The use of social media for online radicalisation

(July 2015)

Guide for schools on how terrorist groups such as ISIL use social media to encourage travel to Syria and Iraq.

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

A Comprehensive Strategy to Defeat Extremism (October 2015)

Counter-extremism strategy aims to tackle the full spectrum of harms caused by extremism: violent and non-violent, Islamist and neo-Nazi, hate and fear in all their forms.

www.gov.uk/government/news/a-comprehensive-strategy-to-defeat-extremism

3. Definitions

For the purposes of this practice guidance:

Extremism. 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. We also include in our definition of extremism calls for the death of members of our armed forces”.

Radicalisation is a process by which a person comes to support terrorism and extremism ideologies associated with terror groups

Radicalisation can be both violent and nonviolent. Violent extremism is caused by a combination of interlocking factors:

- An ideology which justifies terrorism by manipulating theology as well as history and politics;
- Radicalisers and their networks which promote violent extremism through a variety of places, institutions and media;
- Individuals who are vulnerable to the messages of violent extremists;
- Communities, which are sometimes poorly equipped to challenge and resist violent extremism; and
- Grievances, some genuine and some perceived, and some of course directed very specifically against government.

There are multiple pathways that constitute the process of radicalisation, which can be independent but are usually mutually reinforcing.

4. The risk of radicalisation and extremism in North Yorkshire

Prevent work is intended to deal with all kinds of terrorist threats to the UK. The most significant of these threats is currently from terrorist organisations in Syria and Iraq, and Al Qa'ida associated groups. But extremists associated with the extreme right also pose a continued threat to our safety and security.

Although it is tempting to consider North Yorkshire as being far removed from the threat of extremism and radicalisation, history has demonstrated that more rural counties are equally at risk as high density urban areas. North Yorkshire is not immune to the threats and risks posed by terrorist and extremist groups.

The county has number of Military sites and associated personnel, crowded places (York Races, Visitor attractions, Sporting events such as Tour De Yorkshire) as well as major road and rail networks

North Yorkshire comprises of urban and rural populations, each with their own risks and vulnerabilities, which may make someone more susceptible to an extremist ideology. There is a lack of cohesion and understanding within some communities often perpetuated by media reporting resulting in increased tensions between those communities which can feed into a right wing narrative.

The Counter Terrorism Local Profile (CTLP) outlines the relative risk, threat and vulnerability from terrorism related activity for North Yorkshire. Local links to the CTLP exist within

each district within the multiagency Local Prevent Groups. Further information can be found on the North Yorkshire Partnerships website <http://www.nypartnerships.org.uk>

5. Prevent Duty

From the 1st July 2015 many public facing organisations providing services to children, young people and adults are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have “*due regard to the need to prevent people from being drawn into terrorism*”. This duty is known as the Prevent duty and the Government’s guidance outline specifies authorities responsible for this duty. (<https://www.gov.uk/government/publications/prevent-duty-guidance>):

It is essential that staff within agencies and organisations that provide services to children, young people and adults are able to identify individuals who may be vulnerable to radicalisation and know what to do when they are identified.

Protecting individuals from the risk of radicalisation is an integral part of safeguarding duties, and is similar in nature to protecting children and adults from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

6. Governance arrangements for North Yorkshire

In response to the Prevent Strategy 2011 a multi-agency ‘Prevent Strategic Board’ (formally the Prevent Implementation Board) was formed. Representation on this board is at a Chief Officer level from the specified authorities and is currently chaired by the

Chief Executive of a District Council. The delivery arm for this board is the multi-agency Local Prevent Groups (formally known as the Bronze Groups) which are district based. Due to the connectivity with safeguarding there are clear links to and regularly reporting to the Local Safeguarding Boards (Children and Adults) and the Community Safety Partnership in North Yorkshire.

7. Insuring Appropriate Arrangements are in Place

In ensuring that the specified authorities are fulfilling their requirements as outlined under the Counter Terrorism & Security Act 2015, all agencies should ensure that they have in place adequate arrangements to safeguard individuals from extremism and radicalisation.

Agencies need in place:

- Clear leadership and accountable structures
- Appropriate training for both staff and management
- Processes to ensure that cases are referred and managed effectively
- Systems that support individuals from being radicalised

Each organisation should have an established single point of contact (SPOC) identified as the strategic lead for Prevent, although senior leadership also need to be aware of the Prevent agenda and the organisation's strategy to address this.

The Prevent agenda and its associated practices need to be embedded within existing policies and procedures and everyday practice. These should be well communicated within the organisation and all staff within

the organisation need to be aware of the role they play to safeguard individuals.

Appendix 1 provides a self-assessment toolkit to assist organisations to carry out a self-assessment of their arrangements to safeguard individuals from extremism and radicalisation. As best practice the key points within this tool have been incorporated into the North Yorkshire Local Safeguarding Children Board Safeguarding Audit for Schools. This tool can also provide suitable evidence, for both internal and external audits, and inspections, such as Ofsted.

8. Understanding and Recognising Risks and Vulnerabilities of Radicalisation

There is no obvious profile of an individual likely to become involved in extremism or a single indicator of when an individual might move to adopt violence in support of extremist ideas. Examples of extremist causes that have used violence to achieve their ends include domestic extremists and international terrorist organisations.

An individual can be drawn to radicalisation at any age. The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame.

Individuals can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include the influence of:

- Family members
- Friends
- Direct contact with extremist groups and organisations, or
- Via the internet, TV and media

The vulnerability factors highlighted below may make some individuals vulnerable to radicalisation (but it cannot be assumed that they will apply to everyone). Key questions for practitioners to consider, when they have concerns, have also been included.

Area	Vulnerability	Key Questions for consideration
Personal	<ul style="list-style-type: none"> • A sense of isolation • Adolescence • Low self-esteem • Driven by the desire for 'adventure' and excitement • Unmet Aspirations such as: • Perceptions of injustice • Feeling of failure • Rejection of civic life • Experience of poverty, disadvantage or social exclusion • Searching for answers to questions about identity, faith and belonging • Special Educational Need - difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others. 	<ul style="list-style-type: none"> • Has there been a significant shift in the individuals behaviour or outward appearance that suggests a new social/political or religious influence? • Does the individual vocally support terrorist attacks; either verbally or in their written work? • Does the individual have any marks, scars or tattoos which are linked to extremist groups?
Family	<ul style="list-style-type: none"> • Family tensions • Conflict with family over religious beliefs, lifestyle choices or extreme political views • Rejection by family 	<ul style="list-style-type: none"> • Has the individual come into conflict with family over religious beliefs/lifestyle/ dress choices?
Religion	<ul style="list-style-type: none"> • Recent religious conversion • Identity confusion - e.g. Distance from cultural/ religious heritage and uncomfortable with their place in the society around them • Rejection by faith groups 	<ul style="list-style-type: none"> • Has the individual witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism? • Has the individual come into conflict with family over religious beliefs/lifestyle/ dress choices?

Area	Vulnerability	Key Questions for consideration
Environmental	<ul style="list-style-type: none"> • A traumatic or series of traumatic events - both personal or national • Victim or witness to race or religious hate crime • Uncensored access to extremist propaganda • Influenced by world events and a sense of grievance resulting in a need to make a difference 	<ul style="list-style-type: none"> • Have international events in areas of conflict and civil unrest had a personal impact on the individual resulting in a noticeable change in behaviour? • It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity • Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
Social	<ul style="list-style-type: none"> • Rejection by social group • Drawn to a group or individual who can offer identity, social network and support • Pressure from peers associated with extremism • Disassociating from existing friendship group and becoming involved with a new and different group of friends • Driven by a need to raise self-esteem and promote 'street cred' 	<ul style="list-style-type: none"> • Does the individual person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc) • Does the individual support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings? • Does the individual have experience of poverty, disadvantage, discrimination or social exclusion?
Criminality	<ul style="list-style-type: none"> • Experiences of imprisonment • Poor resettlement/reintegration • Previous involvement with criminal groups 	<ul style="list-style-type: none"> • Has the individual joined an extremist organisation? • Is the individual known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?

Current information on extremism symbols and logos are to be found on the following websites:

- Community Policing and the Prevention of Radicalisation (CoPPRa) website (www.coppra.eu/pocketguide.)
- Anti-Defamation League at www.adl.org

It is key to note that the above is not an exhaustive list and further information and clarity may be needed. Some individuals with care and support needs may be at a higher risk

and could be targeted by some groups. The care and support needs may include a physical disability; mental health needs; increased social isolation or vulnerability to coercion. Professional judgement and proportionality is needed to ensure individual concerns are assessed, escalated and recorded appropriately. This may involve advice and support from your organisation's SPOC, and other multi-agency colleagues.

9. Internal and External influences

An individual may be drawn to extremism either by single or multiple methods including:

Method	How
Online	<p>The internet provides entertainment, connectivity and interaction. Individuals may need to spend a lot of time on the internet while studying as well as use social media and messaging sites such as Facebook, YouTube, Twitter, Instagram, Vine or Whatsapp.</p> <p>The power and scope of the internet and social media must be recognised and networks use this media to reach out to people and can communicate extremist messages.</p>
Peer interaction	<p>Individuals at risk may display extrovert behaviour, children and young people start getting into trouble at school, college or on the streets and mixing with others who are already involved with anti social or criminal behaviour. However, this is not always the case.</p> <p>Sometimes those at risk may be encouraged, by the people they are in contact with, not to draw attention to themselves. As part of some forms of radicalisation family members, friends, parents and professionals may feel their child's/relative's behaviour seems to be improving. For example, children may become quieter and more serious about their studies; young people and adults may dress more modestly and mix with a group of people who seem to be better behaved than previous friends.</p>
TV and Media	<p>The media provides a view on world affairs. However, this is often a very simple version of events which are in reality very complex. Individual may not understand the situation fully or appreciate the dangers involved in the views of some groups.</p>

It is important to note that the presence of one or more risk factors will not necessarily lead to radicalisation or engagement in violent activity and every case will need to be considered on an individual basis. Likewise the level of intervention needs to be proportionate to the level of risk to the individual perceived by professionals.

Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. Professionals must have:

- The confidence to challenge
- The confidence to intervene and
- Ensure that strong safeguarding practices based on the most up-to-date guidance and best practice is followed.

Prevent Case Studies

The following are examples of case studies used within the Home Office training, Workshop to Raise Awareness of Prevent (WRAP 3):

***CASE STUDY 1: Daniel Adolescent Far Right Extremism**

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.

***CASE STUDY 2: Michael Adult Far Right Extremism**

A man, Michael, loses his job and girlfriend, around the same time as his younger brother is being bullied at school.

His mother goes to report the bullying but is attacked outside the school gates by those involved. They are Muslim, and this fact is focused on by those Michael shares his story with - those with whom he attends football games.

He is made to feel welcome and his sense of impotence is addressed by this group who begin to foster his role in marches and demonstrations that promote violence.

His change in attitude is picked up on by his mother, who also finds violent material on his computer, and a package of martial arts weapons is seized.

Michael is referred to an intervention provider/counsellor who addresses his grievances and frustration.

***CASE STUDY 3: Sabrina Al Qa'ida influence (adolescent female student)**

A female student, Sabrina, sends a "cry for help" to her teacher by writing an inflammatory, out of context, ending to an assignment. He checks his concerns with his Head of Department and talks to the girl one-to-one. When it seems she is struggling with some ideological ideas, and social frameworks, her parents are informed and a support system offered by the school/college.

The following is a more detailed case study highlighting the vulnerabilities of an individual who was drawn into an act of terrorism:

When he was 19, Andrew Ibrahim was arrested on suspicion of plotting to detonate a series of devices on a Bristol shopping mall. At that time, his home was found to contain explosive devices, extremist material and a suicide vest.

The son of an English mother and Egyptian father, from a young age Andrew struggled to find and establish his identity. He actively sought acceptance at school, but this was perceived as attention seeking and as a result he was rejected by his peer group. Although he was intelligent, Andrew did not focus on his studies, instead he played truant and got himself into trouble on a

number of occasions, which resulted in his expulsion from a number of schools.

Andrew began experimenting with drugs aged 13, which quickly escalated to heroin use by the time he was 16. He converted to Islam, and initially his family were optimistic about this, having witnessed positive changes in his behaviour. However, Andrew quickly became reclusive and after listening to recordings of radical clerics and accessing extremist material on the internet, he developed a “mindset of martyrdom”.

He became forceful with his views and would not listen to other people’s opinions particularly when it came to religion and politics that related to the Middle East. He downloaded videos of experiments with explosives along with films of suicide bombers and Al Qa’aeda propaganda films.

At college he once asked a visiting lecturer in microbiology about the ‘best’ bacteria to

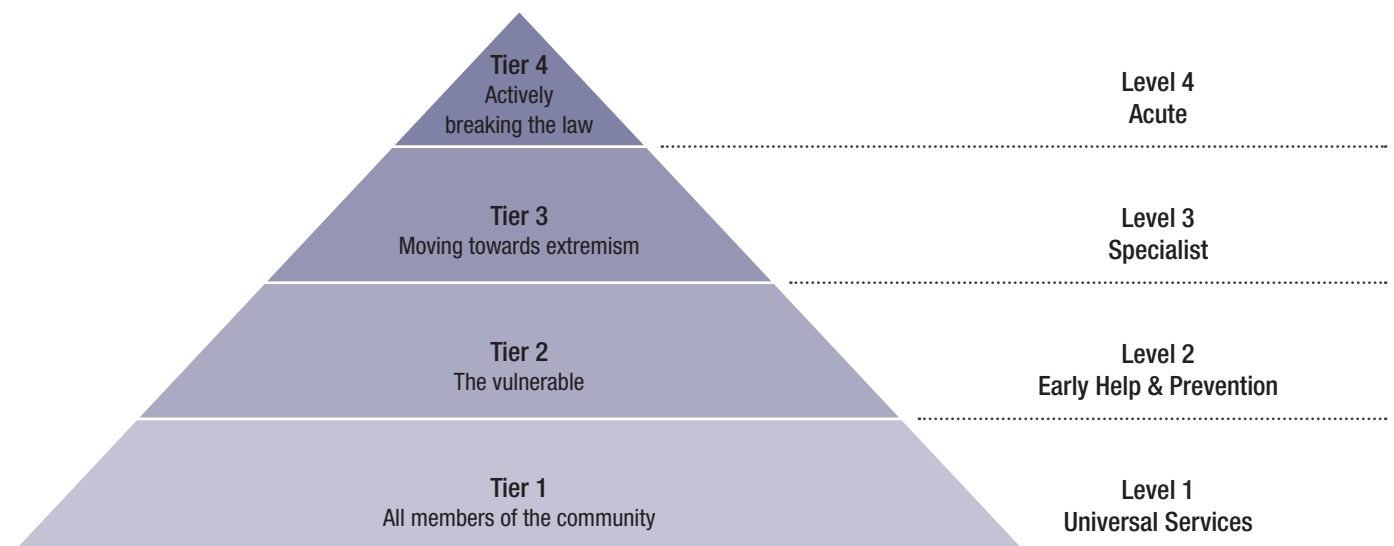
kill people with. His use of drugs caused family relations to strain. He descended into poverty and aged 18 he elected to become homeless to support his drug addiction.

With the help of a housing group he was able to get hostel accommodation. It was also noted that he appeared to be a devout Muslim but would lapse into western clothes during times of drug misuse.

At the time of the attacks Ibrahim had been placed on a methadone programme, and had shown his drug counsellor violent footage that he had downloaded onto his mobile phone. After his trials with explosive went wrong he went to a drop-in clinic seeking medical help for injuries to his hands which had glass in them. He later met his friend at a mosque and showed him his injuries to his feet which he had not revealed at the clinic. It was the local Muslim community who contacted the Police.

10. Reducing the risk of Radicalisation and Extremism

The Prevent Pyramid (based on the former Association of Chief Police Officers (ACPO) model) highlights the different levels of vulnerability.



Level 4 Actively breaking the law these remain relatively few in number when considered in relation to all those who may sympathise with their beliefs and feelings.

Level 3 Moving towards extremism

these require specialist intervention. While not committing any violent acts themselves, they may provide support to those engaged in criminal activities and act to inspire or groom others.

Where there is an identified risk/potential risk that an individual may be involved/potentially involved in supporting or following extremism, further investigation by the police will be required, prior to other assessments and interventions.

Any professional who identifies such concerns, for example, as a result of observed behaviour or reports of conversations to suggest the individual supports terrorism and/or extremism, must follow the safeguarding referral process and discuss with their SPOC.

Professionals should exercise professional judgement and common sense to identify whether an emergency situation applies. Examples in relation to extremism are expected to be very rare but would apply when there is information that a violent act is imminent, or where weapons or other materials may be in the possession of an individual, another member of their family or within the community. **In this situation, a 999 call should be made.**

Level 2 Early help and intervention is a far larger group that constitutes all those individuals that are considered 'vulnerable' to being influenced by these messages. Where there is a higher level of concern a multi-agency response is appropriate. Where concerns

are identified in respect of potential signs of radicalisation this needs to be discussed with the SPOC and a decision should be made on the most effective cause of action, whether this be a referral to the Customer Resolution Centre or if services currently involved in the case can manage the concerns.

For the referral to be accepted the review of available information must show a concern that the individual is vulnerable to radicalisation. To support this process professionals may wish to consider the themes within Vulnerability Assessment Framework (VAF) when completing the referral (*see section - Channel process*). https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118187/vul-assessment.pdf

Level 1 Universal Needs is the 'wider community' and represents how universal services work to reduce the risk of radicalisation and extremist behaviour, for example schools building "pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views". Responses could include curriculum provision, additional tutoring or mentoring, additional activities within and out of school, Living Well support and family support.

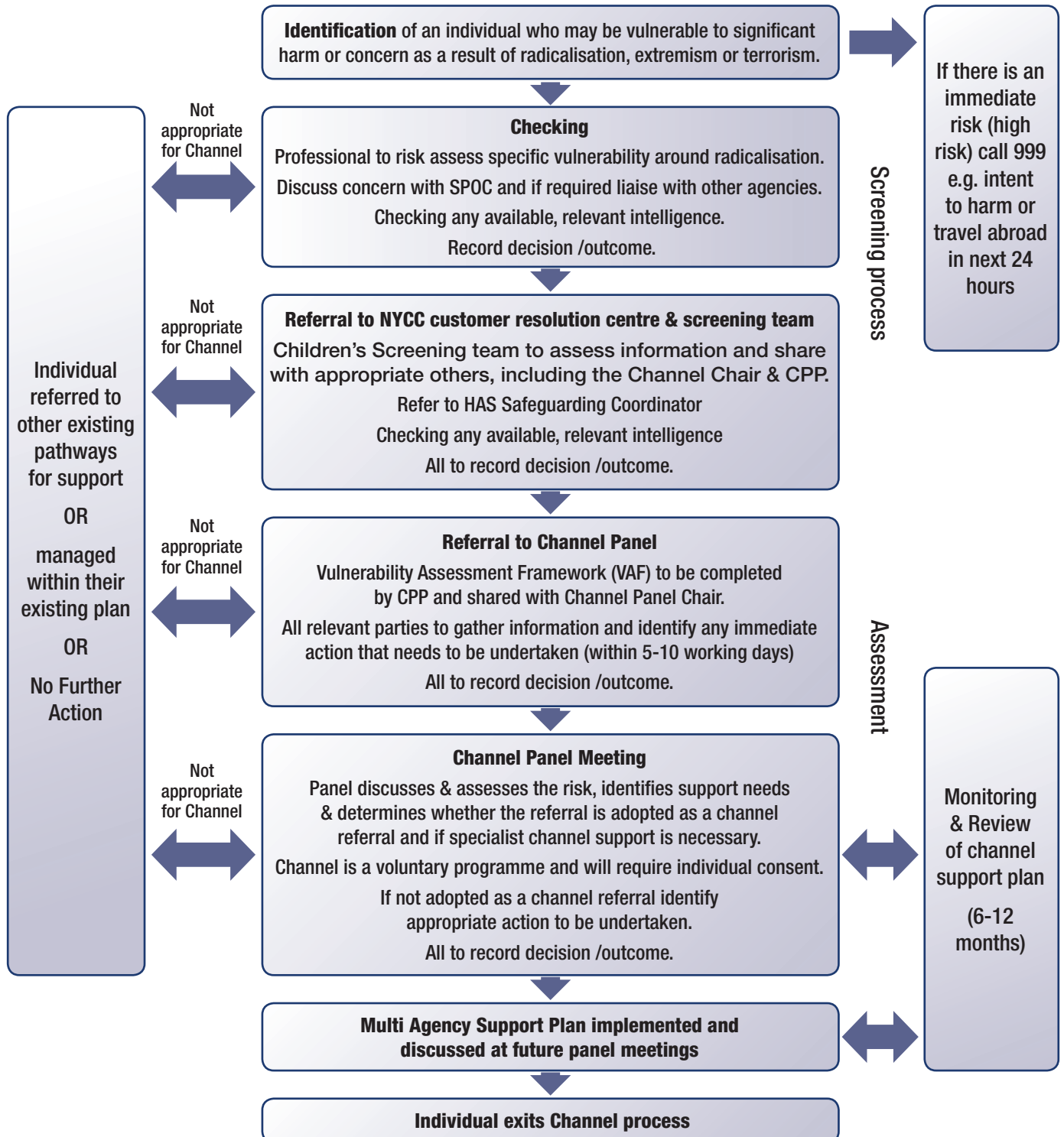
11. Referral and Intervention Process

Safeguarding individuals with care and support needs from radicalisation is no different from safeguarding them from other forms of harm. In a few cases the concerns around the individual may go beyond being vulnerable to extremism.

Where a professional has identified the need to refer an individual, the relevant safeguarding procedures should be followed to ensure that an appropriate referral is made to Children's Social

Care or Health and Adult Services in an effective and timely way. Individual organisations need to ensure that the pathway below is aligned within their current safeguarding procedures

The diagram below outlines the different stages within Prevent and Channel process, such as that of a prevent concern that can/ should be dealt with locally and that of a channel referral for specialist intervention:



12. Channel Process

‘Channel’ is the name for the multi-agency process of identifying and referring a person for early intervention and support for those at risk of radicalisation. It is a key element of the Prevent strategy. The Channel process uses existing collaboration between local authorities, statutory partners (such as education and health organisations, social services and offender management services), the police and the local community to;

- Identify people at risk of being drawn into terrorism;
- Assess the nature and extent of that risk; and
- Develop the most appropriate support plan for the individuals concerned.

For further information on Channel <https://www.gov.uk/government/publication/channel-guidance>

The Channel Panel has a standard multi-agency membership and meets on a monthly basis to collectively assess the risk and decide whether the person

- Is vulnerable to being drawn into terrorism and therefore appropriate for the Channel process,
- Should be referred to a different support mechanism; or
- Should exit the process.

For those adopted as ‘Channel’ the Panel will need to develop an appropriate support package based on assessment of their vulnerability of being drawn into radicalisation.

Channel assesses vulnerability using a consistently applied framework the

Vulnerability Assessment Framework (VAF) based on three dimensions,

- **Engagement** with a group, cause or ideology;
- **Intent** to cause harm; and
- **Capability** to cause harm.

The Channel Panel must compliment other safeguarding processes that may be occurring for that individual such as such as Children and Adult safeguarding meetings, Multi Agency Public Protection Arrangements (MAPPA), Multi Agency Risk Assessment Conference (MARAC). For further information on the North Yorkshire Channel Panel and its Terms of Reference please visit www.nypartnership.org.uk.

The type of activities included in a support package will depend on risk, vulnerability and local resources. A diversionary activity may be sufficient for someone who is in the early stages of radicalisation to extremism, whereas a more focussed and structured one-on-one mentoring programme may be required for those who are already radicalised. Once an individual has been accepted on to Channel that individual must be made aware the intervention/ action cannot take place without their consent. In the case of a child, there may be certain circumstances when a parent/guardian does not give consent for their child to be supported, particularly if some of the vulnerabilities present are in the home environment. If the child is thought to be at risk of significant harm (Children Action 1989) Children’s Social Care must be involved in decisions about the child.

If the panel is satisfied that the risk has been successfully reduced or managed they should recommend that the case exits the process. A closing report should

be completed by the chair, setting out the evidence for the panel's recommendation.

All cases should be reviewed at 6 and 12 months, from the point at which they exit the process, all decision and actions must be fully recorded by all agencies involved.

One of the options for support through the Channel process would be a referral to a specialist intervention provider. A list of approved providers is maintained, and funded by the Home Office.

13. Training and Resources

Organisations should make sure that staff have training that gives them the knowledge and confidence to identify individuals at risk of being drawn into radicalisation, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They should know where and how to refer those vulnerable to extremism for further help. Prevent awareness training will be a key part of this.

A number of national resources are available:

Channel eLearning

The National Counter Terrorism Policing Headquarters (NCTPHQ), in conjunction with the College of Policing, has developed a general awareness e-learning package for Channel. The package includes information on how Channel links to the Government's Counter-Terrorism Strategy (CONTEST) through the Prevent strategy, guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process.

Case studies are included to increase understanding of Channel, which consist of

identifying and referring vulnerable individuals to the process. Additionally, information is provided on how to identify appropriate support for the individual concerned. The training can be accessed at the following URL: http://course.ncalt.com/channel_General_Awareness/01/index.html

This e-learning has been developed by HM Government following consultation with a range of individuals and organisations. It has benefitted from the feedback of teachers, local authority officials, community-based groups, youth workers and many others. It offers an introduction to the Prevent duty, and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves.

<https://www.elearning.prevent.homeoffice.gov.uk>

Workshop for Raising Awareness on Prevent (WRAP).

WRAP is an hour long DVD-led interactive workshop. It is aimed at frontline staff (such as police, social services, probation, education and health staff) as well as the community. It has been built to raise awareness of Prevent in a non-alarmist way, relating support to wider safeguarding initiatives.

Attendees should leave WRAP sessions with the ability to understand what may make individuals susceptible to radicalisation, as well as the confidence and ability to raise their concern when someone may be at risk.

For training support you can also find helpful links on the North Yorkshire Safeguarding Boards and the North Yorkshire Partnership website:

- North Yorkshire Children's Safeguarding Board www.safeguardingchildren.co.uk

- North Yorkshire Partnership
www.nypartnerships.org.uk
- North Yorkshire Adult Safeguarding Board www.nypartnership.org.uk

14. Useful Guidance

Further information regarding the Prevent Duty and Channel Guidance can be accessed via the home Office Website - This includes sector specific guidance some links are listed below.

Prevent Duty Guidance - <https://www.gov.uk/government/publications/prevent-duty-guidance>

Channel Duty Guidance - <https://www.gov.uk/government/publications/channel-guidance>

Prevent Duty - Schools - <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Websites aimed at the public, wider communities, businesses and women's groups.

www.preventtragedies.co.uk This website was created because of the increasing concern about the worrying numbers of young people who are putting themselves at risk by travelling to Syria and other conflict zones and to help the numbers of families that have been torn apart by fear when their loved ones travel.

www.ltai.info Let's talk about it - An initiative designed to provide practical help and guidance to the public in order to stop people becoming terrorists or supporting terrorism

www.nactso.gov.uk National Counter Terrorism Security Office OCTSO offers security advice for business with regards to protective security for buildings, crowded places and cyber security.

Resources/Training

www.safecampuscommunities.ac.uk
Higher education site dedicated to preventing violent extremism and radicalisation. Promoting community cohesion, inter-faith relations and the sharing of good practice.

www.157group.co.uk
Forward thinking membership organisation which represent 26 leading UK colleges and College groups.

www.educateagainsthate.com
Guidance resources for schools.

Appendix One

PREVENT SELF ASSESSMENT

PREVENT OBJECTIVE 1:	Clear leadership and accountable structures are in place and visible throughout the organisation
PREVENT OBJECTIVE 2:	Workforce and Management have been appropriately trained according to their role. All staff consider the risks of radicalisation and extremism in the course of their work.
PREVENT OBJECTIVE 3:	An appropriate reporting and referral process is in place and referrals are being managed effectively
PREVENT OBJECTIVE 4:	A broad and balanced curriculum/ service approach that helps protect individuals against extremism and promotes community cohesion

SERVICE Setting/SCHOOL NAME:	<input type="text"/>
Name of assessor(s):	<input type="text"/>
Date of assessment:	<input type="text"/>
To be reviewed on:	<input type="text"/>

1. Clear leadership and accountable structures are in place and visible throughout the organisation		
Evidence	Tick as appropriate	Self-Assessed Rating
There is an identified strategic Prevent lead within the organisation	<input type="checkbox"/>	<p>Red (R): not able to evidence any</p> <p>Amber (A): evidence of some but not all</p> <p>Green (G): evidence of all and more</p>
The strategic lead understands the expectations and key priorities to deliver Prevent	<input type="checkbox"/>	
The Senior Leadership Team are aware of the Prevent Strategy and its objectives	<input type="checkbox"/>	
There is a clear awareness of roles and responsibilities throughout the organisation regarding Prevent	<input type="checkbox"/>	
Prevent safeguarding responsibilities are explicit in the organisation's Safeguarding policies and procedures	<input type="checkbox"/>	
The Prevent agenda and its objectives has been embedded within the appropriate Safeguarding processes	<input type="checkbox"/>	
Notes/Comments/Actions Arising		
By whom	Date	

2. Workforce and the Management have been appropriately trained according to their role. All staff consider the risks of radicalisation and extremism in the course of their work.		
Evidence	Tick as appropriate	Self-Assessed Rating
Staff have received appropriate training and are aware of the risks of radicalisation to adults with care and support needs		<p>Red (R): not able to evidence any</p> <p>Amber (A): evidence of some but not all</p> <p>Green (G): evidence of all and more</p>
A training plan is in place to include Workshop to Raise Awareness of Prevent (WRAP) training and NCALT Channel Awareness online package http://course.ncalt.com/Channel_General_Awareness/01/index.html so that key staff and Management understand the risk of radicalisation and extremism and know how to recognise and refer children, young people and adults who may be vulnerable		
Details of WRAP courses including frequency and availability are cascaded to all relevant staff		
Further training on the Prevent agenda is made available to the Strategic Prevent lead and Safeguarding leads where appropriate		
There is appropriate staff guidance and literature available to staff on the Prevent agenda		
All staff are alert to the risk of radicalisation as they carry out their duties and are familiar with the risks and vulnerabilities of radicalisation and how this may impact upon the individuals they are working with		
Notes/Comments/Actions Arising		
By whom	Date	

3. An appropriate reporting and referral process is in place and referrals are being managed effectively		
Evidence	Tick as appropriate	Self-Assessed Rating
A single point of contact [SPOC] for any Prevent concerns raised by the workforce within the setting has been identified		<p>Red (R): not able to evidence any</p> <p>Amber (A): evidence of some but not all</p> <p>Green (G): evidence of all and more</p>
An appropriate reporting and referral process has been developed and is embedded alongside safeguarding practice and procedures		
Partner agency communication channels have been developed		
An audit trail for notification reports/referrals exists		
Prevent referrals/notifications are being managed or overseen by relevant staff		
A process is in place to identify and develop 'lessons learnt'		
Notes/Comments/Actions Arising		
By whom	Date	

4. A broad and balanced curriculum / service approach that helps protect individuals against extremism and promotes community cohesion		
Evidence	Tick as appropriate	Self-Assessed Rating
The organisation has an assessment approach, range of initiatives and activities that promote the spiritual, moral, social and emotional needs of individuals using the service and is aimed at protecting them from radicalisation and extremist influences		<p>Red (R): not able to evidence any</p> <p>Amber (A): evidence of some but not all</p> <p>Green (G): evidence of all and more</p>
Where appropriate IT filtering has been established to stop internet access to extremist material		
The service delivers training to staff in the service/setting that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.		
Individuals using the service are aware of the benefits of community cohesion and the damaging effects of extremism on community relations		
Where appropriate organisations ensure that Guest speakers and outside visits are appropriate and are appropriately supervised		
Staff are able to provide appropriate challenge to colleagues, students, those using the service clients, parents or management if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion		
Notes/Comments/Actions Arising		
By whom	Date	

Contact us

North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD

Our Customer Service Centre is open Monday to Friday 8.00am - 5.30pm
(closed weekends and bank holidays). Tel: **01609 780 780**

email: **customer.services@northyorks.gov.uk** web: **www.northyorks.gov.uk**

If you would like this information in another language or format please ask us.

Tel: **01609 780 780** email: **customer.services@northyorks.gov.uk**