



Community Learning Service

Prevent Duty Policy

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Aim

Our Prevent Policy has five key outcomes:

- promote and reinforce shared values, including British Values; to create space for free and open debate; and to listen and support the learner voice,
- breakdown segregation among different communities by supporting inter-faith and inter-cultural dialogue and understanding; and to engage all learners in playing a full and active role in wider engagement in society,
- limit exposure to radicalising narratives, both online and offline, and to create a learning environment where radicalising ideologies are challenged and are not permitted to flourish,
- provide support for learners who may be susceptible to the messages of extremism and at risk of radicalisation, including appropriate sources of advice and guidance and a supportive referral process,
- and to ensure that staff are aware of their roles and responsibilities in preventing violent and non-violent extremism.

Introduction

The Prevent Duty is a legal obligation for authorities to prevent people from becoming terrorists or supporting terrorism. It is part of the government's counter-terrorism guidance and can be found in the Counter-Terrorism and Security Act 2015. The current threat from terrorism in the United Kingdom can involve the exploitation of susceptible people, including children of all ages, young people and adults, to becoming involved in violent extremist activity in support of terrorism.

The Community Learning Service has a responsibility to raise awareness of the Prevent Strategy and to promote values of openness, tolerance and free debate which are central to being a British Citizen. The Service is committed to safeguarding and promoting the welfare of learners, and expects all staff, sub-contractors and volunteers to share this commitment.

What is the Prevent Strategy?

The Prevent Strategy, published by the Government in 2011, is part of the counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. This can be expressed as the need to 'prevent people from being drawn into terrorism'. The Prevent Duty has three strategic objectives:

- 1. Tackle the ideological causes of terrorism.** Prevent focuses on reducing the influence of radicalisers on susceptible audiences, as well as reducing the availability of, and access to, terrorist content. This includes work to counter radicalisation and reduce permissive environments across academia, civil society,

communities, government, and industry. Prevent includes a partnership approach to disrupting radicalisers, including those who sow division and hatred.

- 2. Intervene early to support people susceptible to radicalisation.** Prevent intervenes early by identifying people who are susceptible to radicalisation and providing support to those suitable for intervention. Where the police assess a radicalisation risk following a Prevent referral, a Channel panel assess the risk and if accepted into Channel agree a tailored package of support for the individual. Where risks cannot be managed in Channel, they are kept under review by the police.
- 3. Enable people who have already engaged in terrorism to disengage and rehabilitate.** Rehabilitation seeks to reduce the risk of people who have been involved in terrorist-related activity. Home Office specialist approved intervention providers give support in the form of theological, ideological, and practical mentoring to reduce the offending risk.

The Government's national counter terrorism strategy CONTEST is designed to reduce the risk from terrorism, so people can go about their daily lives freely and with confidence. CONTEST is organised around four work strands:

- Prevent** The aim of Prevent is to stop people from becoming terrorists or supporting terrorism, this extends to supporting the rehabilitation and disengagement of those already involved in terrorism.
The objectives of Prevent are to:
- tackling the ideological causes of terrorism,
 - intervening early to support people susceptible to radicalisation,
 - enabling people who have already engaged in terrorism to disengage and rehabilitate.
- Pursue** The aim of Pursue is to stop terrorist attacks happening in this country or against UK interests overseas. The objectives of Pursue are to:
- detect and understand terrorist activity,
 - investigate terrorist activity,
 - disrupt terrorist activity.
- Protect** The purpose of Protect is to strengthen our protection against terrorist attack. The objectives of Protect are to:
- reduce the physical risk to people as they go about their lives,
 - reduce the vulnerability of public venues, transport, and our Critical National Infrastructure,
 - reduce the ability of terrorists to access and use materials and technology of concern,
 - identify and manage individuals and goods of terrorist concern through the migration and border system.

Prepare

The aim of Prepare is to minimise the impact of a terrorist attack and reduce the likelihood of further attacks. The objectives of Prepare are to:

- build proportionate responses to a range of attack methodologies, wherever they may occur,
- in response to an attack, deploy a systemised, effective, and co-ordinated multiagency response, using specialist and non-specialist capabilities, to save lives, mitigate harm, and prevent further attacks,
- enable recovery, including the long-term care of victims and survivors and the mitigation of any ongoing hazard,
- adapt and improve by identifying and sharing learning from research, training, testing, exercising, and previous incidents.

Channel is a multi-agency programme that provides support to people susceptible to becoming terrorists or supporting terrorism. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

Within Channel there is a vulnerability assessment framework which guides the decision-making process about whether an individual needs support and involves three dimensions which are considered separately:

- engagement with a group, cause or ideology,
- intent to cause harm,
- capability to cause harm.

(Additional information can be found in Appendix 1)

If an individual who has been referred to Channel is the subject of an existing statutory process (for example, child protection processes) the Prevent Team would endeavour to contribute to the statutory process along with the other key partners who were working together to achieve the best outcomes for the individual concerned.

The person making the referral will be kept informed and, in many cases, would be involved in decision-making going forward.

Managing risk

The Community Learning Service is an active member of the Staffordshire Prevent Board and receives operational updates on Prevent activity, risks and threats at local and national level. Staff are well-informed and use this information to effectively monitor risks and respond appropriately to issues which may arise during the planning and delivery of learning programmes. This also includes:

- understanding the nature of threat from violent extremism and how this may impact directly and indirectly on Staffordshire communities,
- identifying, understanding, and managing potential risks from external influences,
- responding appropriately to events reported via local, national or international news that may impact on learners and communities,
- ensuring measures are in place to respond appropriately to a threat or incident, including sharing information on a need-to-know basis,
- utilising filtering solutions for IT equipment used by members of the public to stop access to inappropriate materials and platforms and responsible user policies,
- conducting annual robust due diligence of sub-contractors and their policies prior to contracting to meet legislative requirements,
- undertaking an annual Prevent risk assessment and production of an appropriate action plan.

Identification

A person's susceptibility to radicalisation may be linked to their specific vulnerabilities. A person can be vulnerable if they are in need of special care, support or protection because of age, disability, risk of abuse or neglect. In other cases, such vulnerabilities may not be present or be relevant to their general vulnerability or susceptibility, to being drawn into terrorism or to the early intervention approach required. There is no single way of identifying who is at risk of being radicalised into terrorism or supporting terrorism. Factors may include:

- peer or family pressure,
- influence to support an ideology from other people or via the internet,
- bullying,
- being a victim or perpetrator of crime,
- anti-social behaviour,
- family tensions,
- hate crime,
- lack of self-esteem or identity,
- and personal or political grievances.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism. It is important to be cautious in assessing these factors to avoid inappropriately discriminating, labelling, or stigmatising individuals because they possess a characteristic or fit a specific profile.

Research shows that indicators of vulnerability can include:

- Identity Crisis - Distance from cultural / religious heritage and uncomfortable with their place in the society around them,
- Personal Crisis - Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging,
- Personal Circumstances - Migration; local community tensions; events affecting country or region of origin; alienation from freedom, tolerance of others, and accepting personal and social responsibilities; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy; being easily led and desperate to please or impress others,
- Unmet Aspirations - Perceptions of injustice; feeling of failure; rejection of civic life,
- Experiences of Criminality - which may include involvement with criminal groups, imprisonment and poor resettlement or reintegration,
- Special Educational Need - may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that everyone who is experiencing the above are at risk of radicalisation for the purposes of violent extremism. Every person who is susceptible to radicalisation will receive the same level of support regardless of whether there are vulnerabilities present. Commonly agreed definitions within the Prevent Duty can be found in Appendix 1.

Notice, Check and Share It is important to remember that when it comes to identifying signs of radicalisation, context is key. To see if there is genuinely a cause of concern, you need to really understand the motivation and integrity in each instance. The Notice, Check and Share procedure is applied when there is a concern that someone might be at risk of becoming involved in terrorism.

Notice: Be aware of any behaviour that leads to any safeguarding concerns including Prevent Duty related ones.

Check: Check concerns. Talk to colleagues with safeguarding responsibilities.

Share: Refer any concerns to the Designated Safeguarding Lead.

Notice behaviours that cause concern

Teaching and support staff will often be the first to notice if someone displays changes in their behaviour. It is important to understand why these changes are happening, before jumping to a conclusion. Below are some examples of behaviour that may indicate radicalisation in a person:

Online behaviour

- more than one online identity,
- spending more time online and accessing extremist online content,
- downloading propaganda material.

General behaviour

- increasingly agitated or violent behaviour,
- more argumentative in their viewpoints,
- being abusive to others,
- justifying the use of violence to solve societal issues.

Changing associations

- changed friends,
- altered their style of dress or appearance to accord with an extremist group,
- using a new vocabulary,
- isolated from friends and family.

Increasingly anti-social behaviours

- unwilling to engage with people who are different,
- secretive and reluctant to discuss their whereabouts,
- adopted the use of certain symbols associated with terrorist organisations.

Checking concerns

If you notice a change in behaviour, and you think someone is at risk of becoming involved in terrorism, you should check your initial judgement and talk to the Designated Safeguarding Lead to establish if there is sufficient concerns of radicalisation to terrorism and a presence of an ideology. When deciding if a Prevent referral should be made, context is key. The Designated Safeguarding Lead may talk to others to ensure all relevant information is gathered before making a decision.

Checking before sharing is a way of making sure you have gathered as much relevant information as possible to make an informed decision on what the proportionate response should be before passing on the concern to the police. It also helps to separate the facts from assumptions, assertions and alternatives.

Information sharing

Sharing a concern is a responsibility under the Prevent Duty, like any other safeguarding responsibility. It is not your duty to assess the level of risk.

It is essential to share information to ensure we effectively identify and manage risk. It is also about making sure that individuals receive the right services at the right time to reduce the risk of radicalisation. Prevent sits alongside safeguarding duties to protect people from a range of other harms such as substance abuse, involvement in gangs and physical and sexual exploitation. Staff cannot get into trouble for sharing information with the right people under the Prevent Duty. Appendix 2 explains how to address concerns around information sharing.

Referral process

If you are concerned about an individual being drawn into extremism or you are not sure about making a referral and would like to have a discussion about your concerns you can email: prevent@staffordshire.pnn.police.uk or call them on 01785 232054. Or contact the Designated Safeguarding Lead, email: amanda.darlington@staffordshire.gov.uk. If you do not receive a response within 24 hours email: clare.roberts@staffordshire.gov.uk

Do not rely on others to make a referral. You have a duty and responsibility to report any concerns you have about an adult or child who you think may be susceptible to being radicalised or drawn into extremism. Collect as much contextual information as possible to be shared with the police or Designated Safeguarding Lead.

You should call **999** where a person poses an immediate risk of harm to themselves or others.

If there is not an immediate risk:

1. Complete the Community Learning Safeguarding and Prevent Duty: [incidents and enquiries form](#) to report your concern. If you do not receive a response within 24 hours email: amanda.darlington@staffordshire.gov.uk and clare.roberts@staffordshire.gov.uk. The Designated Safeguarding Lead will complete the [National Prevent Referral Form](#) (where applicable) and email the completed form to the police.

OR

2. Complete the [National Prevent Referral Form](#) yourself, email the form to ctu_gateway@westmidlands.police.uk. Then inform the Designated Safeguarding Lead that you have made the referral amanda.darlington@staffordshire.gov.uk

OR

3. If you are worried that someone is being radicalised into terrorism and do not have access to your Designated Safeguarding Lead or email, call the National Police Prevent line on 0800 011 3764 to get advice or share your concern. If you have a speech or hearing impairment, a police non-emergency number is available as a textphone service on 18001 101.

Prevent Advice & Guidance

If you are concerned about an individual being drawn into extremism or you are not sure about making a referral and would like to have a discussion about your concerns you can email: prevent@staffordshire.pnn.police.uk or call them on 01785 232054

Further information regarding the Prevent Referral Process can be found in Appendix 3

Training

All officers and sub-contracted staff and volunteers have a legal responsibility under the Prevent Duty to make sure they have undertaken training in the Prevent Duty and can demonstrate they understand their Prevent-related responsibilities, especially in the context of safeguarding. This is to ensure the welfare of learners, staff, volunteers and visitors.

It is a requirement that:

- staff responsible for recruitment have received appropriate safer recruitment training,
- all new staff in contact with learners and learner data must undergo an induction process that includes safeguarding and Prevent procedures, including on how to report a concern and the safe code of practice for staff,
- all teaching and support staff must update their safeguarding and Prevent training every two (2) years.

We recommend the following free training modules:

- [Prevent for Further Education and Training](#)
- [Learn how to support people susceptible to radicalisation](#)
- [Creating a safe space online for Teaching and Learning](#)
- [Safeguarding in the Further Education and Training Sector](#)
- [Safeguarding and safer recruitment in the Further Education and Training Sector](#)
- [Digital Safeguarding for the FE and Training Sector](#)

Roles and responsibilities

Designated Safeguarding Lead

The Head of Adult Learning & Skills is the Prevent Lead and Designated Safeguarding Lead for the Service, with responsibility for ensuring that the Prevent and Safeguarding strategy is implemented and that any concerns are shared with the relevant organisations, to minimise the risk of our residents becoming involved with terrorism.

Additional responsibilities include:

- developing a culture of safeguarding being everyone's responsibility and creating an environment where staff feel able to raise concerns and feel supported when they do so,
- ensuring that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children, young people and adults,
- acting as a source of advice on all safeguarding and Prevent matters and actively seek advice and guidance from local statutory agencies as and when required,
- record-keeping of concerns, conversations and referrals to statutory agencies,
- ensuring all staff have the appropriate level of training and keep training records up to date,

- liaising with senior managers over matters regarding Safeguarding and Prevent, including ensuring that policies and procedures are consistent with government legislation,
- reporting on safeguarding and Prevent Strategy and procedures to senior management in a timely manner, including through annual self-assessment,
- attending the Staffordshire Prevent Board meetings to keep up to date with local and national threats and issues,
- liaising with relevant safeguarding and Prevent agencies,
- and ensuring Framework Agreements and Call-off Contracts include relevant Safeguarding, Prevent and Health & Safety clauses in line with legislation.

All Staff and volunteers

All staff, sub-contractors and volunteers have a responsibility to:

- create and support an ethos that upholds Council's vision and outcomes and British values, to create an environment of respect, equality and diversity and inclusion,
- attend Prevent training to ensure they have the skills to recognise those who may be susceptible to radicalisation, involved in violent or non-violent extremism, and to know the appropriate action to take if they have concerns,
- report any concerns around extremism or radicalisation via the safeguarding reporting channels,
- report and remove any literature displayed in venues that could cause offense or promote extremist views,
- support the development of staff and residents' understanding of the issues around extremism and radicalisation through activities such as training, awareness campaigns and tutorials,
- and participate in engagement with local communities, schools and external organisations as appropriate.

Visitors and external speakers

The Council encourages visitors and recognises the potential benefits in promoting access to community classes. At the same time, we have a duty to avoid disrupting the educational process and to protect learners, staff, volunteers, and property. Limitations may be placed on visitors in the interests of safety, security and for the safeguarding of learners. This procedure is designed to manage all visitors to ensure their experience is positive and the outcome is safe for all.

This policy applies to all provision sub-contracted and directly delivered by the Community Learning Service, wherever the delivery takes place and includes online learning.

Visitors might be:

- volunteers supporting the tutor,
- care/support workers attending to work with specific learners,

- supplementary tutor employed to work with the lead tutor in sessions, for example to lend expertise in specific skills,
- staff from Community Learning, the Council, Department for Education or Ofsted, visiting for monitoring or inspection purposes,
- associated with other partners of the sub-contractor,
- external speakers engaged by the sub-contractor to lead part or a whole of a teaching session,
- anyone else present in the session who is not either:
 - an enrolled learner,
 - the appointed tutor(s) and regular learning support assistants,
 - staff and managers of the sub-contractor / direct delivery team.

External Speakers

The term external speaker is used to describe any individual or organisation who is not a learner or staff member. All events held during a Community Learning class involving external speakers, will be subject to this Policy; including events where external speakers are streamed live into an event (sound and/or visual), or a pre-recorded film/sound recording is playing.

The sub-contractor is responsible for the planning and delivery of activities involving the use of external speakers that take place within their courses and organised events. This includes reviewing the suitability and use of materials and resources to be presented prior to the visit for classroom-based learning and online asynchronous and synchronous delivery and visits.

All external speakers must be made aware of their responsibility to abide by the law and the code of conduct expected. Each external speaker must use a sign in procedure and agree to the following code of conduct:

- must not incite hatred, violence or call for the law to be broken,
- are not permitted to encourage, glorify or promote any acts of terrorism, including individuals, groups or organisations that support such acts,
- must not spread hatred and intolerance in the community and thus aid in disrupting social and community harmony,
- must not discriminate or harass any person or group on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation,
- are not permitted to raise or gather funds for any external organisation or cause without express permission of the Head of Adult Learning & Skills and sub-contractor manager.

It is the sub-contractors responsibility to ensure that there is no breach in the requirements by an external speaker. Any breach of the code of conduct or any concerns raised by any individual should be taken seriously and should be reported to the Designated Safeguarding Lead immediately:

Amanda.darlington@staffordshire.gov.uk

Access to community classes

To uphold our duty to safeguard staff, volunteers, children and vulnerable adults, unauthorised access to classes is not permitted.

Sub-contractors must ensure that all visitors comply with the relevant signing in/registration procedure at their venue. Tutors must ensure that all visitors have registered/signed in with the tutor before entering the class and are always escorted by the member of staff they are visiting. Everyone accessing the building should have some form of ID available. All visitors should be identified in name and role by the tutor to any visitor during monitoring visits (i.e., Community Learning staff or Ofsted inspectors).

British values

The Community Learning Service works with learners to respect the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs

Mutual respect and tolerance includes encouraging learners to respect other people with particular regard to the protected characteristics of the Equality Act (2010).

We ensure that political and extreme views are not promoted in the delivery of any subject and where political and extreme issues are brought to the attention of learners; reasonable steps will be taken to offer a balance of opposing views.

The Community Learning Service has a duty under the Counter-Terrorism Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Any prejudice, discrimination or extremist views, including derogatory language, displayed by learners, volunteers or staff will always be challenged and where appropriate, dealt with in line with disciplinary procedures. We will always share information with the Staffordshire Prevent team when required.

Teaching and learning

We aim to provide a curriculum that promotes British Values, and the knowledge, skills and understanding to build the resilience of students by undermining extremist ideology and supporting the learner voice. This will be achieved through:

- embedding British Values, equality, diversity and inclusion, wellbeing and community cohesion and online safety throughout the curriculum,
- promoting wider skills development such as social and emotional aspects of learning,
- a curriculum adapted to recognise local needs, challenge extremist narratives, and promote universal rights,

- teaching, learning and assessment strategies that explore controversial issues in a way that promotes critical analysis and pro-social values,
- use of external programmes or groups to support learning while ensuring that the input supports Council's vision and outcomes,
- encouraging active citizenship and learner voice.

Support

We ensure that staff take preventative and responsive steps, working with partner professionals, families and communities. This will be achieved through:

- strong, effective and responsive learner support,
- developing strong community links and being aware of what is happening in the locality,
- implementing anti-bullying strategies and challenging discriminatory behaviour,
- recognising factors that may increase risk to a learner, i.e. vulnerability, disadvantage or hardship, and implementing early risk management strategies,
- ensuring that learners, volunteers and staff know how to access support within the Council and/or via community partners,
- supporting learners with problem solving and repair of harm,
- supporting 'at risk' learners through safeguarding and crime prevention processes,
- focusing on narrowing the attainment gap between the different groups of learners,
- working collaboratively to promote support for learners across all areas of provision, including those learners accessing sub-contracted provision.

Appendix 1 Definitions

The following are commonly agreed definitions within the Prevent Duty:

Term	Definition
Extreme Right-Wing Terrorism (ERWT)	Describes those involved in Extreme Right-Wing activity who use violence in furtherance of their ideology. These ideologies can be broadly characterised as Cultural Nationalism, White Nationalism and White Supremacism. Individuals and groups may subscribe to ideological tenets and ideas from more than one category.
Extremism	<p>Vocal or active opposition to fundamental British Values, including democracy, the rule of law, Individual and mutual respect and tolerance of different faiths and beliefs.</p> <p>The Government has defined extremism 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”</p> <p>The Crown Prosecution Service (CPS) define Violent Extremism as: “the demonstration of unacceptable behaviour by using any means or medium to express views which encourage, justify or glorify terrorist violence in furtherance of particular beliefs and seek to provoke others to terrorist acts”</p>
Having due regard	Means that specified authorities should place an appropriate amount of weight on the need to prevent people becoming terrorists or supporting terrorism when they carry out their usual functions.
Ideology	A terrorist ‘ideology’ is a set of beliefs, principles, and objectives to which an individual or group purports to adhere and attempts to instil in others to radicalise them towards becoming terrorists or supporting terrorism. There are several concepts or ‘tools’ that often feature in terrorist and extremist ideologies, including: narrative, propaganda, grievances, and conspiracy theory
Interventions	These are tailored packages intended to divert people away from extremist activity at the earliest opportunity and support their disengagement with terrorist ideologies where they have been involved in terrorism or terrorist-related activity.
Islamist terrorism	Is the threat or use of violence as a means to establish a strict interpretation of an Islamic society. Islamist should not be interpreted as a reference to individuals who follow the religion

	of Islam.
Left Wing, Anarchist and Single-Issue Terrorism (LASIT)	Encompasses a wide range of ideologies. It includes those from the extreme political left-wing as well as anarchists who seek to use violence to advance their cause in seeking to overthrow the State in all its forms.
MAPPA	A Multi-Agency Public Protection Arrangement in each of the 42 criminal justice areas in England and Wales. Designated to protect the public, including previous victims of crime, from serious harm by sexual and violent offenders.
Online radicalisation	Describes situations where the internet is believed to have played a role in a person's radicalisation pathway. The internet can play two broad roles in radicalisation (offering mechanisms often unavailable to people offline). These are: exposure to extremist and terrorist content and socialisation within 'likeminded' networks. Often this is facilitated by highly permissive environments online.
Permissive environment	A 'permissive environment' may be characterised as being tolerant of behaviour or practices strongly disapproved of by others, such as an environment where radicalising ideologies are permitted to flourish. Radicalisers create and take advantage of permissive environments to promote or condone violence and to spread harmful ideologies that undermine our values and society. Permissive environments can exist both online and offline. Permissive online environments can contribute to online radicalisation.
Prevention	Means reducing or eliminating the risk of people being radicalised or becoming involved in terrorism.
Radicalisation	Is the process of a person legitimising support for, or use of, terrorist violence.
Susceptibility	Is complex and unique to a person's circumstances. Within Prevent, susceptibility refers to the fact that a person may be likely or liable to be influenced or harmed by terrorist and extremist ideologies that support or radicalise people into terrorism. A person's susceptibility may be linked to their vulnerability (see vulnerability below), but not all people susceptible to radicalisation will be vulnerable. There may be other circumstances, needs or other underlying factors that may make a person susceptible to radicalisation but do not constitute a vulnerability.
Terrorism	The use or threat of serious violence against a person or serious

	<p>damage to property where that action is:</p> <ul style="list-style-type: none"> • designed to influence the government or an international governmental organisation or to intimidate the public or a section of the public; and • for the purpose of advancing a political, religious, racial or ideological cause.'
Terrorist-related offences	Are those (such as murder) which are not offences in terrorist legislation (TACT 2000), but which are judged to be committed in relation to terrorism.
Themes	Established terrorist narratives exhibit common themes such as: antisemitism, misogyny, anti-establishment, anti-LGBTQ+ grievances and religious or ethnic superiority. Conspiracy theories can act as gateways to radicalised thinking and sometimes violence. Less well recognised motivations, such as: involuntary celibates (incels), left-wing and eco-terrorism could also meet the threshold of terrorist intent or action.
Vulnerability	Describes the condition of being in need of special care, support, or protection because of age, disability, risk of abuse or neglect.

Further explanation of radicalisation

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. It's where terrorism begins. People might be susceptible to radicalisation due to a variety of circumstances, needs or other underlying factors. There is no single model of someone's radicalisation journey or single profile of a radicalised person.

What radicalisation can look like:

- **Extremist material online**

Radicalisers groom people using online platforms. There are also web pages which are not so noticeable, such as social media networking groups that draw people in. These groups look innocent on the outside but are actually extremist groups.

- **Public displays of hate and division**

Radicalisation can draw on all forms of extremism. For example, extremism can lead to a public display such as racially antagonistic graffiti. This might represent the actions of someone who has taken on board an ideology.

- **The adoption of icons or symbolism**

Icons and symbols are often a demonstration that someone is bonding to a group, cause or ideology. People can be drawn to imagery which they see as rebellious and socially challenging.

- **In-person meetings**

Radicalisation can occur in a person and can appear quite benign. There may be scenarios that look normal on the outside, such as people meeting in a public park or at a local library, that seem safe and innocent, but where a person is actually at risk.

- **Promoting ideologies**

Extremist groups use a range of means to promote their ideologies. For example, a protest or handing out material that promotes hatred and division.

- **Travelling to an area of conflict**

Travelling to an area of conflict is often well-intentioned, however it can also be misguided and very dangerous to the person concerned.

Channel Indicators of radicalisation

It should not be assumed that the characteristics set out below necessarily indicate that a person is either committed to terrorism or may become a terrorist. The vulnerability assessment framework involves three dimensions: engagement, intent and capability, which are considered separately.

1. Engagement with a group, cause or ideology

Engagement factors are sometimes referred to as “psychological hooks”. They include needs, susceptibilities, motivations and contextual influences and together map the individual pathway into terrorism. They can 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
- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friends involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issue

2. Intent to cause harm

Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a readiness to use violence and address what the individual would do and to what end.

They can include:

- Over-identification with a group or ideology
- ‘Them and Us’ thinking

- Dehumanisation of the enemy
- Attitudes that justify offending
- Harmful means to an end
- Harmful objectives

3. Capability to cause harm

Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public.

Factors can include:

- Individual knowledge, skills and competencies
- Access to networks, funding or equipment
- Criminal Capability

Appendix 2 Addressing concerns around information sharing

Sharing information under General Data Protection Regulation (GDPR), Data Protection Act (DPA) 2018, and the Human Rights Act 1998

Data protection legislation aims to ensure that the sharing of personal data is done lawfully and with appropriate safeguards, rather than prohibiting it altogether. It must meet the same rigour required for sharing information in respect of other safeguarding concerns.

Gaining consent when sharing information

When seeking to share personal data regarding people susceptible to radicalisation you:

- must comply with data protection legislation,
- should consider whether it is appropriate to seek the person's consent.

Where possible, gaining consent is encouraged. Where it is not possible to rely on consent, it is still possible to share information with the police if there is a lawful basis for doing so.

When you do not need to get consent

There may be some circumstances where it is not appropriate to seek consent, if:

- the person cannot give consent,
- it is not reasonable to get consent,
- gaining consent would put the person's safety or wellbeing at risk.

Sharing personal information with another organisation

- Under the Prevent Duty you can share personal information with other practitioners.

When making a Prevent referral the following principles should be applied:

- information sharing needs to be necessary, proportionate and lawful,
- only share what is required with those who need it,
- follow your organisation's process before making a referral to the police,
- all referrals should be shared with the police for assessments.

A full list of lawful bases for sharing information can be found on the [Information Commissioner's Office Website](#)

Appendix 3 Prevent Referral

