

LEARNING AND ASSESSMENT – EMPOWERING LEARNERS FOR FUTURE PROSPERITY



NTfW ANNUAL CONFERENCE



**Prevent perspectives:
safe spaces - shaping conversations**

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All Nations Centre, Cardiff

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DECLARATION - DESIGNATED SAFE SPACE

- A Safe Space is a place where anyone can relax and be able to fully express, without fear of being made to feel uncomfortable, unwelcome, or unsafe on account of biological sex, race/ethnicity, sexual orientation, gender identity or expression, cultural background, religious affiliation, age, or physical or mental ability.
- A place where the rules guard each person's self-respect and dignity and strongly encourage everyone to respect others
- This is a confidential space. Anything personal shared, stays within these spaces. (Conditional)
- <http://safespacenetWORK.tumblr.com/Safespace>

- **Where can a 'safe space' exist? –**
- **And what are its key drivers?**

ACTIVITY 1: Leveller

Your input as Managers/Training Officers/ Mentors/Sub-contractors....

1. Prevent (the Government's policy) aims to.....
2. What training programme is available to help identify vulnerability?
3. The name of the government's flagship programme for dealing with referrals linked to radicalisation?
4. Your major grievance in life is.....
5. Define 'extremism'.
6. "I am against immigration." How would you describe this person?
7. "I can't apply filtering on my IT system. I don't have the resource and it's a waste of time!". Comment.

**WHAT DO YOU WISH FOR YOUR CHILDREN? -
AND CURRENT AND FUTURE INHABITANTS OF OUR
COUNTRY?**

THE CHALLENGE

(1) “What our children and young people learn during their time at school has never been more important yet, at the same time, the task of determining what that learning should be has never been more challenging.” (p.5*)

Recommendation 3*

- **ethical, informed citizens of Wales and the world**
- **healthy, confident individuals, ready to lead fulfilling lives as valued members of society**
- **respect the needs and rights of others, as a member of a diverse society (p.31*)**

National Youth Work Strategy for Wales

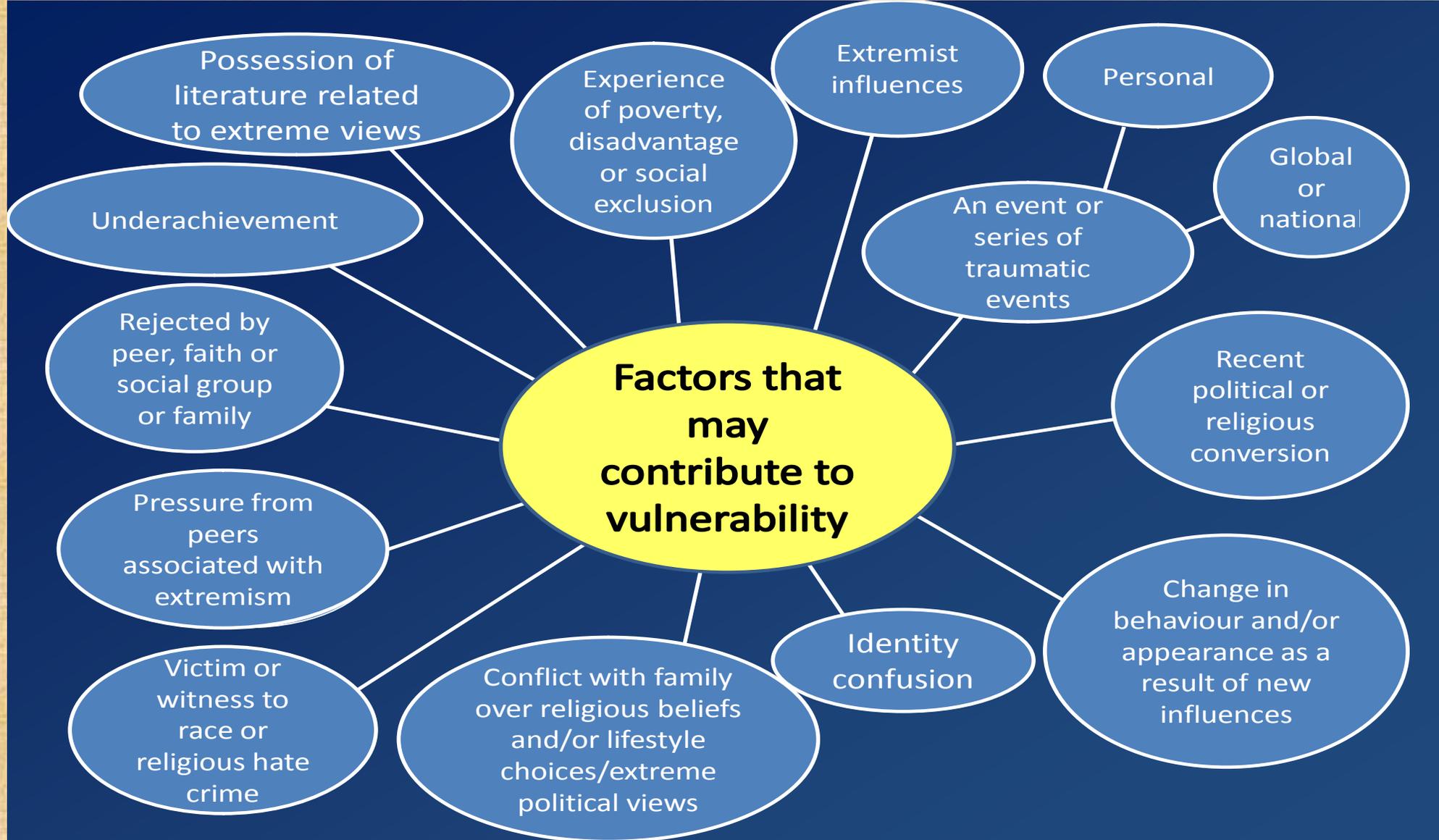
The [National Youth Work Strategy for Wales \(2014 - 2018\)](#) was published by the Welsh Government in February 2014 and sets out a 4 year vision (2014-2018) for youth work in Wales.

(2) As well as being beneficial in providing **safe places** to relax and have fun, open access services provide a **non-stigmatising environment** where potentially vulnerable young people can ***identify themselves*** and ***be identified*** as requiring further support. The personal and social skills gained via youth work programmes **are essential for future employment and functionality in communities for young people of all abilities.**

The 'iceberg' theory of radicalisation (In Prevent Duty in Higher Education, LSE)



Factors that may contribute to vulnerability (Cole)



These are examples of what vulnerability might look like – not an exhaustive list

WHAT DOES VULNERABILITY LOOK LIKE?





A 17-year-old boy who was "hours away from committing an act of atrocity" in Cardiff has been detained indefinitely and must serve at least 11 years.

As a white, British A-level student, Lloyd Gunton from Llantrisant on trial for plotting mass murder in Cardiff did "not look like how you expected a terrorist to look," the jury was told.

But over the course of his nine-day trial at Birmingham Crown Court, they learned Lloyd Gunton had become radicalised online and was planning a "lone wolf" attack in the name of Islam. (BBC News, 2nd March 2018)

- He had researched how to carry out a vehicle ramming attack and how to stab and kill and had also looked into the security arrangements of the Justin Bieber concert in Cardiff's Principality Stadium.
- His internet history included searches for "Isis beheading video", "how to create a terror attack" and "what does getting shot feel like".
- When arrested, the teenager was found with a gutting knife and a hammer in his school rucksack, and the "martyrdom letter" said he was a "soldier of the Islamic state" and "more attacks will follow".
- The judge said Gunton's diagnosis of autism made him "something of a loner and someone more easily impressed by the things you read on the internet". (BBC News, 2nd March 2018)

WHY PREVENT?

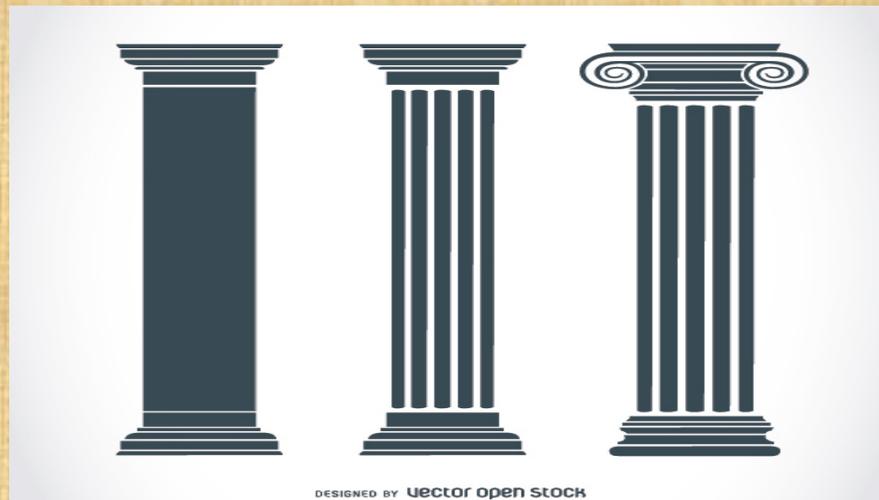
CONTEST STRATEGY – SINCE 2003

Aim - to reduce the risk to the UK and its interests overseas from terrorism

- **PROTECT:** To strengthen our protection against terrorist attack
- **PREPARE:** Where an attack cannot be stopped; to mitigate its impact
- **PURSUE:** To stop terrorist attacks. Catch those responsible
- **PREVENT:** To stop people becoming terrorists or supporting terrorism
Operates in the non-criminal space

THE THREE PILLARS OF PREVENT (THE 3 'I'S):

- 1: Respond to the Ideological challenges of terrorism and the threat we face from those who promote it;
- 2: Prevent Individuals from being drawn into terrorism and ensure that they are given appropriate advice and support;
- 3: Work with sectors and Institutions where there are risks of radicalisation which we need to address.



WHAT ARE WE PROTECTING AGAINST?

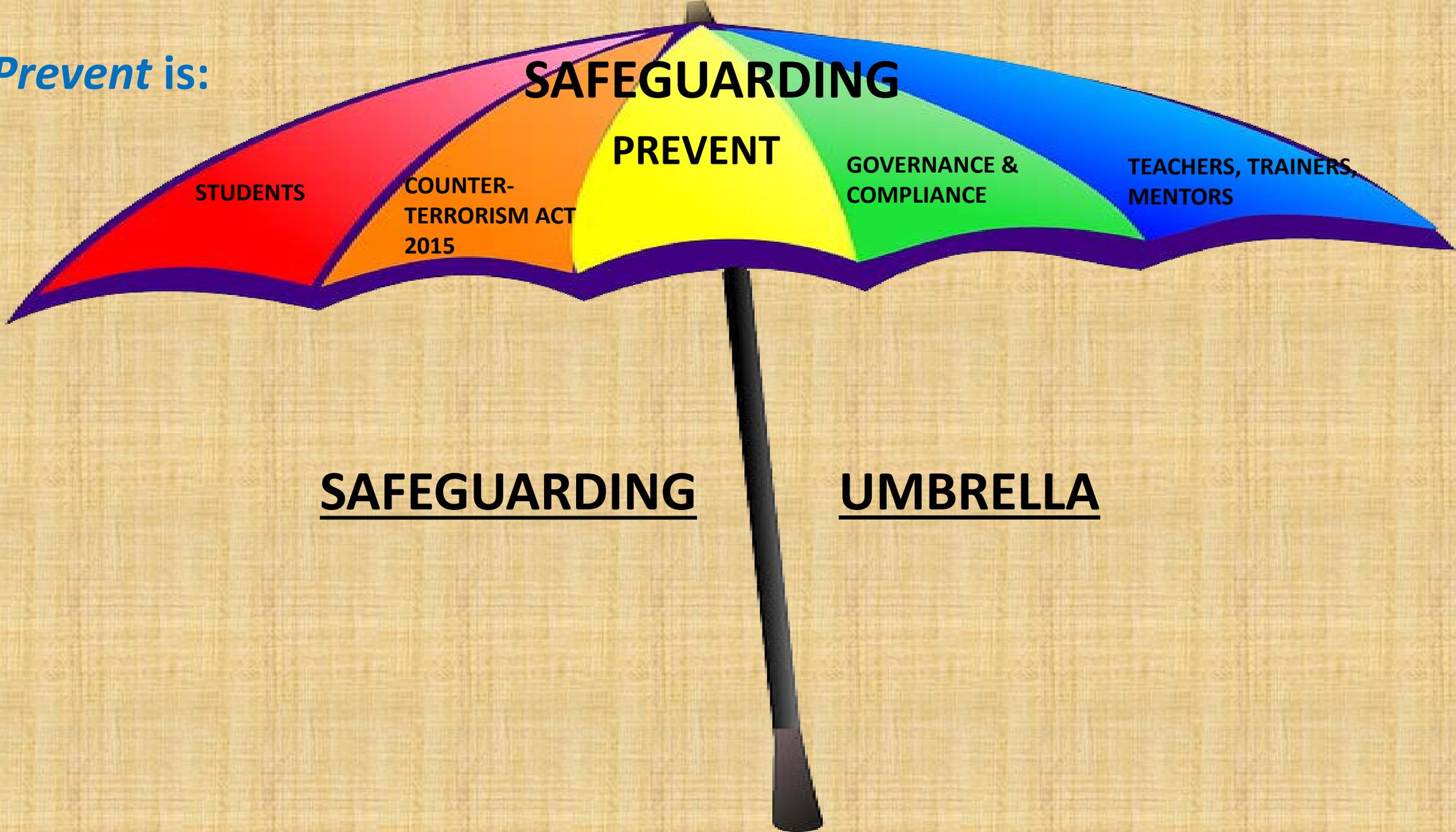
The Counter-Terrorism and Security Act 2015 places a duty on specified authorities to –

‘have due regard (in the exercise of its functions) to the need to prevent people from being drawn into terrorism’

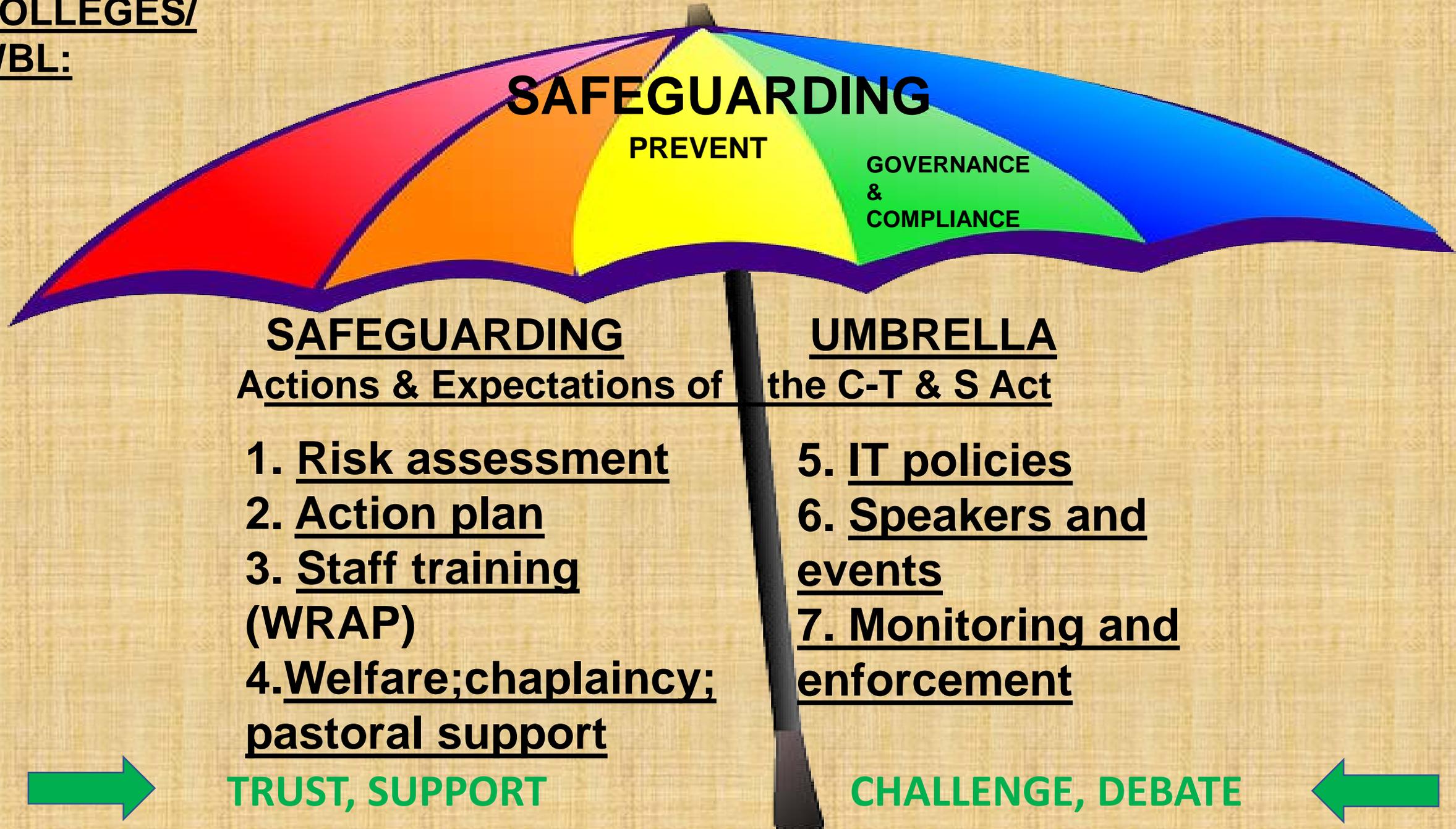
- **SPECIFIED AUTHORITIES:**

- **Local authorities**
- **Schools**
- **Further education**
- **Higher education**
- **WBL**
- **Health sector**
- **Prisons and probation**
- **The police**

Prevent is:



COLLEGES/
WBL:



SAFE SPACES, CHALLENGE, DEBATE, CRITICAL THINKING

**(What does Prevent have to do with the
education/training sectors?)**

TO CONSIDER THE NOTION OF SAFE SPACES, CHALLENGE & DEBATE:

A.K.A. CRITICAL THINKING

- An in-depth research study, conducted by the Office for Public Management (OPM) and the National Foundation for Education Research (NFER) and published by the Department for Education (DfE), has found that “skills in independent and critical thinking are the key to helping students resist the pull of violent extremism”
- Teachers or other facilitators “need to be able to create a ‘**safe space**’ for all young people in a group to be able to take part in discussion, which may (and in fact often should) cover **controversial issues**.” (Sec Ed, June 2011).

- **Schools** should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. (Revised Prevent Duty Guidance for England and Wales, July 2015, para 64)
- We would expect (**college**) institutions **to use opportunities in learning to educate and challenge.** (Revised Prevent Duty Guidance for England and Wales, July 2015, para 20)
- Do [college] tutorial and curriculum programmes encourage **challenge and debate about extreme views?** (Pre-visit checklist to colleges and WBL Providers. Estyn, September 2016)

- “.....schools and colleges should provide a **safe space** in which children and young people can understand the risks associated with terrorism and **develop the knowledge and skills to be able to challenge extremist arguments**. This is what Prevent encourages.” (Amber Rudd, Home Secretary, August 2017)
- “Does the **curriculum** provide opportunities for pupils to **learn about the dangers of radicalisation and extremism?**” (Supplementary guidance: inspecting safeguarding in schools and PRUs. Estyn, autumn 2017)
- “Inspectors should consider how well the provider **develops learners’ knowledge and understanding** of harassment, discrimination and **extremism**.” (**Guidance handbook for the inspection of work-based learning providers. Estyn, September 2017**)

WRAP DVD

The Risk – 4 mins 14

SUMMARY:

The role of safe spaces, critical thinking and student voice

1. Prevent comes under the safeguarding umbrella.
2. Unchecked, extremism may lead to radicalisation and violent extremism/terrorism.
3. Safe spaces/safe conversations and challenge are key to countering the ideologies of violent extremism and developing critical thinking.
4. 'House rules' should be agreed to protect and respect mentor/mentee.
5. Identifying and referring vulnerable people should be linked to training.
6. Remember – having a strong, or alternative, opinion doesn't (on its own) mean the next step is violent extremism! - merely that the student/staff is exercising freedom of speech, a core Prevent underpinning

Dr Abdul-Azim Ahmed

**Ethnic Minorities and Youth
Support Team (Eyst) – Resilience
Project Co-ordinator**

**Muslim Council of Wales, Assistant
Secretary General**

Prevent and Safe Spaces

Prevent's "application in schools, colleges, and healthcare institutions is damaging trust: between teachers and students; between doctors and patients; and between the police and members of the UK's Muslim community, whose support is an essential element of counterterrorism efforts."

- Open Society Foundation "Eroding Trust" report, 2016

Is this the case? Why might Prevent erode trust?
How can it be avoided?

Key Events That Shaped Perceptions of Prevent

Project Champion

“The cameras in Washwood Heath and Sparkbrook, some of which were hidden, were paid for with £3m of government funds earmarked for tackling terrorism. An independent report was highly critical of the Project Champion scheme and West Midlands Police.”

BBC News 2011

Rizwan Sabir Case

“A Muslim university student was held for seven days without charge as a suspected terrorist after police "made up" evidence against him. Documents from the professional standards unit of West Midlands police reveal that officers fabricated key elements of the case against former University of Nottingham student, Rizwaan Sabir.” Guardian 2012

Key Events That Shaped Perceptions of Prevent

Prevent Duty 2015 – subsequent high profile cases

Eco-Terrorist Case (2015) - Teachers questioned 14-year-old student, not referred to Prevent

Cucumber Case (2016) – safeguarding concerns highlighted, not referred to Channel/Prevent

Trojan Horse – Ofsted and education

The culture and environment of suspicion around Muslims.

Being a Muslim Student – the “anxiety” loop

Academic researcher, Anna Lockley-Scott, summarises the experience of being a Muslim student in relation to Prevent policy below: -

“This is because the two states; pupils’ anxiety and the potential for radicalisation are linked according to the educational psychologists Sewell and Hulusi (2016) who refer to anxiety in psychology terms as a result of ‘personal uncertainty’ and a ‘sense of discomfort’. Ultimately, they suggest that personal uncertainty giving rise to anxiety which can risk leading to a ‘feverous conviction in extremist ideologies’ (Kay and Eibach, 2013)”

What strategies might be used to help mitigate this scenario?

**Questions
&
Thanks**

Dr Abdul-Azim Ahmed

What the terms mean:

- **Extremism** is 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. Calls for the death of British armed forces is also included.
- An **ideology** is a set of beliefs.
- **Radicalisation** is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- **Safeguarding** is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity.
- **Terrorism** is an action that endangers or causes serious violence damage or disruption and is intended to influence the Government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.
- **Vulnerability** describes factors and characteristics associated with being susceptible to radicalisation.

Prevent, Police and Universities (2012)