



# ACI

**TRAINING & CONSULTANCY LTD**

## **Preventing Radicalisation**

**Level 1 & 2**

**TRAINING & CONSULTANCY LTD**

## Aims & Objectives

### The learner will:

- Know the objectives of the Prevent strategy and the health sector contribution to the prevent agenda.
- Know their own professional responsibilities in relation to the safeguarding of vulnerable adults, children and young people.
- Understand the vulnerability factors that can make individuals susceptible to radicalisation or a risk to others.
- Know who to contact and where to seek advice if there are concerns a vulnerable adult is being groomed into terrorist related activity.
- To be able to recognise potential indicators that an individual might be vulnerable to radicalisation or at risk of involvement in acts of terrorism
- To understand the impact of influence on vulnerable individuals (direct or indirect)
- Know what action to take if there are concerns, including where to refer concerns and from whom to seek advice
- Understand the importance of sharing information including the consequences of failing to do so

## What Is Radicalisation?

### Definition

**Radicalization** (or **radicalisation**) is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that:

1. Reject or undermine the status quo or
2. Reject and/or undermine contemporary ideas and expressions of freedom of choice.

The Channel Duty Guidance April 2015 states that 'The Government remain absolutely committed to protecting freedom of speech in England and Wales. But preventing terrorism will mean challenging extremist (and non-violent) ideas that are also part of a terrorist ideology. Prevent will also mean intervening to stop people moving from extremist groups or from extremism into terrorist-related activity.'

They go on to say that they define '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.

## What is the Risk?

The 2010 to 2015 governments policy: counter-terrorism state that the threat to the UK and our interests from international terrorism is severe. This means that a terrorist attack is highly likely.

They go on to say that the terrorist threats we face now are more diverse than before, dispersed across a wider geographical area, and often in countries without effective governance. We therefore face an unpredictable situation, with potentially more frequent, less sophisticated terrorist attacks.

The most significant terrorist threat to the UK and our interests overseas comes from the Al Qa'ida senior leadership based in the border areas of Afghanistan and Pakistan and their affiliates and supporters in other areas. Page | 3

Men and women becoming isolated and vulnerable to counter establishment ideology that can ultimately manifest in the committing of crimes such as the murder of Lee Rigby and the IRA terrorist attacks.

## The Drivers of Radicalisation

The Prevent Strategy (Home Office) cites research suggesting that, in relation to Islamist terrorism, the following groups are particularly vulnerable to radicalisation:

- Young people and people from lower income and socio-economic groups
- Those who distrust Parliament and who see a conflict between being British and their own cultural identity
- Those who perceive discrimination, experience racial or religious harassment, and have a negative view of policing.

## Vulnerability Indicators:

The lists below are not exhaustive. The early warning signs may or may not indicate a serious problem; they do not necessarily mean that a child or young person is prone to violence towards themselves or others. This provides a basis to check concerns and put in place an appropriate response by getting help for a child or young person before a problem escalates.

**Identity Crisis** - Distance from cultural / religious heritage and uncomfortable with their place in the society around them; parent or carer who holds extremist views; recent political or religious conversion; voicing opinion drawn from extremist ideology or narrative.

**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; change in behaviour or appearance linked to ideological views; recent experience of serious traumatic event; graffiti symbols, writing or artwork promoting extremist messages or images

**Personal Circumstances** – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy; association with others who hold

extremist views; Possession of literature associated with extremist views, or online material including networking sites.

**Unmet Aspirations** – Perceptions of injustice; feeling of failure; rejection of civic life.

**Criminality** – Experiences of imprisonment; poor resettlement /reintegration; previous involvement with criminal groups; use of extremist or hate crime terms to exclude others or incite violence.

Page | 4

**The Department for Education (DfE)** advice outlines how schools and early years and childcare providers can fulfil their new statutory duty to prevent children from being drawn into terrorism. As of 1 July, all schools, and registered early years and childcare providers are subject to section 26 of the Counter-Terrorism and Security Act 2015, also known as the Prevent duty, which states that they must have 'due regard to the need to prevent people from being drawn into terrorism'.

The DfE says protecting children from the risk of radicalisation should be seen as part of providers' wider safeguarding duties, and therefore should not be burdensome.

'For early years' childcare providers, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for Children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world,' it states.

It says there is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, but staff should be alert to changes in children's behaviour, including even very young children, which could indicate they may be in need of help or protection. The advice goes on to recommend building children's resilience to radicalisation by promoting 'fundamental British values', as well as enabling them to challenge extremist views such as terrorism or homophobia. It also says that schools and providers need to be aware of the increased risk of online radicalisation and have clear procedures in place for protecting at risk children.

## Fundamental British Values

There has been much confusion to what 'Fundamental British Values' are. 4 Children have helped to define Fundamental British Values; they state 'Having checked with the Department for Education (DfE) the statutory requirements for early years' providers are now clear. The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage.'

To help demonstrate what this means in practice, 4 Children have worked up the following examples based on what is in the statutory guidance. They are just that – examples - and not exhaustive.

### **Democracy: making decisions together**

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

### **Rule of law: understanding rules matter as cited in Personal Social and Emotional Development**

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others' behaviour and its 2 consequences, and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

### **Individual liberty: freedom for all**

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

### **Mutual respect and tolerance: treat others as you want to be treated**

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staffs should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

#### What is not acceptable is:

- Actively promoting intolerance of other faiths, cultures and races
- Failure to challenge gender stereotypes and routinely segregate girls and boys
- Isolating children from their wider community
- Failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

## The Office for Security and Counter-Terrorism

The Office for Security and Counter-Terrorism, in the Home Office, works to counter the threat from terrorism. Their work is covered in the government's counter-terrorism strategy, CONTEST.

#### The strategy is based on 4 areas of work:

- Pursue: to stop terrorist attacks
- Prevent: to stop people becoming terrorists or supporting terrorism
- Protect: to strengthen our protection against a terrorist attack
- Prepare: to mitigate the impact of a terrorist attack

They are developing and improving their work to protect the UK from terrorism. In particular, they are:

- Carrying out a communications capabilities development programme, which will give us the ability to continue to protect the public in the future, as internet-based communications become increasingly widespread
- Using science and technology to counter the threat from terrorism
- Supporting the UK security industry to export their products and expertise to other countries hosting major international events
- Working with the Northern Ireland Office and the relevant authorities in Northern Ireland to help counter the severe threat from terrorism in Northern Ireland

## Prevent Strategy

The objectives of the Prevent Strategy are (taken directly from Prevent Strategy):

3.21 Within this overall framework the new Prevent strategy will specifically:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it;

- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- Work with sectors and institutions where there are risks of radicalisation which we need to address.

3.22 These areas of work are outlined in detail in the remainder of the document.

Page | 7

### **Objective One: the ideological challenge**

3.23 All terrorist groups have an ideology. Promoting that ideology, frequently on the internet, facilitates radicalisation and recruitment.

3.24 Challenging ideology and disrupting the ability of terrorists to promote it is a fundamental part of Prevent.

3.25 Previous work in this area has made some progress but has not consistently reached the few people who are most susceptible to terrorist propaganda. It has failed to recognise the way in which terrorist ideology makes use of ideas espoused by extremist organisations and has not fully understood the implications this should have for the scope for our work. It has not effectively engaged with and used the influence and reach of communities and community groups. Previous Prevent work has sometimes given the impression that Muslim communities as a whole are more 'vulnerable' to radicalisation than other faith or ethnic groups.

3.26 Much more needs to be done in this critical area. But it must be proportionate and focused. It must not imply a need to change the attitudes of most people in this country towards terrorism. It must not seem to pass judgment on faith or to suggest only a particular kind of faith is appropriate or acceptable. It must be done in conjunction with communities here and overseas who are often better able than Government itself to disprove the claims made by terrorist groups and to challenge terrorist and associated extremist ideologies.

3.27 A future strategy in this area will include better communication of Government security and foreign policies to rebut claims made about them; more projects in education, communities and the criminal justice system to enable understanding of and challenge to terrorist ideology; and support for experts where ideology draws on and misrepresents theology and requires a detailed response.

3.28 It will be vital to challenge apologists for terrorism. Challenge may mean simply debate about extremist ideas which also form part of a terrorist narrative. But, where propagandists break the law in encouraging or approving terrorism, it must also mean arrest and law enforcement action. And where people seek to enter this country from overseas to engage in activity in support of extremist and terrorist groups, we will also use the Home Secretary's power to exclude them.

### **Objective Two: supporting vulnerable people**

3.29 Radicalisation is usually a process not an event. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity. There are some analogies between this work and other forms of crime prevention.

3.30 Programmes of this kind, although central to an effective Prevent programme, are comparatively new and evidence of impact is correspondingly limited. Allegations have been made that the programmes have been disproportionate and intrusive and have restricted free speech. We recognise the risk that the criteria for entry to these programmes can be too broad. We have considered further allegations that the programmes have been used for spying.

3.31 We conclude that, properly handled, programmes of this kind are essential. They should pre-empt and not facilitate law enforcement activity. They will not be a means for covert activity. Safeguards will ensure their integrity and in particular appropriate protection of data.

3.32 This area of Prevent will build upon Channel, the existing multi-agency programme to identify and provide support to people at risk of radicalisation. Channel has had some success. The programmes will address the risks from all forms of terrorism. They must draw on the expertise of policing, local authorities and community organisations.

3.33 Organisations commissioned to provide support to vulnerable people are in a position of great influence. They must be credible and able to reach and talk to people at risk. But we will not fund, or work with, extremist groups for this (or any other) purpose.

3.34 As in other areas of Prevent, evaluation of these programmes has not been fully effective. It will be significantly enhanced and new procedures will be put in place to ensure value for money.

3.35 We will conduct research and collaborate with other countries to continuously improve our understanding of radicalisation. This is vital to ensure the effectiveness of these programmes.

#### **Objective Three: working with key sectors**

3.36 A wide range of sectors in this country are helping to prevent people becoming terrorists or supporting terrorism. The way Government works with particular sectors will vary.

3.37 Priority areas include education, faith, health, criminal justice and charities. The internet is also included here as a sector in its own right although delivery of Prevent programmes through the internet is a theme running through this review and strategy.

3.38 Some progress has been made in and with all these sectors. Some sectors (like faith) have been at the forefront of work to tackle radicalisation in this country. But more can and must be done. Like other areas of Prevent, programmes must be proportionate to the risks we face; we look to engage with these sectors because they are capable of addressing and resolving some of the challenges we face.

3.39 There should be no 'ungoverned spaces' in which extremism is allowed to flourish without firm challenge and, where appropriate, by legal intervention.



## Terrorism Act 2000

The Terrorism Act 2000 provides the legal basis for prosecuting terrorists and proscribing organisations (i.e. banning them from operating in the UK).

## Protection of Freedoms Act 2012

The Protection of Freedoms Act 2012 repealed the stop and search powers known as 'Section 44' and replaced them with fairer and more specific powers.

The new stop and search powers enable the police to protect the public but also make sure that there are strong safeguards to prevent a return to the previous excessive use of stop and search without suspicion.

The Protection of Freedoms Act 2012 also reduced the maximum period that a terrorist suspect could be detained before they are charged or released from 28 to 14 days. Control orders were repealed and replaced with a more streamlined and less intrusive system.

The act ended the use of the most intrusive Regulation of Investigatory Powers Act (RIPA) powers by local authorities to investigate low level offences. It introduced a requirement that applications by local authorities to use any RIPA techniques must be approved by a magistrate.

### Spot the Signs

**FAST – Families Against Stress & Trauma** state that they fully understand that there are many paths to radicalisation, and that spotting the signs is not an exact science. However, their experience of working with countless families who this has happened to has shown them that there are some factors and behaviours that are commonly found in those who may have been exposed to extremist ideas.

- Have they become more argumentative and domineering?
- Are they quick to condemn those who don't agree, and do they ignore viewpoints which contradict their own?
- Do they express themselves in a divisive 'them and us' manner about others who do not share their religion or beliefs?
- Have they begun to use derogative terms? Have they asked inappropriate questions, or expressed themselves in a way that sounds scripted? Have they used derogatory terms such as 'kuffar' or 'rafidi', or terms such as 'dawlah' or 'khilafah'?
- Has their circle of friends changed, including on social media, and are they distancing themselves from friends they were previously close to?
- Do their friends express radical or extremist views?
- Have they lost interest in activities they used to enjoy?
- Are they spending increasing amounts of time online, and are they overly secretive about what they are doing?

- Have they expressed sympathy with violent extremist groups such as Daesh, condoning their actions and ideology?
- Have they expressed sympathy or understanding for other young people who have joined these groups?

Often the trigger for young people to act on their new-found beliefs is contact with individuals, sometimes through the Internet, who will provide encouragement, practical support and even funding for them to leave their families to travel and join the group.

Page | 10

**FAST** also go on to describe further factors which mean a young person may be more vulnerable to those seeking to radicalise them, including:

- A conviction that their religion or culture is under threat and treated unjustly.
- A tendency to look for conspiracy theories and distrust of mainstream media.
- The need for identity and belonging.
- The need for more excitement and adventure.
- Being susceptible to influence by their peers/friends.
- Mental health issues can exacerbate other vulnerabilities mentioned above

**A Vulnerability Assessment Framework created by the government's Channel initiative in 2012** is available to download from [www.gov.uk](http://www.gov.uk). This looks at the psychological hooks that lead to individuals engaging with a group, cause or ideology. These are wide ranging and 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 friend's involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issues

However, it's not clear why some individuals become radicalised while others who have similar backgrounds and experiences do not, or why some who belong to non-violent extremist groups go on to support terrorist acts and others don't.

The Governments Channel initiative go on to outline those vulnerable to radicalisation may be approached through a number of routes, including:

### **1. Family members, friends, work colleagues**

Many of those radicalised are influenced by those closest to them, such as family members. However, families often say they are shocked by the secret radicalisation of a family member. Radicalisation through friendships and/or peer pressure can be a factor, or through people they meet at work or socially.

### **2. Members groups, political groups, religious groups and other organisations**

These can range from well-known non-violent groups to banned organisations. The group itself may not be radical but may have radical members within it who carry out activities outside the group.

### **3. Printed literature, websites, social media**

Printed material might be handed out on the streets, during a rally or at a meeting. The easy access to online material can allow individuals to be radicalised without any knowledge of those close to them. Although websites and social media groups that support extremist views are often shut down, it's easy for them to immediately spring up again under a different name.

The government says it has worked with over 250 mosques and 50 faith groups, distributing over 200,000 leaflets and posters in five languages warning people not to travel to Syria.

## **ISIS' Online Activities**

ISIS and its supporters use the internet and social media to communicate. They know that an increasing number of people depend on it for their news, and that it helps create opinions and stir passions. These are the platforms that they use to target young people.

ISIS is on Twitter, Facebook, Tumblr, Ask.fm, Instagram, YouTube and many other platforms. They lure young people in with the promise of an idyllic life.

Often these conversations begin on open social media sites and then move onto private messaging applications. For some young people changes in their online profiles, including their profile image or name, can reflect the fact that they are beginning to associate with extremist ideas.

Young people may even run two online identities, one their 'normal' or old self, the other an extremist identity, often in another name.

## **Safeguarding Children Online**

It's not always easy to keep track of what children or young person are doing online. But every parent needs to be aware of the risks posed by the internet, which can be a platform for those seeking to sexually exploit children, as well as influencing their minds.

The same tools should apply for safeguarding a child. There are simple steps:

- Parents could consider setting up their own social media profiles, for example on Facebook or Twitter.
- Parents being friends with their children, and follow them on social media.
- Parents being aware of who their children are friends with on Facebook and who they follow on Twitter.
- According to Ofcom, a worrying 1 in 3 12-15 year olds may be in contact with people they don't know via their social networking sites.
- Keep up to date with what they post, and what others are posting on their walls. Use your instinct if something appears inappropriate or out of character.
- Many parents have voiced their concerns about the sheer amount of extremist and graphic content which is readily available online from a simple search. If they are worried that their child may have seen something troubling, they can check their internet history- it is fairly easy to see what pages they have visited using their desktop computer, laptop or tablet.
- They can also turn on the parental safety features that most online platforms offer, which can filter out or block harmful material.
- If you see something that worries you – **talk to the child or young person.**

## How to Act

The first thing to do is to talk to those you consider to be affected. But it's important to remember not to be confrontational when starting the conversation. This is a sensitive subject and needs handling carefully as you don't want to push them away or shut them out. They need to be able to speak to you candidly. So be calm, don't get angry and they're far more likely to open up to you. Encourage them to share their ideas and opinions.

Many young people who act on their support for ISIS by travelling are often not aware of the realities and consequences of what they are about to do, or the arguments against it.

### This is what they need to know:

- If a young person travels to Syria it will have a huge impact on their family. Families often worry that that person will never be able to live a normal life again.
- Individuals may want to help the people of Iraq and Syria, but the country might not want them there.
- Countless Imams and religious scholars from all corners of the globe have spoken out against ISIS and their message is clear – ISIS is un-Islamic and damages the name of Islam and billions of Muslims alike. They have irrefutably condemned ISIS' actions with religious arguments.

ISIS targets both young men and women. In January of this year the International Centre for the Study of Radicalisation estimated that 60 girls from the UK have now travelled to Syria or Iraq. Also a minimum of 1500 young men have left the UK to fight for ISIS.

It's important you make it clear to females that they won't have a choice in whom they marry and may be subject to sexual assault. If a female has a child, they'll also be trained to be a warrior.

Males will be expected to follow orders blindly. They may be expecting 'Call of Duty', but the reality is that they may be expected to show their loyalty by the killing of innocent civilians, most of whom will be Muslims. ISIS frequently executes those who try to leave. There may be no way out.

## Information Sharing

It is vital that you share any concerns you have, there are six key points to information sharing.

### Six key points on information sharing

1. Explain at the outset, openly and honestly, what and how information will be shared
2. Always consider the safety and welfare of a child or young person when making decisions on whether to share information about them
3. Seek consent to share confidential information. You may still share information if, in your judgement, there is sufficient need to override that lack of consent
4. Seek advice where you are in doubt
5. Ensure the information is accurate and up to date, necessary, shared only with those people who need to see it, and shared securely
6. Always record the reasons for your decision – whether it is to share information or not

*HM Government (2006) What To Do If You're Worried A Child Is Being Abused. - Department for Education and Skills, London. Appendix 3*

No professional should assume that someone else will pass on the Information which they think may be critical to the safety and wellbeing of a child or young adult.

If a professional has concerns about the child's or young adult's welfare and believes they are suffering or likely to suffer abuse or neglect, then they should share the information with the local authority and, or, the police if they believe or suspect that a crime has been committed. (The Care Act 2014)

All organisations must have arrangements in place which set out clearly the processes and principles for sharing information between each other, with other professional and the SAB (The Care Act 2014)

**It is your responsibility to familiarise yourself with your organisations policy on sharing information**

## Common Law Duty of Confidentiality

### This exists where:

- Public bodies hold information of a private or sensitive nature about individuals for the purpose of carrying out their functions – i.e., people have provided information on the understanding it will be needed for these purposes.
- In the case of medical or other records this also applies to the person to whom the information relates
- There is a formal confidential relationship – e.g. between a doctor and patient, social worker and client, counsellor and client
- There is an informal confidential relationship – e.g. between a teacher and pupil where the pupil has asked the teacher to treat as confidential specific information

Page | 14

*HM Government (2006) What To Do If You're Worried A Child Is Being Abused - Department for Education and Skills, London. Appendix 3*

The common law provides that where there is a confidential relationship, the person receiving the confidential information is under a duty not to pass on the information to a third party.

But the duty is not absolute and information can be shared without breaching the common law duty if...

- The information is not confidential in nature *or*
- The person to whom the duty is owed has given explicit consent *or*
- There is an overriding public interest in disclosure *or*
- Sharing is required by a court order or other legal obligation

### Consent

Consent must be **'informed'**.

The person giving consent should understand:

- Why information needs to be shared
- Who will see their information
- The purpose to which their information will be put
- The implications of sharing that information

### Consent can be:

**Explicit** – obtaining explicit consent is good practice; can be expressed orally or, preferably, in writing

**Implicit** – consent can legitimately be implied if the context is such that information sharing is intrinsic to the activity, especially if that has been explained at the outset  
– e.g., when conducting a common assessment or when a GP refers a patient to a specialist with the patient’s agreement.

## Sharing Information without Consent

‘Where consent cannot be obtained to the sharing of the information or is refused or where seeking it is likely to undermine the prevention, detection or prosecution of a crime, the question of whether there is a sufficient **public interest** must be judged by the practitioner on the facts of each case.

Therefore, where you have a concern about a child or young person, you should not regard refusal of consent as necessarily precluding the sharing of confidential information.’

### Public Interest

**Examples include:**

- To protect children from harm
- To promote the welfare of children
- To prevent crime and disorder

In some circumstances, public interests may weigh against sharing – e.g. in maintaining public confidence in the confidentiality of certain services

**Sharing confidential information without consent will normally be justified in the public interest:**

- When there is evidence that the child is suffering or is at risk of suffering significant harm *or*
- Where there is reasonable cause to believe that a child may be suffering or at risk of significant harm *or*
- To prevent significant harm arising to children and young people or serious harm to adults, including through the prevention, detection and prosecution of serious crime

### Proportionality

- Key factor in deciding whether or not to share confidential information: is the proposed sharing a proportionate response to the need to protect the public interest in question?
- Weigh up what might happen if the information is shared against what might happen if it is not, and make a decision on a reasonable judgement
- Where there is a clear risk of significant harm to a child, the public interest test will almost certainly be satisfied

- However, there will be other cases where practitioners will be justified in sharing some confidential information in order to make decisions on sharing further information or taking action – the information shared should be proportionate

## Eight Key Questions to Inform Decision-Making

Page | 16

- 1) Is there a legitimate purpose for you or your agency to share the information?
- 2) Does the information enable a person to be identified?
- 3) Is the information confidential?
- 4) If the information is confidential, do you have consent to share?
- 5) Is there a statutory duty or court order to share the information?
- 6) If consent is refused, or there are good reasons not to seek consent to share confidential information, is there a sufficient public interest to share information?
- 7) If the decision is to share, are you sharing the right information in the right way?
- 8) Have you properly recorded your decision?

### Where to Turn

There are people out there whom you can talk to:

- The child's or young person school, college or university- they will have a dedicated safeguarding lead who are trained to help
- The friends or family
- A trusted community or faith leader
- The local authority
- The police
- Local health and mental health services
- Your line manager

If you have serious concerns you should call your local police on 101.

They can refer you to a trained expert who can help you gain access to support and advice.

The Government Programme Channel is aimed at preventing people from being drawn to terrorism. They work on a case-by-case basis to support people at risk of radicalisation through education, mentoring and support.

## References

- 4 Children
- The Channel Duty Guidance April 2015
- Governments Policy: Counter-Terrorism



- The Prevent Strategy (Home Office)
- The Office for Security and Counter-Terrorism
- Terrorism Act 2000
- Protection of Freedoms Act 2012
- FAST – Families Against Stress & Trauma
- A Vulnerability Assessment Framework 2012

