

PREVENT: GETTING IT RIGHT FOR VULNERABLE LEARNERS


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HOW CAN WE PREVENT RADICALISATION?

- ▶ First confront your fears!
- ▶ This is not my subject (I am not best placed to teach it!)
- ▶ What if we do more harm than good?
- ▶ What will the parents say?
- ▶ Is it really relevant for our learners?

HOW DO WE PREVENT RADICALISATION?

- ▶ Understand that you already do!
 - ▶ You don't need to mention ISIS or HITLER or the IRA
 - ▶ Be creative
 - ▶ Break it down into it's components
 - ▶ Don't be afraid to use humour to tackle a serious subject.
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What is radicalisation?

“the process by which a person comes to support terrorism and forms of extremism leading to terrorism.”

Case study

(Confidentiality Statement)

- Child A
- Aged 9 years Old
- Lives with his mother. Father unknown.
- Very Intelligent. Described as gifted with a particular talent in mechanics.
- Resides in a Galaxy far far away!



Child A

So how did Anakin become Darth?



03601 001
9666

Chancellor Palpatine



Child A

- Very gifted but impatient
- Brave, heroic but issues with self-esteem
- Wants to change the world (quickly!)
- Feels underappreciated
- Deep down lives in **FEAR** that his loved ones will be killed.
- Loss of his mum which makes him **ANGRY**
- Had issues (secret marriage) that he could not speak to anyone. (**ISOLATION**)
- **FEAR that his wife and children may die**
- **Went to the Dark side with good intentions**



Fear is the path to
the dark side. Fear
leads to anger,
anger leads to
hate, hate leads to
suffering.

- Yoda

Child L

- Very gifted but impatient
- Brave, heroic but issues with self-esteem
- Wants to change the world (quickly!)
- Feels underappreciated
- Good network of friends
- Supportive family
- Supportive Mentors
- No fear no isolation = no dark side!
(In fact he brings Darth back to the good side!)

Case study –two

Child L




- Terrorists create fear. Fear is a powerful emotion.
- Extremist's use that fear to make you **angry** and isolated **from friends and family**
- **Everything on the internet is not necessarily true.**
- If you want to change the world it will only work if you do it properly.
- Create Hope not Fear!
- If you come across something that makes you feel uncomfortable or fearful then come and speak to someone

Thank You



HOW DO WE PREVENT RADICALISATION?

- ▶ Critical thinking on the internet.
 - ▶ What to do if you see something that makes you feel uncomfortable?
 - ▶ That the pupils know that they can trust their teachers and know how to report.
 - ▶ Prevent isolation. Skills for life.
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AND THAT'S HOW WE
WERE INTRODUCED
TO COLETTE!

THE PREVENT STRATEGY

Protecting our students from
the risks of extremism and
radicalisation

Where do we start?




Wargrave House (LEAP) College
Derwen College
Seashell Trust
Activate
Bridge College
David Lewis



- ▶ Working party – variety of needs ranging from pre-entry level learners up to entry level 2 / 3



‘Prevent’ scheme of work

- ▶ Our most vulnerable learners are possibly our most able – collectively all agreed that these were the students with the higher level ICT skills.
 - ▶ However recognise our more complex learners will not have these skills but the opportunity to teach resilience to risk and promote their well-being is necessary.
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The Prevent Strategy & OFSTED

Our obligation is to build resilience to the risk of radicalisation (as outlined in DfE advice with regards to the Prevent Duty).

Not just about staff training and policies.

IT'S ALL ABOUT THE:

IMPACT


The Prevent Strategy & CIF

Teaching, learning and assessment should promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying

Learners need to know how to protect themselves from the risks associated with radicalisation, extremism, forms of abuse, grooming and bullying, including through the use of the internet, and understand the risks posed by adults or young people who use the internet to bully, groom or abuse other people, especially children, young people and vulnerable adults

Learners should feel safe and have a good understanding of how they can raise concerns if they do not feel safe; they should have the confidence to know that any concerns they may have are taken seriously and followed through appropriately

What should we be teaching and where on earth (not in a galaxy far far away) do we start?

- It is important to remember that you can help build their resilience against extremist ideas, and prepare our students to play a full and active role in society without even using the terms terrorism, extremism and radicalisation (unless it is appropriate to do so).
 - PROBLEMS using DARTH – reliance on high level thinking skills and necessity to make inferences.
 - Majority of our students would not be able to do this.
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So.....

- How do we develop understanding of the concept that not everything on the internet is true?
- How do we equip our students with the skills to be able to recognise that something they see or hear on the internet isn't quite right?
- How do we empower them to tell us?

We are not professing to have all the answers – but we do have a starting point!

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Starting with the box

How could this work for us?

Devised 3 'aspects' – interlinked and cross-over so they are not necessarily discrete

Flexibility to follow the students' lead.

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ASPECT 1

Developing understanding of the concept that not everything on the internet is true (real).

OUTCOMES:

- Being able to say no.
 - Communicating a personal choice
 - Increase confidence to make decisions
 - Think and make decisions
 - Developing understanding of concepts of true/false; right/wrong; yes/no; real/not real
- (Decide on language and stick to it. Are you doing it 1:1 or as a group?)



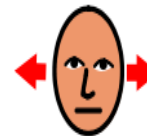
true



yes



real



no



false



not real



ASPECT 2

Developing an understanding of likes and dislikes and being able to communicate this.
Developing understanding of the 'uh oh' feeling.

Supporting students to think about what they are seeing/hearing and that something is not quite right.

Supporting students to voice their concerns.

Outcomes:

- Being able to make a personal choice.
- Being able to communicate a choice.
- Being able to understand and communicate an uncomfortable feeling.

IDEAS:

Feely boxes – senses. Could be smells, sounds, feel, etc

Establishing likes/dislikes

Introduction of the uh oh visual and associated feelings


Moving that on to introduce activities associated with the internet eg scary pics, etc.

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ASPECT 3

Developing awareness and understanding of how to stay safe when online

Outcomes:

- Know how to keep themselves safe online and in daily life
 - Know about the benefits and hazards of using the Internet
 - Know where to find help when needed
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WHOLE COLLEGE APPROACH AT WARGRAVE HOUSE (LEAP) COLLEGE

How do we provide visual support to enable our students to voice the 'uh oh' feeling?

Feel

Think

Say

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Social story

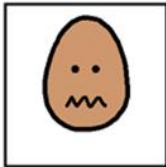
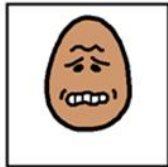


That Uh Oh feeling is when we feel like something is wrong.

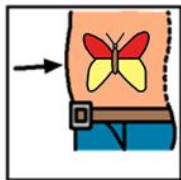
That Uh Oh feeling is when we feel like we don't like something.

That Uh Oh feeling might make us feel worried, or angry or upset.

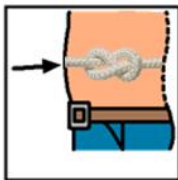
When we've got that Uh Oh feeling our face might look something like this.....



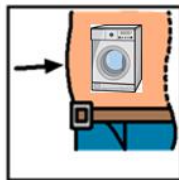
When we've got that Uh Oh feeling our tummy might feel like this.....



Butterflies



Knot

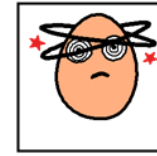


Spinning round
and round

When we've got that Uh Oh feeling our head's might feel like this...



Full up

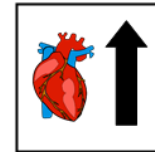


Dizzy

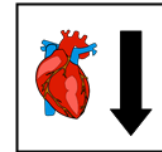


Thumping

When we've got that Uh Oh feeling our heart might do this....



Beat faster

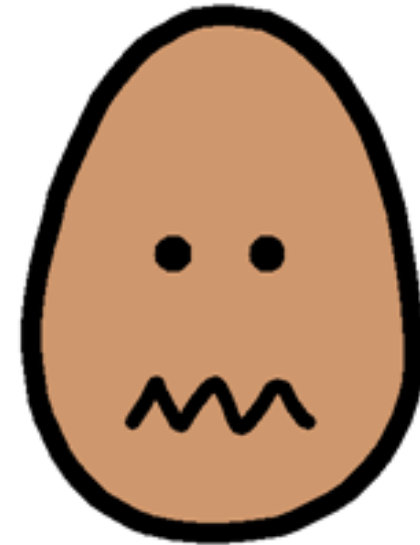
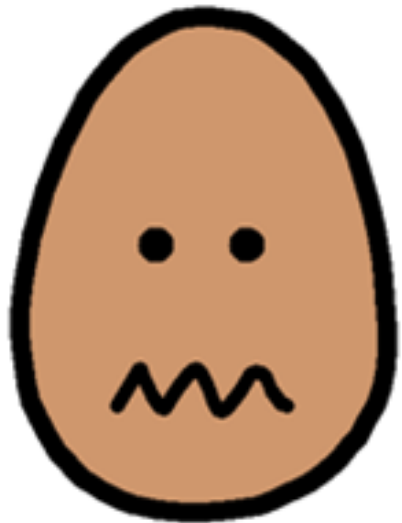


Beat slowly

Is there anything else you can think of about that Uh Oh feeling?



Our students chose:



Uh Oh I don't like it

T

Think

**Not
everything
on the
internet is
real!**



H

Help

**There are
always
people
you can
go to!**



I

Info

**Always
double
check any
internet
information!**



N

Never

**Don't give
out
personal
information
or meet up
with
strangers!**



K

Keep

safe

**Don't take
risks!**



Still early days:

Staff have received training and we've now started to teach these concepts.

Developing understanding of the uh – oh feeling through direct teaching.

Making explicit the link between that emotion and the appropriate visual through direct teaching.

Embedding through other curriculum areas.

Next step:
Parent workshop – send visuals home.

Any questions?

