

# Police Officers and Prison/Probation/Parole Officers

# Aims and Backgrounds

These recommendations are intended for Community Police Officers, Prison Officers, Probation Officers and Parole Officers.

After the course, you should:

- Be more aware of the possibility that an individual in your target group may be vulnerable to radicalisation;
- Understand some of the causes and possible signs of the process;
- Be aware of which other professional groups could help achieve a positive outcome from the process and could support you and the vulnerable individual;
- Feel empowered to contact these groups and correctly approach the vulnerable individual.

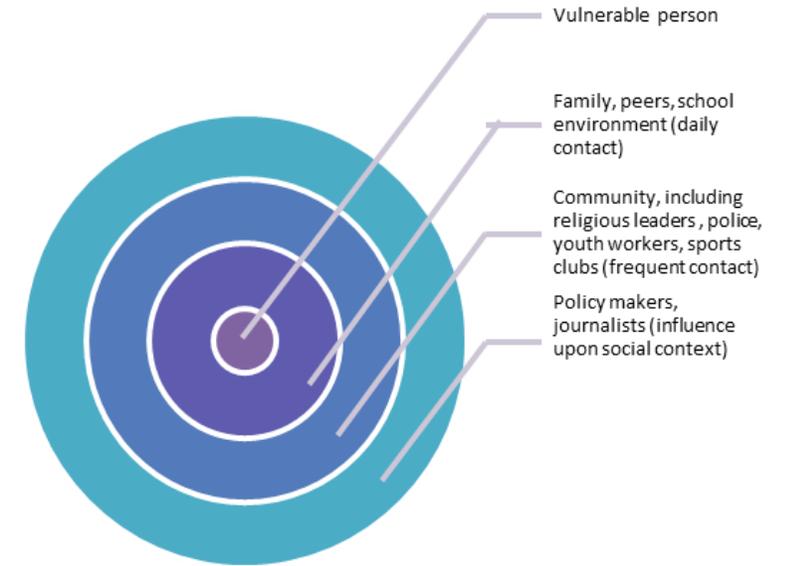
Making contact with law enforcement agencies plays a crucial role in this approach, allowing these professional groups to share their concerns and receive support, and give law enforcement agencies insight into the community which they may not have had otherwise.

# Police Officers

# Why You ?

The police have a manifold role in this system.

- You can use the information to play a very practical role in crime prevention, where necessary acting upon the information you have received.
- For more guidance on this we refer you to the materials produced by the European project COPPRA (COPPRA 2010), which contains detailed information about types of radicalisation, symbols and logos used by various groups active in Europe, and suggestions about how and when to use this information.
- You also have an interactive role in the community.



A Community Approach

# Your Potential Role

COPPRA suggests that the police use their engagement with the broader community in order to build confidence and provide a place in which community concerns and fears over radicalisation can be expressed. There are **six ways** in which this can be achieved:

- 1) **Attentiveness** - the police should attend to their citizens' problems and 'be present'.
- 2) **Reliability** - there needs to be a degree of predictability about what the police do.
- 3) **Responsiveness** - the police should provide a client-centered service that is reassuring to their public
- 4) **Competence** - the public respects a police organization that can get the job done and where this cannot be done, the public respects a police force that clearly and honestly explains why.
- 5) **Manners** - far more significant than what the police accomplish, is how they treat people on an interpersonal basis.
- 6) **Fairness** - the police should treat all people fairly.

In addition to interaction with the broader community, police can provide help and support to other professionals in the network who have concerns about groups and individuals.

No specific checklist but there are some signs of radicalisation you may be able to spot.

# The Ground Floor

Individuals who may be vulnerable to the influence of radical groups may be:

- Searching for an identity.
- Connected to someone within a radical group.
- The victim of discrimination.

**Do:**

- Be aware that a person runs a higher risk of being radicalised if they have social connections to a radical group. Where possible, discuss your concerns with other front-line workers.
- Respond proactively to any reports of discrimination.
- If you agree that the discrimination was genuine, make it clear to the individual that there are legitimate means of addressing the problem, and make sure that these are followed through.

# On the First Floor

## A vulnerable individual may:

- Display a tendency to attribute lack of success (e.g. in achieving goals) to discrimination rather than personal failure.
- Display a loss of belief in the legitimacy in authority.
- Display a heightened sense of awareness of group identities.

## Do:

- Keep communication open and tolerant to maintain an open dialogue.
- If an individual is wrongly attributing lack of success to discrimination, it is vital you challenge and question their perception of discrimination.
- Connect the vulnerable person with role models from their own group to further challenge their attribution of lack of success to discrimination.
- Challenge their sense of 'us vs. them' or lack of legitimacy of authority with counter narratives.
- Emphasise the effectiveness of the group in achieving goals/ambitions.

# On the Second Floor

## A vulnerable individual may:

- Feel that their social group cannot combat their experienced (or perceived) discrimination.
- Be especially receptive to influences/ideas of new people/groups who share their negative experience of wider society.
- Seek a new group which provides a clear identity and which the individual perceives can be effective in addressing perceived societal unfairness.
- Come into contact with groups actively seeking recruits.

## Do:

- Remain aware that changes (e.g. in peer group) could be more than a normal adolescent search for identity. Seek to discuss them with the individual.
- See what you can do to reconnect the individual with their normal peer group.
- Raise awareness of tactics which may be used by terrorist groups in recruitment.
- Involve other front-line workers in addressing groups which may be attempting to find new recruits by targeting a school or youth club.

# On the Third Floor

**A vulnerable individual may show some fairly dramatic changes, such as:**

- Change in appearance, e.g. letting a beard grow or wearing group symbols.
- Change in behaviour, e.g. quitting smoking/drinking, challenging non-conformists' behaviour.
- Increased sense of anger at/withdrawal from society.
- Consider violence a legitimate means of addressing societal unfairness.
- Clear definition of the in-group/out-groups.
- Decline in school performance (indicator and accelerator of radicalisation).

**Do:**

- Take these signals seriously.
- Try to prevent the individual's isolation where possible- maintain communication, attempt to reconnect them with old friends.
- Discuss these changes and your concerns with the individual's family and law enforcement officers/other youth workers.
- Be careful not to make the individual feel singled out for special attention.

# On The Fourth Floor

## A vulnerable person may:

- Abandon a more extreme look, to blend in.
- Be less present at school.
- Make actual preparations for an attack, e.g. gathering supplies.
- Recruit and train new members of the group; threaten members who try to leave the group.
- Become more extreme in expressions of hate about non-members.
- Possess propaganda material or produce their own, explaining their intentions.

**Do:** Prepare for intervention, or intervene. It is at this point that genuinely dangerous and violent activities may begin.

**Don't:** Assume that abandoning of the “look” associated with the group necessarily means that the person is taking a distance from the group and reintegrating. This may in fact be true – but quite the opposite might be happening, too.

# On the Fifth and Final Floor

The vulnerable person is fully radicalised and an operational member of a group.

An attack is already planned and as a teacher or youth worker, your only role now can be to communicate your concerns and observations to law enforcement personnel.

The vulnerable person may:

- Make a suicide video or letter
- Remove all their money from the bank
- Express extreme feelings of hate or intentions of violence towards those who do not share their views.

Do:

Inform the police, urgently.

# Prison, Probation and Parole Officers

# Why You ?

- Your profession puts you in the first or second ring, seeing the individual who may be vulnerable to radicalisation on a frequent (if not daily) basis.
- While not an expert on terrorism, you are an expert on the people you are dealing with professionally, which may help you to play a vital role in the counter-radicalisation process.
- For example, you may hear what is on prisoners' minds, or know who their friends are (and observe any changes).
- There is evidence that prisons have become a front line in the fight against extremism.



A Community Approach

# Your Potential Role

Because of recent trends of radicalisation within the prison system, some authors (e.g. Neumann 2010) have identified various factors which can be helpful for professionals within this system to be aware of:

- **External Influences**

- Stick to screening procedure to ensure that radical books, videos or websites are not accessed by prisoners and to investigate any instances where this has been a problem.

- **Internal Influences**

- If known terrorists are kept within a prison, there is a higher risk of radicalisation within it. Monitor the social interactions of any such prisoners housed within your institution.

- **Radical Gangs**

- Gang culture has a long history within the prison system. In some instances these gangs have assumed a political identity which can take a radical form.

- **After Prison**

- It is advisable to maintain contact with people who have been in prison as they move from prison out into the community once more (Olsen 2008).

No specific checklist but there are some signs of radicalisation you may be able to spot.

# The Ground Floor

## **Individuals who may be vulnerable to the influence of radical groups may be:**

- Searching for an identity.
- Connected to someone within a radical group.
- The victim of discrimination.

## **Do:**

- Help the individual form a positive identity- show an interest in their hobbies and talents.
- Be aware that a person runs a higher risk of being radicalised if they have social connections to a radical group. Where possible, discuss your concerns with other front-line workers.
- Respond proactively to any reports of discrimination.
- If you agree that the discrimination was genuine, make it clear to the individual that there are legitimate means of addressing the problem, and make sure that these are followed through.

# On the First Floor

## A vulnerable individual may:

- Display a tendency to attribute lack of success (e.g. in achieving goals) to discrimination rather than personal failure.
- Display a loss of belief in the legitimacy in authority.
- Display a heightened sense of awareness of group identities.

## Do:

- Keep communication open and tolerant to maintain an open dialogue.
- If an individual is wrongly attributing lack of success to discrimination, it is vital you challenge and question their perception of discrimination.
- Connect the vulnerable person with role models from their own group to further challenge their attribution of lack of success to discrimination.
- Challenge their sense of 'us vs. them' or lack of legitimacy of authority with counter narratives.
- Emphasise the effectiveness of the group in achieving goals/ambitions.

# On the Second Floor

A vulnerable individual might show some more dramatic changes, such as:

- Change in appearance, e.g. letting a beard grow or wearing group symbols.
- Change in identity, even name.
- Change in behaviour, e.g. quitting smoking/drinking, challenging non-conformists' behaviour.
- Change in peer group.
- Clear definition of the in-group/out-groups.

**Do:**

- Remain aware that changes (e.g. in peer group) could be more than a normal adolescent search for identity.
- If the individual is back in the community, try to bring them into other groups offering a clear, more positive identity (e.g. a sports team).
- Raise awareness of tactics which may be used by terrorist groups in a recruitment attempt.
- If you feel an individual is being targeted by recruiters, involve law enforcement and other front-line workers.

# On the Third Floor

A vulnerable individual may show some fairly dramatic changes, such as:

- Increased sense of anger at/withdrawal from society.
- Challenging non-conformists' behaviour.
- Become more extreme in expressions of hate about non-conformists and threaten those trying to leave the group.
- Possession of propaganda material

Do:

- Take these signals seriously.
- Try to prevent the individual's isolation where possible- maintain communication, challenge the choices they are making.
- Discuss these changes and your concerns with the individual's family.
- Discuss the costs of membership of the group, e.g. getting on the wrong side of the law again.

# On The Fourth Floor

## A vulnerable person may:

- Abandon a more extreme look, to blend in.
- Recruit and train new members of the group.
- Possibly develop intentions of violence towards those who don't share their views.
- Produce material explaining their intentions.
- Make actual preparations for an attack, e.g. gathering supplies.

## Do:

- Make law enforcement personnel aware of your concerns. It is at this point that genuinely dangerous and violent activities may begin.
- As far as possible ensure that contact with the vulnerable person is not lost.

**Don't:** Assume that the abandoning of their more extreme look means that the person has left the group and is reintegrating- quite the opposite may be happening.

# On the Fifth and Final Floor

The vulnerable person is fully radicalised and an operational member of a group.

An attack is already planned and as a teacher or youth worker, your only role now can be to communicate your concerns and observations to law enforcement personnel.

The vulnerable person may:

- Make a suicide video or letter
- Remove all their money from the bank
- Express extreme feelings of hate or intentions of violence towards those who do not share their views.

**Do:**

Act upon this information, urgently.