

Preventing and countering extremism and radicalisation

Learning Intention: Preventing and countering extremism and radicalisation

Learning goals

1. Know what is meant by extremism and radicalisation.
2. Understand why people may become radicalised and the signs to look out for.
3. Know what steps to take if you have concerns about extremism or radicalisation.

Big Picture Link

D6A is part of a diverse community that faces many challenges.

The government is determined to defeat extremism and terrorism in all its forms.

Extremism is the vocal or active opposition to our fundamental values, including **democracy, the rule of law, individual liberty**, and **respect and tolerance for different faiths and beliefs**. We also regard calls for the death of members of our armed forces as extremist. (Source: Counter Extremism Strategy, October 2015)

What does the Law say?

Terrorism Act 2000.

- ✓ In summary this defines terrorism as an **action that endangers or causes serious violence to a person/people; causes serious damage to property;** or seriously interferes or disrupts an electronic system.
- ✓ The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Why do people become radicalised or turn to extremism?

There is no single route to radicalisation

- ✓ Radicalisation can occur quickly, or over a long period
- ✓ Sometimes there are clear warning signs, in other cases the changes are less obvious.
- ✓ Teenage years are a time of great change and young people are often solitary, quick to anger and distrustful of authority.
- ✓ Teenagers / Young Adults may become argumentative and unwilling to listen to other people's points of view.
- ✓ They may refuse to engage with or become abusive to peers who are different to themselves, perhaps on the basis of race, religion, gender or sexuality.
- ✓ They may also become susceptible to conspiracy theories and feelings of persecution.
- ✓ Changes in friendship groups / appearance / behaviour can also be an indication.
- ✓ Explicit signs include expressions of sympathy for extremist ideologies and groups or justification of their actions, accessing extremist material online

Young People from all kinds of different backgrounds can become radicalised.

- ✓ Struggle with their sense of identity, and this can make them vulnerable to extremist influence.
- ✓ Some may feel distant from their cultural or religious heritage, or isolated from the prevailing British culture, which may lead them to question their place in British society.
- ✓ Personal circumstances, such as tensions in the family or having experienced a traumatic event, can also increase vulnerability.
- ✓ Extremists prey on low self-esteem, perceptions of injustice and feelings of failure combined with a sense of grievance, often triggered by first hand experience of racism or discrimination.
- ✓ Individuals with special educational needs, or find it difficult to interact socially, empathise or understand the consequences of their actions, they may be more vulnerable to radicalisation.
- ✓ External factors, such as tensions in the local community
- ✓ Involvement in criminal groups

Why is dealing with extremism and radicalisation important?

two case studies:

<https://www.youtube.com/watch?v=A0abgAfjzhs>

Stephen Lawrence – killed by neo-nazi's

<https://www.youtube.com/watch?v=UmTljOTc1II>

Martine Wright – London bombing – first 5 minutes

Is it important to prevent extremism and radicalisation?

- Why do we need to be aware of it
- ✓ To build resilience to extremist ideology
 - ✓ Extremist groups claim to offer answers, and provide a strong sense of identity to vulnerable young people
 - ✓ Extremist groups are sophisticated in their use of the internet and social media and this is often how they spread their ideology.
 - ✓ This has made young people more susceptible to extremism, whether from Islamists or the far right.

3 Real-life stories of young people influenced by extremism who have managed to break free.

Name: Kamran

Age: 14 / Student

Location: West Midlands



Name: Callum

Age: 16 / Student

Location: Luton



Name: Sarah

Age: 24 / postgraduate student

Location: Welsh University



Kamran is 14 and from the West Midlands. Social workers picked up on comments he made in support of Osama Bin Laden, joining Daesh and killing Americans.

They contacted his school safeguarding lead, who explained that Kamran had wider communication and behavioural difficulties, including autism. His mother was also very ill, and he had unsupervised access to the internet, which was a particular concern given the statements he had made.

The local authority referred Kamran to the Channel programme and with the consent of his parents he was taken on as a case and given a mentor, Daud, who was a youth worker.

Kamran was a good footballer, and Daud encouraged him to enjoy football and the company of his friends. He talked about Islamic teachings with Kamran as well as the positive aspects of being the only Muslim pupil at the school, and explored the possibility of holding an Islamic awareness day. Daud also met Kamran's parents and accompanied him to the mosque.

Kamran's parents recognised the importance of working with Daud, and Daud helped them to build stronger family relationships and manage Kamran's use of the internet. The Channel programme also provided support to the school and organised for Prevent officers to visit the school and provide WRAP training, to raise awareness of extremism and radicalisation.

There was a steady improvement in Kamran's behaviour. He was better supervised at home and his parents learned how to deal with some of his challenging behaviour.

Kamran learned to speak to his father if he saw something that he did not understand. His behaviour at school improved and he no longer made extremist statements. Kamran's school even decided to make him a school ambassador so he can act as a role model and advocate for other students. School staff and management have said: "He is a different student now to the troubled boy we knew six months ago. He has matured and transformed into the young man our school hoped he could be and we are very grateful for the success the mentor has achieved."

Callum is a teenager from Luton. His teacher, Ruth, knew that he was starting to get an intimidating reputation around school. A student told Ruth that Callum had been promoting a Facebook page for a group called the Young Patriots.

Ruth had a look at the website and found that it contained violent language and links to extreme right-wing sites. When she and the head teacher asked Callum about the site he said that he didn't have a problem with other races in general, just Muslims. He told them Muslims were not like "us" and that every time he attended a football match, he'd walk to the ground through a predominantly Muslim area of the city and "see them doing their Sharia law". Ruth asked him what that meant and Callum gave a confused answer about how the town was divided up and there were 'no-go' areas.

It became clear that Callum had met people at football matches who encouraged him to get involved in the Young Patriots Facebook page. Callum said he liked the attention and he told his teachers excitedly about being invited to "secret" group meetings in pubs before and after games, without his mum or dad there. The school safeguarding lead reported the concern to a police liaison officer who confirmed that the Young Patriots site contained highly racist material.

The school also spoke to Callum's family, who confirmed they had seen less and less of Callum and that he had also distanced himself from his friends. They helped convince him to talk to a social care worker recommended by the police liaison officer. From the first session it was evident that Callum didn't understand the ideology of the group he'd linked himself to. He began to open up about his personal concerns, including how worried he was about finding work when he left school. The school's careers manager worked with Callum to help him look at his future career options, including working for and with other communities.

Callum also agreed to attend an ethnically diverse youth group – this became a weekly fixture for him and gave him confidence in socialising with his own age group. At home, an uncle and cousin stepped in to take him to football matches so he had a routine and positive role models, as well as the family bond that was so important to him.

Callum now says he can see where things had been heading. It was later discovered that he had a flare which he'd intended to take on a march. The action taken by Ruth meant Callum was able to move forward positively and that others were protected from any violence he may have committed.

Sarah is 24 and a postgraduate student at a Welsh university.

A university staff member, Robert, saw Sarah in the town centre handing out leaflets for an education charity.

He took a leaflet although she was initially reluctant to hand one over. When Robert got home he read the leaflet and looked at the organisation online – it had a very well-constructed site with lots of links to other websites, but their aims and objectives seemed a little vague. After following several links, Robert was directed to an extremist website which promoted violence and homophobia. He reported this to the Prevent coordinator at the university, who contacted the police.

Previous concerns had been highlighted about Sarah's behaviour in the university as she had become reclusive and on occasion very argumentative. Sarah was interviewed by Student Services and Channel police officers, who determined that she was at risk of radicalisation. She was open about the fact that she had been 'befriended' by older woman/men at her mosque who were known to have extremist beliefs. This had happened over a period of six months, with late-night discussions and weekend meetings. Her mainstream religious views were gradually eroded and she had started to identify with an extremist ideology. Sarah accepted support from Channel and Student Services, including chaplaincy and psychological provision. This support was provided for a year, until it was decided that Sarah was no longer at risk. She went on to successfully complete her studies and has started a PhD.

Getting it together – Challenging Extremism

[Episode 1 – Sowing the seeds of Extremism](#)

Duration 12min 15sec

- What is Extremism
- Handling information
- Reacting to Extremism

[Episode 2 – Nurturing Extremism](#)

Duration 13min 03sec

- Attracting new recruits
- Becoming radicalised
- Who is an Extremist

[Episode 3 – Harvesting Extremism](#)

Duration 13min 03sec

- Expressing your opinion
- How far will the extremist go
- How far should you go

NOTE: when clicking on the above links for the videos – please scroll to the bottom, of the webpage to view videos.

What should you do if you have a concern?

Always take action if you are worried.

If you have concerns that a peer / friend is being, or has been, radicalised, you should express your concerns to one of the safeguarding team.

Alternatively you can contact the local police (non-emergency) on 101 or the national counter-terrorism hotline 0800 789 321.



The poster features the Dixons Sixth Form Academy logo at the top, which includes a stylized 'A' icon and the text 'DIXONS SIXTH FORM ACADEMY'. Below the logo is a row of colorful human silhouettes in various colors (green, pink, blue, red, yellow, orange, purple, red, green, blue, yellow). Underneath the silhouettes, the word 'SAFEGUARDING' is written in large, bold, yellow capital letters. Below this, a line of text reads: 'If you have any concerns about the safety or welfare of a student or yourself, you should see one of the members of staff below DSFA Safeguarding Team'. The poster then displays six individual portraits of team members, each with their name and role listed below. At the bottom of the poster, the text 'DSFA Safeguarding Team' is written in large, bold, yellow capital letters.

DIXONS SIXTH FORM ACADEMY

SAFEGUARDING

If you have any concerns about the safety or welfare of a student or yourself, you should see one of the members of staff below **DSFA Safeguarding Team**

 <p>Sakina Ali Assistant Principal Designated Safeguarding Lead</p>	 <p>Mark Cherry Principal Deputy Designated Safeguarding Lead</p>	 <p>Rose Woodard Assistant Principal Deputy Designated Safeguarding Lead</p>
 <p>Martin Pilkington SRECO and Safeguarding</p>	 <p>Nina Rose Assistant Principal Deputy Designated Safeguarding Lead</p>	 <p>Pauline Ogden Programs Administrator Safeguarding and Wellbeing</p>

DSFA Safeguarding Team