

Extremism:

“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. We also include in our definition of extremism calls for the death of members of our armed forces”.

Definitions

‘Radicalisation’ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

‘Vulnerability’ describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

Radicalisation & the Media

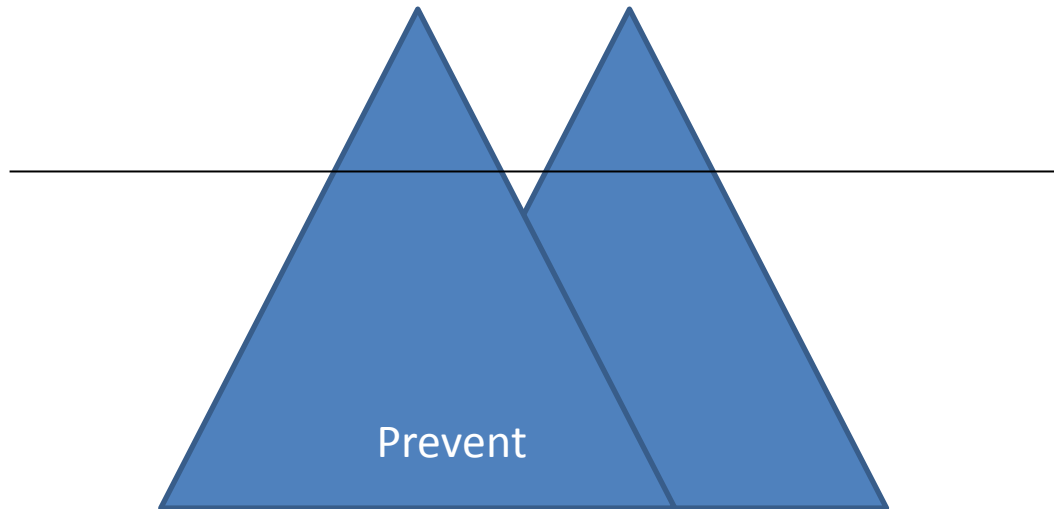
'Concerns for Syria-bound missing school girls' (February 2015)

"A culture of fear and intimidation has taken grip" in Birmingham schools caught up in the Trojan Horse claims, says Ofsted chief Sir Michael Wilshaw' (June 2014)



Iceberg Analogy

What do you think of when you think of terrorism?



What is Prevent?

Prevent is the Government's strategy to stop people becoming terrorists or supporting terrorism, in all its forms. Prevent works at the pre-criminal stage by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.

Individuals who are assessed as being vulnerable to radicalisation can have Multi-Agency safeguarding plans put in place to ensure they get the necessary support

What does this mean for Schools?

- Ensuring a broad and balanced curriculum is in place to promote the spiritual, moral, social and cultural development of pupils.
- Establish a single point of contact for Prevent – the DSL.
- Assess risk of pupils being drawn into terrorism.
- Train staff to recognise radicalisation and extremism.
- Refer vulnerable people to Channel.
- Prohibit extremist speakers and events.
- Manage access to extremist material on-line through use of appropriate filtering systems.



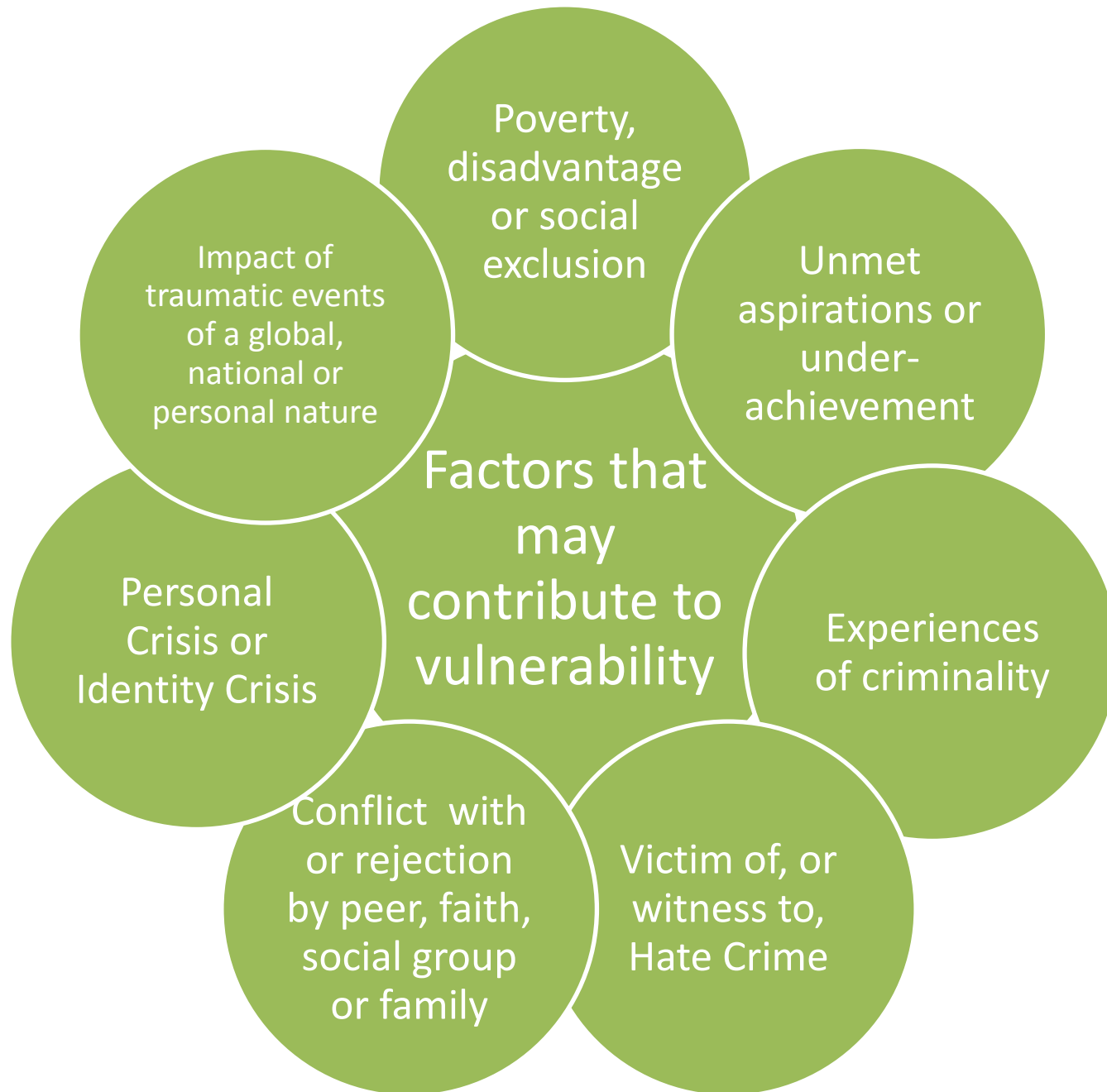
Prevent Duty Guidance: for England and Wales

Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.

Group Exercise

- In your groups, try to identify factors that could make someone vulnerable to extremism?

Consider social, personal, and environmental factors



Those vulnerable to radicalisation may also be experiencing:

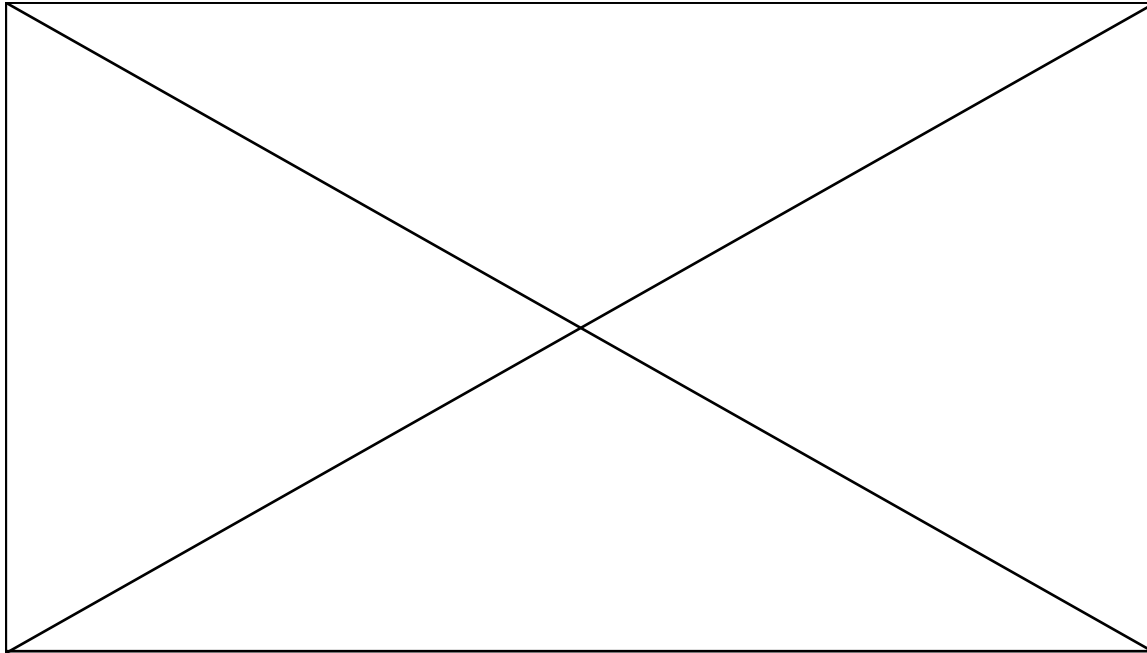
- Substance and alcohol misuse
- Peer pressure
- Influence from others holding extremist views via the Internet or in person
- Bullying
- Domestic violence

Radicalisation via the Internet

Case of Yusra Hussien

- 15 year old Bristol school-girl, failed to return home after school in September 2014
- Investigation started as missing persons enquiry
- Within days it became clear that Yusra had met up with another young person from Lambeth and it is believed that they had travelled to Syria
- Family and friends report that she did not display signs of radicalisation

Source: BBC Points West



Group Exercise

- Try to identify behaviours that might give us cause for concern and indicate someone is vulnerable to or has been radicalised.
- Divide the behaviours into:
 - Emotional – e.g. withdrawn
 - Verbal – e.g. fixated on a subject
 - Physical factors – e.g. increased absence

Emotional	Verbal	Physical
Angry	Using extremist narratives/language	Loss of interest in usual friends and activities
Withdrawn	Fixation on a concerning topic	Possessing or accessing extremist materials
More confidence/arrogance	Asking inappropriate questions	Concerning internet searches
Depressed	Change in use of words	Change of routine
Upset and/or short tempered	Speech that sounds scripted	Drawing inappropriate/unknown symbols
	Using insulting to derogatory names for another group	Attempts to recruit others to the group/cause

What to do if you are concerned

- Take the issue seriously and recognise the potential risk of harm to the child.
- Act as quickly as possible to prevent a situation escalating.
- Follow your child protection procedures and talk to your Designated Safeguarding Lead (DSL) or, if unavailable, to the alternate designated person without delay in order to get support from other agencies.

Don't....

- × Dismiss the concerns. **All staff are advised to maintain an attitude of *'it could happen here'* where safeguarding is concerned and this includes vulnerability to radicalisation.**
- × Attempt to 'mentor' or 'counsel' the pupil you are concerned about without passing on the concerns to the DSL.

Case Examples

- Islamic extremism concern
A secondary school Muslim pupil, homophobic views in creative writing, very disrespectful and challenging in behaviour towards female teachers only. Concerns about him being allowed to watch horror films at home, isolated at school with little social interaction with other pupils, wrote in 'life skills' class that his two ambitions are 'blow something up' and 'prison'. Currently part of the Channel support mechanism.
- Extreme Right-wing concern
A college pupil, swastikas drawn on his folder and a strong interest in the second world war, racist terms used at college to describe ethnic minorities and Jewish people. Additional vulnerability partly through learning difficulties.

What might happen next?

- The DSL may respond to concerns by making a referral to the Norfolk MASH; the case can then be considered for Channel support.
- Channel is an early intervention Multi-Agency panel designed to safeguard vulnerable individuals from being drawn into extremist or terrorist behaviour.

Further guidance

- The School's Safeguarding Policy & Procedures
- Norfolk Channel Procedures
- ['Prevent Duty Guidance: for England & Wales'](#), HM Government (2015)
- ['Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools'](#), DfE (2014)
- ['Keeping Children Safe in Education'](#), DfE (2015)

Any Questions?
Evaluation & Close