Prevent and Radicalisation

What is Prevent? What are the indicators of vulnerability to Radicalisation?

Northampton School for Girls has a statutory duty under The Counter-Terrorism and Security Act 2015 and the statutory Prevent Guidance 2015 to have due regard to the need to prevent people from being drawn into terrorism. Extremism is defined as vocal or active opposition to fundamental values of our society, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation is defined as the act or process of encouraging extremist views or actions in others, including forms of extremism leading to terrorism. There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views which could include becoming distant or showing loss of interest in friends and activities, as well as possession of materials or symbols associated with an extremist cause.

Staff are expected to be vigilant in protecting pupils from the threat of radicalisation and to refer any concerns to a Designated Safeguarding Lead. Staff will receive appropriate training to ensure that they have the knowledge and confidence to identify pupils at risk, challenge extremist ideas and know where and how to refer concerns.

Key Points:

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:

   o Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;

   o Seek to provoke others to terrorist acts;

   o Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or

   o Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors. It is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital

that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

   o Identity Crisis - the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

   o Personal Crisis - the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

   o Personal Circumstances - migration; local community tensions; and events affecting the student / pupils' country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

   o Unmet Aspirations - the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

   o Experiences of Criminality - which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

   o Special Educational Need - students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

   o Being in contact with extremist recruiters;

   o Accessing violent extremist websites, especially those with a social networking element;

   o Possessing or accessing violent extremist literature;

   o Using extremist narratives and a global ideology to explain personal disadvantage;

   o Justifying the use of violence to solve societal issues;

   o Joining or seeking to join extremist organisations; and

   o Significant changes to appearance and / or behaviour;

   o Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Online radicalisation - Parent/guardian information and support

We recognise that this is a difficult time for parents and guardians and that the **Coronavirus** is having a significant impact on young people and families across the world.

The closure of schools means that opportunities for children to talk to and play with friends will be limited to online interaction. This will almost certainly lead to children spending more time online.

Parents working from home may not be able to monitor their children's use of devices as they usually would.

Unfortunately, whilst rare, there are negative influencers and online groomers who use the internet, social media and online gaming to spread their extreme ideas, which children can be exposed to. Some of these ideas may be considered radical or extreme and when a person starts to support or be involved in them, this is called radicalisation.

Our experience of radicalisers is that they may link their extreme views to the global, national or individual response to Coronavirus which could be shown through films, images and discussions as;

LET'S TALK ABOUT IT

- **Conspiracy theories**

- **Blaming other people for the virus and its impact on life.**

- **Hate against groups because of race, religion, sexuality and gender.**

Radicalisers will want as many people as possible to believe their ideas and sometimes encourage them to take action, which might break the law. This can be how people are drawn into terrorism.

What are the possible signs of online radicalisation?

Boredom could cause children to engage with new groups or individuals and this could make them vulnerable to those looking to influence young people.

Online radicalisation may be hard for parents to notice because it is a complex issue. There are a possible signs that someone may need some help (although a lot of them are quite common among teenagers), but look out for increased instances of:

- **Exploring new and unusual websites, chat forums and platforms due to boredom or frustration.**

- **Joining new or secret groups since isolation.**

- **Speaking with new friends or being secretive about chats during online gaming or in forums.**

- **A strong desire to seek new meaning, identity and purpose.**

- **Using language you wouldn't expect them to know.**

- **Watching, sharing or creating films online linked to religious, political or racial hate.**

Radicalisers can target young people by sending friend requests on popular sites and platforms to see who responds. They may strike up a conversation to build a relationship with a child and ask them to chat privately.

These chats can then happen on forums such as 2chan, 4chan and 8chan which are anonymous posting and discussion forums for over 18s. The content is often unsuitable for children and not a safe place to have discussions and learn about issues.

What can you do...

These are indicators that they might need help, but you know your child best and we advise that you speak with them first. Check in with them and ask them about what they are viewing, who they are speaking to and how they are feeling. This might feel difficult, but here are some tips to help you:

- **Listen carefully to their fears and worries. There are some helpful tips here.**

- **Avoid complicated and worrying explanations that could be frightening and confusing.**

- **There is advice and support to help them understand Coronavirus**

- **If they are finding it hard to cope with bereavement and grief - advice can be found here.**

You can get more information from the following websites, these will help you understand why people sometimes need more support if they have been radicalised, what is available and how to access it.

NSPCC

LET'S TALK ABOUT IT

internet matters.org

COUNTER TERRORISM POLICING

THINK U KNOW .co.uk

parent INFO
FROM CEOP AND PARENT ZONE

childline
ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111

If you have any worries or concerns...

Firstly, we advise that you speak with the **Dedicated Safeguarding Lead** at your **child's school or college**. They will know your child and have had extra training to know how pick up on concerning behaviour. They can talk through your concerns, give advice and get extra support should you need it.

If you'd rather speak online, these websites can help you share your different concerns:

- **If you live in Wales, share your concerns about radicalisation here**

- **You want to report any suspicious terrorism concerns**

- **If you need to report a hate crime**

- **You've seen something online that supports, directs or glorifies terrorism including websites, films or images report them here.**

- **The NSPCC have a helpline 0808 800 5000 to talk to someone or an online form to share your concerns about your child**

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