



Project  
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*Safeguarding in Partnership*

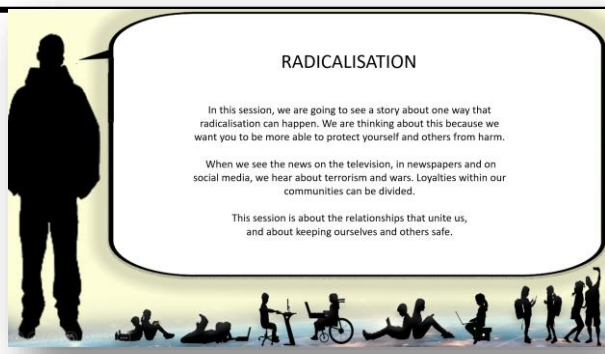
Interactive safeguarding sessions – Radicalisation

## Teachers' Notes



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Interactive safeguarding sessions - cyber safety



**RADICALISATION**

In this session, we are going to see a story about one way that radicalisation can happen. We are thinking about this because we want you to be more able to protect yourself and others from harm.

When we see the news on the television, in newspapers and on social media, we hear about terrorism and wars. Loyalties within our communities can be divided.

This session is about the relationships that unite us, and about keeping ourselves and others safe.

This is a difficult discussion. The group will come from families who have opinions about radicalisation, over the whole range of views, both left and right. Some of their views will be based on a variety of things: direct experiences, community views, prejudice, factual information, media images, political ideology, stereotypes, personal loyalties, and sadly, hate. The session aims to focus on the danger there can be, also on relationships, and care for one another.

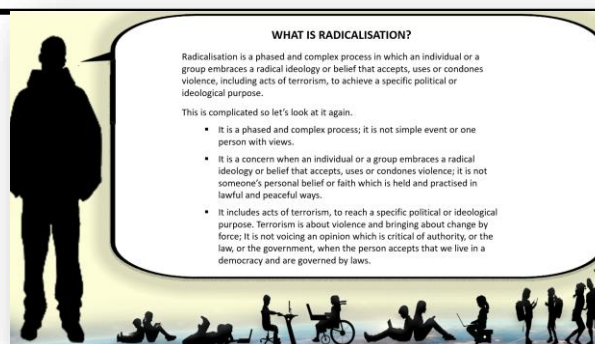
While you will be careful what you say, you have the difficult task of creating a time and space for the group to talk freely. There will be things said, which might need to be challenged. The group will be watching how this is done. If there is someone in the group for whom the content particularly resonates, he/she will be watching and listening more closely than most.

You know your group, and your relationship with them is important. In this session, teaching the group and listening to what they say, may alert you to concerns.



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**WHAT IS RADICALISATION?**

Radicalisation is a phased and complex process in which an individual or a group embraces a radical ideology or belief that accepts, uses or condones violence, including acts of terrorism, to achieve a specific political or ideological purpose.

This is complicated so let's look at it again.

- It is a phased and complex process; it is not simple event or one person with views.
- It is a concern when an individual or a group embraces a radical ideology or belief that accepts, uses or condones violence; it is not someone's personal belief or faith which is held and practised in lawful and peaceful ways.
- It includes acts of terrorism, to reach a specific political or ideological purpose. Terrorism is about violence and bringing about change by force; It is not voicing an opinion which is critical of authority, or the law, or the government, when the person accepts that we live in a democracy and are governed by laws.



The definition of radicalisation is complex and not easy to understand. It might be helpful to read the definition with the group and then ask them, what is radicalisation/terrorism. They may have ideas such as:

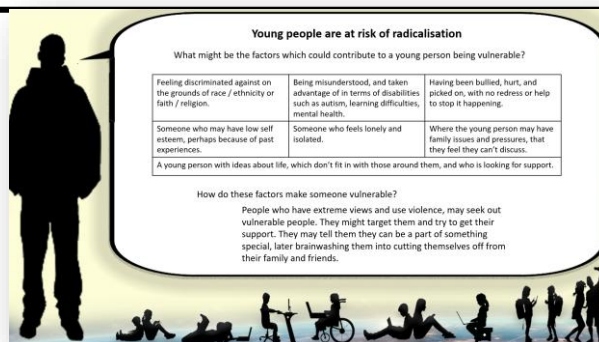
- Bombs
- War
- Syria
- Middle East
- Extremists
- 9/11 attack
- IRA
- Shooting
- Kidnap
- Hostages
- Religion
- People being killed
- People going abroad to fight for a cause
- Overthrowing a government
- Wanting to practice extreme views to support a cause.

Click in the points on the slide that look again at the definition, these clarify what radicalisation is, and what it is not. Emphasise that it can be hard to know when extreme views become something dangerous, and the signs of radicalisation are not always obvious.



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Interactive safeguarding sessions - cyber safety



**Young people are at risk of radicalisation**


What might be the factors which could contribute to a young person being vulnerable?

Feeling discriminated against on the grounds of race / ethnicity or faith / religion.	Being misunderstood, and taken advantage of in terms of disabilities such as autism, learning difficulties, mental health.	Having been bullied, hurt, and picked on, with no redress or help to stop it happening.
Someone who may have low self esteem, perhaps because of past experiences.	Someone who feels lonely and isolated.	Where the young person may have family issues and pressures, that they feel they can't discuss.

A young person with ideas about life, which don't fit in with those around them, and who is looking for support.

How do these factors make someone vulnerable?

People who have extreme views and use violence, may seek out vulnerable people. They might target them and try to get their support. They may tell them they can be a part of something special, later brainwashing them into cutting themselves off from their family and friends.



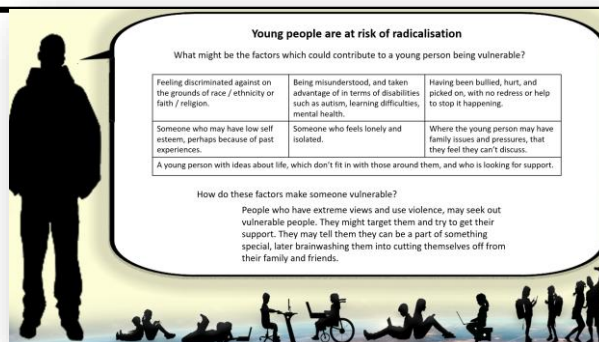
Ask the group to divide into seven groups. Each group takes one bullet point and discusses how the factor leads to vulnerability, but not inevitably. Here are some ideas to support the discussion.

- **Feeling discriminated against on the grounds of race / ethnicity or faith / religion.**  
It is not a person's race/ethnicity or faith/religion that makes them vulnerable. Most people live with, work with, worship with, other people who share their experiences and they feel accepted and supported. They also live in harmony alongside people who don't share their views. Vulnerability is created when a person is alone, not accepted, not supported, and may be picked on.
- **Being misunderstood, and taken advantage of in terms of disabilities such as autism, learning difficulties, mental health.**  
If a person faces challenges in managing their life and understanding the motives and actions of those around them, they can be vulnerable to being exploited. Without understanding and appropriate help, they are made vulnerable.
- **Having been bullied, hurt, and picked on, with no redress or help to stop it happening.**  
Being hurt by others, physically, mentally, or socially, can make a person feel alone and angry. These feelings can make a person vulnerable to an ideology which accepts, uses, or condones violence against others, as a way to feel stronger.



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How do these factors make someone vulnerable?

People who have extreme views and use violence, may seek out vulnerable people. They might target them and try to get their support. They may tell them they can be a part of something special, later brainwashing them into cutting themselves off from their family and friends.



- **Someone who may have low self-esteem, perhaps because of past experiences.**

If a person has been abused physically, sexually, emotionally, or subject to neglect, they may have low self esteem and feel they are not valued as an individual, and not worthy to be loved and supported. These feelings can leave them vulnerable to being radicalised to be a member of a group that claims them.
- **Someone who feels lonely and isolated.**

As human beings, we are individuals, who are part of social groups. We can be a part of several groups: family, neighbourhood, schools, church, sports club, etc. If a person feels alone without social networks, they are vulnerable to the offer or pressure to join a radicalised group.
- **Where the young person may have family issues and pressures, that they feel they can't discuss.**

Most of us keep much of our family life private. When a person is under pressures at home and hasn't got someone to talk to about this, they are vulnerable because they are needy. If someone comes along and says they understand and can help, it's tempting not to question their motives or not to think that this person could make matters worse.
- **A young person with ideas about life, which don't fit in with those around them, and who is looking for support.**

As we all grow up, we develop our own ideas about life. It is most common for teenagers to clash with their parents/carers' views and present challenging behaviours. If a young person has passionate ideas and wants to be a trail blazer, they could then be vulnerable to others, who hold radical beliefs.



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Interactive safeguarding sessions - cyber safety



Ask the group to discuss what they notice as the girls talk to each other?

- Lucy is the one with a boyfriend.
- Both Lucy and Syeda chat easily.
- Nazia is very quiet.
- Nazia seems preoccupied with her phone.
- Syeda makes the suggestion that they meet up at the weekend.
- Lucy and Syeda are keen to meet up and start to plan what they will do, and Lucy texts to arrange a lift from her mum.
- Nazia doesn't join in and only speaks when prompted, she doesn't actually say she will meet up.
- Lucy and Syeda present as happy.
- Nazia presents as flat, quiet, detached.



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Interactive safeguarding sessions - cyber safety

**Nazia shares her thoughts and feelings.**

What do we learn that might suggest that Nazia is a vulnerable girl?

"What they don't know, is that I won't be allowed to go!"	"Maybe I can get a good job, then I could move away from my family and decide for myself what I do!"	I love my parents... they stick to their old ways!"	"They don't want me to be independent, and go out with Lucy and Syeda!"
"They have their plans for me!"	"If they heard them talking about boyfriends, I would never hear the end of it!"	"My brother would be told to meet me from school each day, they would all check up on me, all the time!"	"I don't want them getting my brother to check my phone. Then I would be lonely, it's bad enough now."

What are the positives for Nazia?

"They are good friends!"	"They won't get on at me for not going. They just accept that I don't go places other than school!"	"I like school. School is a place where I feel a part of everything!"	"I want to do well!"
"At least I have my phone!"	"I chat with a boy on social media... He knows what it is like to be between two cultures!"	"He understands how I feel!"	"He tells me I should wear the hijab and learn the teachings of the Prophet... Then I would really be free, I could join him!"

Ask the group to go back into the groups they were in, to discuss the factors which could contribute to a young person being vulnerable. Each group is looking at one factor. Ask the groups to decide if the factor they discussed before, might apply to Nazia.


Discuss each group's views.

Direct the group to the worksheet on vulnerability factors and ask everyone to write about the ways Nazia might be vulnerable.



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**Nazia tells us that "Mr H is alright"**

What are Mr Hamilton's positive qualities?

- He is popular, the class seem to like him, they talk to him about football, Nazia says he is alright.
- He is organised and prepares for the class.
- He is warm and funny, he makes the class laugh.
- He is firm too, he insists that pupils do as they are told.
- He is concerned that Nazia is not in school and school hasn't been informed why.
- He follows up on his concerns and checks with the school office.



The story moves on to days later and in school. We meet Mr Hamilton, the form tutor, who is with the group at the start of the day.


Ask the group to list his positive qualities. The point of this is to get the group to see teachers as positive adult figures, who are concerned about the young person in the school, and to whom the young people can turn if they need to.





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Interactive safeguarding sessions - cyber safety



**Spotting the signs of radicalisation**

This session is about protecting young people from harm. It can be hard to know when extreme views could become something which is harmful and dangerous. The signs of radicalisation are not always obvious. They might include:

1. Isolating themselves from family and friends.
2. Talking as if from a scripted speech.
3. Unwilling or unable to discuss their views.
4. A sudden disrespectful attitude towards others.
5. Increased levels of anger.
6. Increased secretiveness, especially around internet use.

Click on the signs of radicalisation, one at a time. Before moving to a next sign, ask the group to try to remember from what Nazia and Mr Hamilton said, and if they think the sign applies to the concerns about Nazia.

**Isolating themselves from family and friends.** Use examples such as:

- Nazia talking about wanting to move away and decide things for herself.
- Mr Hamilton saying he can't remember Nazia ever saying anything about her family

**Talking as if from a scripted speech.** Examples such as:

- Nazia says "he tells me I shouldn't battle. I can be at one with my faith"

**Unwilling or inability to discuss their views.** Examples such as:

- Nazia says that "what they don't know, is that I won't be allowed to go"
- Mr Hamilton says "She doesn't talk to me unless I have asked her something"

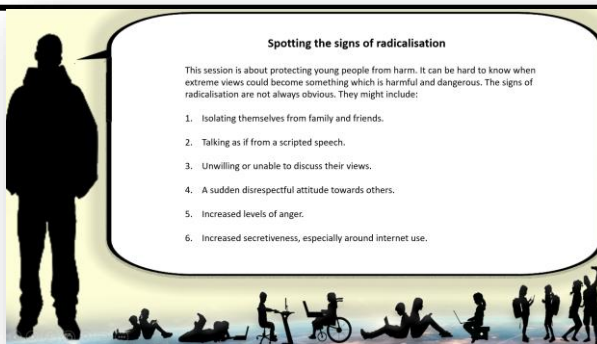
**A sudden disrespectful attitude towards others.** Examples such as:

- Nazia says "if they heard them talking about boyfriends, I would never hear the end of it"
- Mr Hamilton has noticed she has been on her phone more, he had to warn her to put it away.



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**Increased levels of anger.** Example such as:

- The Geography teacher tells Nazia off for having her phone out in his lesson, he said she looked really angry.

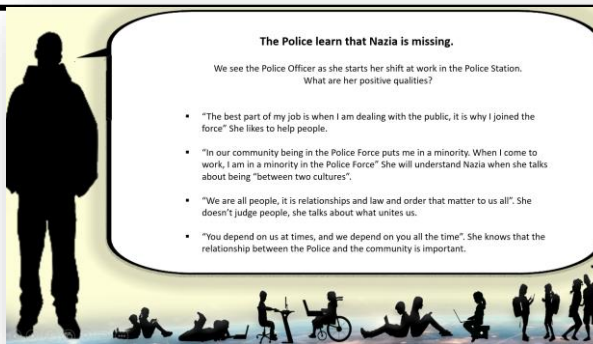
**Increased secretiveness, especially around internet use.** Examples such as:

- When Lucy, Syeda, and Nazia chat, the two girls show their phones to Nazia, she doesn't show them her phone.
- Nazia says "I don't want them getting my brother to check the phone"
- Despite saying she sees Lucy and Syeda as good friends, Nazia doesn't text them when she doesn't come into school.



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**The Police learn that Nazia is missing.**

We see the Police Officer as she starts her shift at work in the Police Station.  
What are her positive qualities?

- "The best part of my job is when I am dealing with the public, it is why I joined the force" She likes to help people.
- "In our community being in the Police Force puts me in a minority. When I come to work, I am in a minority in the Police Force" She will understand Nazia when she talks about being "between two cultures".
- "We are all people, it is relationships and law and order that matter to us all". She doesn't judge people, she talks about what unites us.
- "You depend on us at times, and we depend on you all the time". She knows that the relationship between the Police and the community is important.

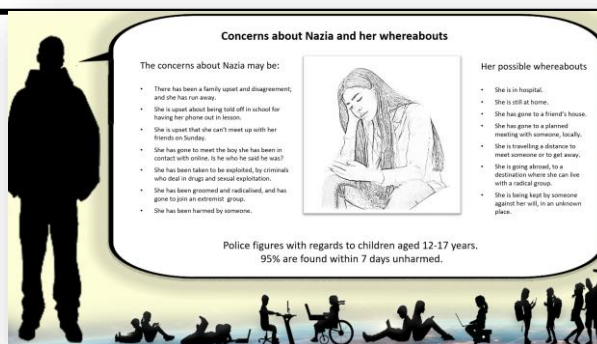


This slide is about prompting the group to see the positive qualities of a Police Officer. Some in the group may need help to see: beyond the uniform; that all Police Officers are people; many have positive qualities; they are all there to help us all; and that they depend on our help and support.



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**Concerns about Nazia and her whereabouts**

The concerns about Nazia may be:

- There has been a family upset and disagreement, and she has run away.
- She is upset about being told off in school for having her phone out in lesson.
- She is upset that she can't meet up with her friends on Sunday.
- She has gone to meet the boy she has been in contact with online, to the solo he said he was?
- She has been taken to be exploited, by criminals who deal in drugs and sexual exploitation.
- She has been groomed and radicalised, and has gone to join an extremist group.
- She has been harmed by someone.



Her possible whereabouts

- She is in hospital.
- She is still at home.
- She has gone to a friend's house.
- She has gone to a planned meeting with someone, locally.
- She is travelling a distance to meet someone or to get away.
- She is going abroad, to a destination where she can live with a radical group.
- She is being kept by someone against her will, in an unknown place.

Police figures with regards to children aged 12-17 years:  
95% are found within 7 days unharmed.

This is perhaps the hardest part of the session. It may be that you can feel yourself shrinking from having this discussion with children you know, that you teach, and for whom you care. Like Mr Hamilton said, "It's the pupils that make it all worthwhile". As we said at the start of the session, we are discussing the relationships that unite us, keeping ourselves and others safe.

The figures on the slide are from the National Crime Agency, UK Missing Persons Unit, Missing Person Data Report 2019/2020.

Additional figures from the report are included in these notes for the information of teachers delivering this session. It is not envisaged that you will pass on these to the group, but you may have additional questions from pupils, which may be answered by these figures.

- 61% of reported missing persons are children.

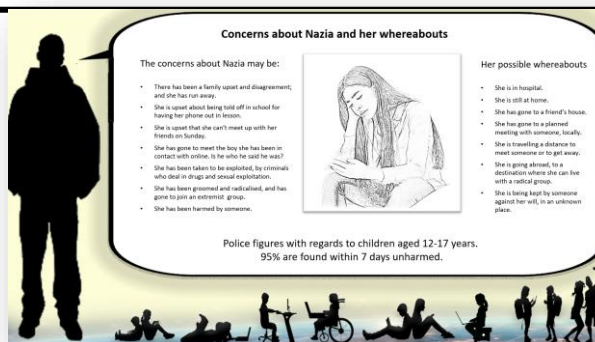
### Children are found

- 73% in 24 hours
- 86% in 48 hours
- 97% in 7 days



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## Children are found by

- 43% return home voluntarily
- 24% found by the police
- 11% found by family/Guardians
- 8% local Authority/carers
- 1% friends
- 13% others

## 10 reasons given for missing incident

- 20.4% unaccompanied juvenile
- 19.2% relationship
- 12.4% drugs or alcohol
- 12.1% schools
- 7% mental health
- 4.8% misunderstanding
- 4.6% sexual exploitation
- 4.2% depression or anxiety
- 3.3% gang related
- 3.2% transient lifestyle

## UK Fatal Outcomes

2019 – 2020 26 children 3%

## Longterm missing children in 2019 - 2020

1,687 children

