

# Prevention of violent extremist behaviour

## North Yorkshire “Prevent” Toolkit for schools

September 2016

The Office for Security and Counter-Terrorism in the Home Office, works to counter the threat from terrorism, via its CONTEST strategy. Schools have a vital role to play in protecting pupils from the risks of extremism and radicalisation, a role which is underpinned by 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” (1 July, 2015).

Prevent work with children and with schools is an important part of the strategy. Schools are important not because there is significant evidence to suggest children are being radicalised – there is not – but because they can play a vital role in preparing young people to challenge extremism and the ideology of terrorism and effectively rebut those who are apologists for it. Schools can help to protect children from extremist views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

### What is violent extremist behaviour?

Throughout history there have been groups prepared to use violence to achieve their aims.

The Home Office describes extremism 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”.*

**‘Violent extremism’** may be defined as the use of, or incitement to violence to further a cause.

An **‘ideology’** is a set of aims and ideas closely linked to politics which can be seen as a way of creating change. This is turned by violent extremists into a simple **narrative** – a story used to explain why violence is needed. **‘Radicalisation’** is the process by which a person’s views are modified, altered or changed by becoming more radical or extreme in nature. (ACPO *‘Prevent, Police and Schools’*)

North Yorkshire is a safe place in which to live and work and incidents of violent crime are low. However there are vulnerable sites within the county including scientific research laboratories, historical and religious sites, military sites and crowded places that could be targeted for attack by extremists. Nationally the largest threat to security is from international terrorist organisations such as ISIS. In North Yorkshire threats of extremism may also include, far right extremist groups, animal rights or environmental groups. There is also the risk of young people travelling to Syria.

**What can we do about it?**

Research suggests that young people who feel alienated or isolated by ‘**push**’ factors are more vulnerable to being influenced by the ‘**pull**’ of a single **narrative** and therefore more susceptible to **radicalisation**. Universal provision around the prevention of violent extremism is embedded within effective mainstream provision. Work to engage children and young people; develop their social and emotional skills; educate them in citizenship, peaceful protest, global learning and e-safety; recognise and support their individual needs; give them a voice; develop community cohesion and so on, already features within the provision of our primary and secondary schools and within other settings where children and young people come together. Effective universal provision should make a young person less susceptible to radicalisation. The following diagram illustrates how a school’s existing provision could contribute to the prevention of violent extremism.



## **Aims of the North Yorkshire 'Prevent' Toolkit**

The aim of the North Yorkshire toolkit is to provide practical teaching and learning materials to support schools and teachers in developing their curriculum. It will help schools address the universal entitlement by providing examples of teaching and learning strategies which explore controversial issues, using methodologies that promote critical analysis and pro-social values.

The approach of schools to the role of the curriculum in preventing violent extremism will vary very significantly, some will see it as an issue in Citizenship, Religious Studies, some in PSHE, English or History. There is no one 'right' model. The strategies within the toolkit can be adapted to suit the delivery model of individual schools.

The North Yorkshire Curriculum Entitlement Framework for Personal Social Health Economic education and Citizenship Key Stage 3 and 4 can also be referred to for further guidance.

## **Teaching and Learning**

The following learning outcomes, activities and resources have been developed (with reference to 'The North Yorkshire Curriculum Entitlement Framework for Personal Social Health Economic education and Citizenship Key Stage 3 and 4') to exemplify how the prevention of violent extremist behaviour can be incorporated into existing programmes of study.

Some of the suggested learning outcomes have been developed into lesson plans with accompanying materials. These are highlighted in bold.

### Key Stage 3

Learning outcomes	Activities	Resources
I am familiar with society's vision of a diverse, inclusive, tolerant and equitable society (this could link to work on Identity and Diversity and what British values)	<b>Lesson 1: Exploring identity and diversity (1)</b> <b>Lesson 2: Exploring identity and diversity (2)</b>	<ul style="list-style-type: none"> <li>• Where's the Line, Resource 4, what it is to be British</li> <li>• 'Prevent' teaching and learning resource</li> </ul>
I understand how to bring about change in a democratic society and the need to work within the law	<b>Lesson 3: Protest – what can we learn from history? (3)</b> <b>Lesson 4: How can we campaign for change and stay within the law? (4)</b>	<ul style="list-style-type: none"> <li>• Where's the Line, Resource 3</li> <li>• Association for Citizenship Teaching campaign toolkit,</li> <li>• Campaign Make an Impact! British Library, <a href="http://www.bl.uk/learning">www.bl.uk/learning</a></li> </ul>
I understand the concept of 'free speech' in upholding diversity of views whilst promoting tolerance, respect and understanding.		<ul style="list-style-type: none"> <li>• Where's the Line, Resource 3</li> <li>• 'Prevent' teaching and learning resource</li> </ul>
I can recognise and respect how people see things from different viewpoints		<ul style="list-style-type: none"> <li>• 'Prevent' teaching and learning resource</li> </ul>

### Key Stage 4

Learning Outcomes	Activities	Resources
I can explore the issue of human rights and recognise the need for checks and balances in terms of freedom of speech in the context of extremism or terrorism		<ul style="list-style-type: none"> <li>• Unicef Needs and Wants Cards</li> <li>• Where's the Line, Resource 3</li> <li>• 'Prevent' teaching and learning resource</li> </ul>
I can recognise why some people hold extremist views/beliefs and how this can lead to extremist behaviour What are the issues within our local community?		<ul style="list-style-type: none"> <li>• 'ACT NOW' resources</li> <li>• 'Prevent' teaching and learning resource</li> </ul>
I understand how individuals are drawn into extremist groups/behaviour and how this could be resisted		<ul style="list-style-type: none"> <li>• Where's the Line, Resources 2 and 5</li> <li>• The Recruit by Robert Muchamore. A children's Spy thriller in which a</li> </ul>

		<p>young boy is recruited into an organisation.</p> <ul style="list-style-type: none"><li>• 'Prevent' teaching and learning resource</li></ul>
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Details of where to access the resources can be found in the Appendices, Directory of Resources.

### Lesson Plan 1/4

<b>Theme: Exploring identity and diversity.</b>		<b>KS2/KS3</b>
<b>Learning objectives:</b> To understand more about their own identity; To explore stereotypes of British identity; To recognise that Britain is a diverse society.		<b>Links:</b> Citizenship: Identity and diversity:
<b>Learning outcomes:</b> I can recognise aspects of my own identity; I can understand the terms identity and diversity; I can describe some of the diversity in British society.		<b>Differentiation:</b> True/false activity will need to be adapted for SEN pupils
	<b>Learning activities</b>	<b>Resources</b>
Starter: 10 mins	Celebrating our diversity. Swap seats activity. Stand up and clap activity. Highlight the similarities and differences within the class. Why is it good that we are not all the same?	See resource sheet 1.1 'Where's the line' on-line resource
Learning activities: 1. 15 mins	What is it that makes you 'you'? Teacher share their 'Identity in a shoe box'. Pupils to decide on 5 things they would put in a shoe box to represent them. Share stories of their cultural heritage.	See resource sheet 1.1. Possible homework task to bring their identity shoe boxes in.
2. 15 mins	Group activity. What 8 things would you put in a shoe box to represent the identity of a typically British person? Present and explain their decisions to the class. Questions for discussion: Is there agreement between the groups? Do they represent the range of people who live in the UK today? Is there such a thing as a typically British person? Is it wrong to create a stereotype? How has the identity of a 'typically British person' changed over the last 20 years/50 years/100 years?	Other resources: 'Where's the line' resource 4 – What it is to be British.
3. 15 mins	Britain is a diverse society made up of a wide range of people from different cultural and religious backgrounds. Paired activity: True/false activity on Britain Today. Discuss. Any surprises or misconceptions? What diversity is there in the UK? 2011 census website has video clips to summarise changes in religious/ethnic population, etc. *	See resource sheet 1.2.
Plenary 5 mins	What do identity and diversity mean? In groups come up with a definition of each word. Share and discuss.	See resource sheet 1.1 for dictionary definition.
Homework	Create and bring in their own identity shoe boxes.	

## **Lesson 1: Exploring identity and diversity**

### **Resource sheet 1.1**

#### **Swap seats activity:**

##### **Aims:**

- to introduce the idea that we belong to many different groups and have multiple identities and that they are all important.
- to introduce the idea that we are connected to other places across the world.

Sit on chairs in a circle with one person standing in the middle. A card is read out which may describe members of the group. People to whom the categories on the card apply have to swap places and the person in the middle has to try and get into a chair leaving someone new in the middle.

Examples of cards:

You grew up in North Yorkshire

You grew up outside North Yorkshire

You are wearing something made in this country

You are wearing something made in another part of the world

Your family drive a Japanese car

You visited a European country last summer

You had a holiday somewhere in England last summer

You have been on an aeroplane

You have a relative living outside the UK

You have a friend who was born in a different country

You can speak a language other than English

#### **Stand up**

Sitting in a circle, read out cards and the people they apply to should stand up while everyone else claps.

Examples of cards:

Stand up if you:

Are a girl

Are a boy

Speak one language

Speak more than one language

Have a brother

Have a sister

Are an only child

You travel to school by bus

You walk to school

You enjoying riding a bike

You support Manchester United

You don't like football

Your birthday is in April

You like dancing

You watch X Factor

#### **Activities about culture**

Aim:

- to begin to discuss what we mean by 'culture' and 'identity'.



### **Identity in a shoebox**

Individually think of 5 objects which you could put in a suit to represent your own culture. Talk about your objects with a partner. It can be useful to model this activity first by talking about some real objects and the teacher creating their own shoebox of 5 objects– choose objects which reflect the complexity of culture[s]; the idea that your culture can change over time and be an outcome of a mixture of different cultural influences, rather than objects which reflect a stereotyped idea of what it means to be British.

### **Definitions:**

#### Identity

1. the fact of being who or what a person or thing is.
2. the characteristics determining this.
3. a close similarity or affinity.

#### Culture

1. a particular civilization at a particular stage
- 2: the tastes in art and manners that are favored by a social group
- 3: all the knowledge and values shared by a society

#### Diversity

widely varied

#### Difference

a way in which people or things are dissimilar

**Lesson 1: Exploring identity and diversity**  
**Resource Sheet 1:2. Question sheet**

True/false activity on Britain Today.

<b>Statement</b>	<b>True or false</b>
1. There is more ethnic diversity in England than in Wales	
2. The proportion of the UK's population that are married is declining	
3. There are more young people under 16 in the UK than older people over 65.	
4. Britain has more asylum seekers than any other European country.	
5. Over 300 languages are currently spoken in London schools	
6. Islam is the largest faith in the UK after Christianity	
7. Britain's most popular dish is fish and chips.	
8. Britain is a Christian society	
9. Over half of the UK's population see themselves as <b>not</b> belonging to a religion	
10. Women are expected to live longer than men	

## Lesson 1: Exploring identity and diversity

### Resource Sheet 1:2. Answers

True/false activity on Britain Today.

Statement	True or false	Fact
1. There is more ethnic diversity in England than in Wales	True	At the 2011 census, England as a whole was 83% White British, whilst Wales was 93%.
2. The proportion of the UK's adult that are married is declining	True	The proportion of adults who are married has been slowly declining to 47 per cent in 2011.
3. There are more young people under 16 in the UK than older people over 65.	False	The population of the UK is ageing. Over the last 25 years the percentage of the population aged 65 and over increased from 15 per cent in 1983 to 16 per cent in 2011, an increase of 1.5 million people in this age group. Over the same period, the percentage of the population aged 16 and under decreased from 21 per cent to 19 per cent. This trend is projected to continue. By 2033, 23 per cent of the population will be aged 65 and over compared to 18 per cent aged 16 or younger.
4. Britain has more asylum seekers than any other European country.	False	In 2014, out of 34 European countries, Sweden was the European country with the highest ratio of applications to population with 8.4 applications per 1000, followed by Hungary (4.3), Austria (3.2), Malta (3.2) Switzerland (2.9). The UK was in 19 <sup>th</sup> place with 0.5 applications per 1000 inhabitants *
5. Over 300 languages are currently spoken in London schools	True	
6. Islam is the largest faith after Christianity in the UK	True	In 2011, 4.8% of the population in Britain were Muslims, making it the largest religious minority in Britain.
7. Britain's most popular dish is fish and chips.	False	Britain's current most popular dish is curry.
8. Britain is a Christian society	False	Britain is a multi-faith society where everyone has the freedom to practice their own religion. In the 2011 census however, 59% of the population said they were Christian.
9. Over half of the UK's population see themselves as not belonging to a religion	False	In 2011 census: No religion – 25.1% ** Christianity – 59.3% of the population see themselves as practicing Christians Islam – 4.8% Hinduism - 1.5% Sikhism - 0.8% Judaism - 0.5% Buddhism - 0.4%
10. Women are expected to live longer than men	True	A newborn baby boy could expect to live 79.3 years and a newborn baby girl 83.0 years if mortality rates remain the same as they were in 2011-13.

\*<http://www.theguardian.com/world/datablog/2015/may/11/which-eu-countries-receive-the-most-asylum-seekers>

\*\*Video summary-Religion- <http://www.ons.gov.uk/ons/rel/census/2011-census/key-statistics-for-local-authorities-in-england-and-wales/video-summary-religion.html>

## Lesson Plan 2/4

<b>Theme: Exploring identity and diversity (2)</b>		<b>KS3</b>
<b>Learning objectives:</b> To understand why Britain is a diverse society; To understand that diversity brings benefits and issues for society; To explore the values needed to create a harmonious society.		<b>Links:</b> Citizenship Identity and diversity
<b>Learning outcomes:</b> I can understand why Britain is a diverse society I am familiar with society's vision of a diverse, inclusive, tolerant and equitable society		<b>Differentiation:</b> See ICT resources for lower and higher ability. Card sort. Key words may need greater explanation for some.
	<b>Learning activities</b>	<b>Resources</b>
Starter: 5 mins	What is a 'diverse society'? In pairs come up with a definition.	<b>Dictionary definition:</b> A country or area where the population is made up of people from different ethnic, faith and cultural backgrounds.
Learning activities: 15 mins	Why is Britain a diverse society? Potted history of migration. If ICT based lesson: Use the websites to research immigration to the UK. Who migrated? Why did they migrate? If classroom based: use resource sheet 2.2.	<b>ICT resources:</b> <b>Are the people of Britain ethnically diverse?</b> <a href="http://www.woodlands-junior.kent.sch.uk/customs/questions/multiculture.html">http://www.woodlands-junior.kent.sch.uk/customs/questions/multiculture.html</a> (suitable for lower ability) <b>A history of immigration to Britain:</b> <a href="http://www.sovereignty.org.uk/features/articles/immig.html">http://www.sovereignty.org.uk/features/articles/immig.html</a> <b>A short history of immigration: (for more able)</b> <a href="http://news.bbc.co.uk/1/hi/english/static/in_depth/uk/2002/race/short_history_of_immigration.stm">http://news.bbc.co.uk/1/hi/english/static/in_depth/uk/2002/race/short_history_of_immigration.stm</a> Classroom based: Resource sheet 2.1
5 mins	Discussion points in groups: What were the main reasons for migration to the UK? What are the benefits of a diverse society? What are the problems with a diverse society? Feedback	
25 mins	What is your vision of an ideal society? Group activity: What values would we want our society to have and why? a. From the set of cards agree on the 5 most important values for your society b. Explain why you chose them c. Come up with 5 rules/laws for your society, to achieve the values.	Resource sheet 2.2. Values card sort.

	<p>Present ideas in artistic form – poster/PowerPoint and share with class. How do these compare with ‘British values’ identified by the government as:</p> <ul style="list-style-type: none"> <li>* Democracy</li> <li>* Rule of Law</li> <li>* Mutual respect</li> <li>* Individual liberty</li> <li>* Tolerance of different faiths and beliefs</li> </ul> <p>Discussion</p>	
<p>Plenary: 10 mins</p>	<p>Group or paired activity: What happens when people are not treated fairly and equally? List the consequences: Eg: bullying, racist language, riots, segregation.... Summary question: Why is it in everyone’s interest to create an inclusive, tolerant and equitable society?</p>	

**Lesson Plan 3/4:**

<b>Theme: Protest – what can we learn from history?</b>		<b>KS3</b>
<b>Learning objective:</b> To understand the difference between the constitutional and militant campaigns to achieve women’s suffrage in late 19 <sup>th</sup> early 20 <sup>th</sup> Century To assess which campaign had the most impact on helping women achieve the vote		<b>Links:</b> Citizenship: democracy and justice
<b>Learning outcomes:</b> I am able to explain the difference between constitutional and militant campaigns and assess which was the most effective in achieving the vote for women in 1918.		<b>Differentiation:</b> The sources for the main activity will need to be modified for SEN students
	<b>Learning activities</b>	<b>Resources</b>
Starter	Look at the 2 sources – which refers to the constitutional and militant campaign Define the 2 terms	Resource sheet 3.1: Sources
Main	<ul style="list-style-type: none"> <li>• Card sort on the tactics and methods of the 2 groups – match up the tactic/method to a campaign group</li> <li>• Discussion – which group used constitutional methods, which militant methods?</li> <li>• Individual hypothesis – which group do you feel will have had the most impact on helping women achieve the vote and why do you think that?</li> <li>• Look at the ‘Shrieking Sister’ source – what is it implying?</li> <li>• Did the Suffragettes do more harm than good? In pairs, read the collection of sources and identify at least 3 arguments for each cause. Share arguments with another pair.</li> <li>• whole class feedback – draw out why the militant campaign damaged the campaign (look at Lloyd George’s statements)</li> </ul>	Resource sheet 3.2: Card sort statements  Resource sheet 3.1 Shrieking Sister source  Collection of sources  Resource sheet 3.3
Plenary	Refer back to your initial hypothesis – has your view changed or been reinforced? Explain your answer.	

Resource sheet 3.1.

Sources for starter activity:





Resource sheet 3.2

**Card sort - Tactics of the National Union of Suffrage Societies (suffragists) and Women's Social and Political Union (suffragettes)**

National Union of Suffrage Societies	Women's Social and Political Union
From 1912 backing the Labour Party at elections (the only Party to have women's suffrage in its manifesto)	'Deeds not words'
Rallies and marches	Fire-bombing buildings
'Mud March' 7 <sup>th</sup> Feb 1905	Burning letters in post boxes
Presenting petitions to Parliament	Digging up golf courses
Asking sympathetic MPs to sponsor private members' bills. Between 1870 and 1914, almost thirty such bills were introduced.	Going on hunger strike whilst in prison
Lobbying trade unions	Smashing windows of 10 Downing Street
'The Common Cause' journal in 1909	Heckling speakers at Party rallies
Speaking at public meetings	Burning an MP's mansion
	Chaining themselves to Buckingham Palace railings

Resource sheet 3.3

**Historians disagree as to whether or not the Suffragettes helped women to get the vote**

Arguments For	Arguments Against
<p>'I hope the more old-fashioned suffragists will stand by them. In my opinion, far from having injured the movement, [the Suffragettes] have done more during the last 12 months to bring it within the region of practical politics than we have been able to accomplish in the same number of years.'</p> <p><i>Mrs Millicent Fawcett, leader of the NUWSS, writing in 1906</i></p>	<p>'The action of the Militants is ruinous. The feeling amongst sympathisers of the cause in the House [of Commons] is one of panic. I am frankly not very hopeful of success if these tactics are persisted in.'</p> <p><i>Letter from Lloyd George to CP Scott, 29 November 1909 .</i></p> <p>Lloyd George was, generally, a supporter of women's suffrage but, over breakfast a couple of days later, he confided to Scott that talking to Christabel Pankhurst was 'like going to a lunatic asylum and talking to a man who thinks he is God'.</p>
<p>'In spite of their mistakes, the militants revitalised the women's suffrage movement. Something more than the traditional constitutional methods was needed. Believing their cause to be just, it is no wonder that many supported Emily Wilding Davison's motto: 'Rebellion against tyrants is obedience to God'.</p> <p>Constance Rover: <i>Women's Suffrage and Party Politics</i> (1967)</p>	<p>'Nothing could indicate more plainly their lack of fitness to be entrusted with the exercise of political power.'</p> <p><i>Morning Post</i> ( 2 March 1912 )</p> <p>At the height of the WSPU's window-breaking campaign</p>
<p>'Time and again these brave women were sent to prison where they were treated with less consideration than the commonest and vilest criminal. When they went on hunger strike, they were forcibly fed. A great many people, who had not cared one way or the other about votes for women, changed their minds when they learned of such indignities.'</p> <p>Edward Boyd, an article on 'The Suffragette Movement' in <i>A Pageant of History</i> (1958)</p>	<p>'The prospect of votes for women seemed remote at the end of 1909. The Prime Minister and senior politicians were by now openly hostile to the women's demands. .... Some old friends of woman's suffrage in the House of Commons had been lost. 'Unwomanly' tactics like heckling and pestering politicians, hurling missiles at the police and rowdy demonstrations outside halls from which they were banned, had alienated the more cautious sympathisers.'</p> <p>Diane Atkinson, <i>Votes for Women</i> (1988)</p>

**Lesson Plan 4/4:**

<b>Theme: How can we campaign for change and stay within the law?</b>		<b>KS3</b>
<b>Learning objective:</b> To understand how to bring about change by campaigning within the law.		<b>Links:</b> Citizenship: taking informed action, democracy and justice
<b>Learning outcomes:</b> I can identify an issue I would like to change and know what peaceful methods/tactics I can use to bring the change about.		<b>Differentiation:</b>
	<b>Learning activities</b>	<b>Resources</b>
starter	Identify 6 issues (school based or local community) on sheets of A3 paper. Lay paper on the floor, ask students to stand on the issue that is of most concern to them. Either ask students to argue the case for their campaign, vote and that is the class issue or organise into groups, each focusing on a different issue	Association for Citizenship campaign toolkit via Fronter: Inclusion Corridor, Health and Wellbeing, PSHCEE guidance, Citizenship or British Library 'Campaign Make a Difference' <a href="http://www.bl.uk">www.bl.uk</a>
Main	Who can help our campaign? Complete step 2 from Association for Citizenship campaign toolkit. Planning our action – what do we want to achieve? Use the action planning grids in step 3 of Association for Citizenship campaign toolkit How are we going to achieve our change? Complete step 4 of Association for Citizenship campaign toolkit.	
Plenary	Evaluate the campaign – how will we know we have been successful?	

NB – an actual campaign will take more than one lesson to organise and carry out. The above lesson will illustrate to students how a constitutional campaign can be organised.

## Appendices

### Appendix 1:

#### Vulnerability factors that may link to extremism and indicators of becoming involved in extremism

Please note, this is not a definitive list

<b>Some vulnerability factors that may contribute to extremism</b>	<b>Some indicators of becoming involved in extremism</b>
<ul style="list-style-type: none"> <li>• Identity crisis –being distanced from their cultural / religious heritage</li> <li>• Personal crisis –experiencing family tensions; a sense of isolation; and low self-esteem; dissociated from their existing friendship group and become involved with a different group of friends; may be searching for answers to questions about identity, faith and belonging;</li> <li>• Personal circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance;</li> <li>• Unmet aspirations –perceptions of injustice; a feeling of failure; rejection of civic life;</li> <li>• Experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;</li> <li>• Special Educational Need –difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming a loner</li> <li>• Obsessed by the internet/social networking sites– and secretive about what they are doing</li> <li>• Un-cooperative/disengaged</li> <li>• Abusive/aggressive/extremist views/comments/ threats/language</li> <li>• Fascination/fixation with weapons (eg drawing guns)/chemicals/explosives/ extremist activity/events</li> <li>• Carrying weapons</li> <li>• Changes in relationships/ withdrawal from family</li> <li>• Changes in friendship groups (including adult relationships)/desire to be part of a gang.</li> <li>• Change in behaviour or appearance due to new influences</li> <li>• Seeking to recruit / ‘groom’ others to an extremist ideology</li> <li>• Possession of violent extremist literature</li> <li>• Absence patterns/ emergent travel plans e.g. Syria</li> </ul>

*Based on Birmingham Safeguarding Board: Model policy*

## **Appendix 2:**

### **Examples of vulnerable behaviour identified in schools**

In deciding actions to take, police and school staff will need to ask themselves:

1. Is this a reliable and significant indicator of significant risk of harm?
2. Can this issue be addressed in school alone, in school with partner agencies, or by specialist partner agencies?

These are genuine recent examples of behaviours seen in young people at risk of violent extremism:

- Openly anti-Christian, anti-Muslim and anti-Semitic words and behaviour.
- Artwork depicting acts of violence, particularly associated with violent extremist violence.
- Students glorifying acts of violent extremism.
- A desire to attend a terrorist training camp/ travel to Syria.
- A religious convert who had also joined a street gang, using inappropriate language in school.
- Expression of far right racist views.
- A child with a strong criminal influence speaking openly of wishing to visit Iraq/Syria
- Graffiti on school books supporting violent extremism.
- Possession of a video on a mobile phone, showing a beheading.
- Aggressive behaviour towards fellow students and disrespectful behaviour to staff particularly towards female members of staff.
- Drug use by a school pupil who was a religious convert and had insecure family relationships.
- A student with mental health issues who associated with others who held extreme views.
- A strong desire to possess guns and knives and be part of a gang.

## Appendix 3:

### Directory of resources.

The following resources are referenced in the North Yorkshire toolkit:

Resource	Curriculum relevance	Brief description	Costs and contact details
'Prevent' teaching and learning resource	KS3 Citizenship, PSHE	A series of 12 lessons from Stockton and Cleveland police	<a href="https://www.stockton.gov.uk/community-safety/safer-stockton-partnership/key-priorities/prevent-teaching-and-learning-resource/">https://www.stockton.gov.uk/community-safety/safer-stockton-partnership/key-priorities/prevent-teaching-and-learning-resource/</a> Free download
Where's the line?	Key Stages 3 and 4 Citizenship PSHE RE	An on-line resource provides that practical information and advice to support the delivery of the 'Learning together to be safe toolkit' in schools. It contains materials which teachers can use to stimulate discussion and debate in the class room as well as a practical guide to delivering this material in a safe and non offensive manner.	<a href="http://www.wherestheline.co.uk">www.wherestheline.co.uk</a> Register your school to get access to this free resource
Social action toolkit	Key stages 3 and 4 Citizenship	A toolkit to illustrate the key steps to an effective campaign.	Association for Citizenship Teaching <a href="http://www.teachingcitizenship.org.uk/skills-qualities/lobbying-campaigning">http://www.teachingcitizenship.org.uk/skills-qualities/lobbying-campaigning</a>
Campaign! Make an Impact.	Key Stage 3 and 4  Citizenship, History	An innovative, cross-curricular initiative that uses history to inspire young people into active citizenship.	British Library <a href="http://www.bl.uk/campaign">http://www.bl.uk/campaign</a> – free to download
Wants and Needs	Key Stage 3 and 4  Citizenship, RE, Geography	Wants and Needs Card Sort – helps explore the issue of human rights.	<a href="http://www.unicef.co.uk">www.unicef.co.uk</a> – resource can be ordered via the website or downloaded free if you register on the <a href="http://www.rrsa.org.uk">www.rrsa.org.uk</a> site
The Recruit by Robert Muchamore	Key Stage 3 and 4  English	A children's Spy thriller in which a young boy is recruited into an organisation.	ISBN 0340881534
Citizenship Association: Teaching about the refugee/migrant crisis	KS3 and 4 Citizenship	Teaching ideas from the Citizenship Association-	<a href="http://www.teachingcitizenship.org.uk/">http://www.teachingcitizenship.org.uk/</a>

Red Cross	Key Stage 3 and 4 Citizenship, RE, Geography	A range of current resources to support the teaching of lessons on migration and refugees.	<a href="http://www.redcross.org.uk/">http://www.redcross.org.uk/</a> free to download
Prevent for schools resources including ACT Now	Primary and secondary  Citizenship	Produced by Lancashire Constabulary, includes lesson plans and resources for	<a href="http://www.preventforschools.org/">http://www.preventforschools.org/</a> Free
DFE guidance on teaching approaches that develop resilience to extremism	All phases	This 2011 report presents the findings from a large-scale, in-depth research study into teaching methods – knowledge, skills, teaching practices and behaviours – that help to build resilience to extremism. The focus is on teaching methods to be used in a general classroom setting rather than as part of interventions targeted at those deemed at risk of extremism.	<a href="https://www.gov.uk/government/publications/teaching-approaches-that-help-to-build-resilience-to-extremism-among-young-people">https://www.gov.uk/government/publications/teaching-approaches-that-help-to-build-resilience-to-extremism-among-young-people</a>