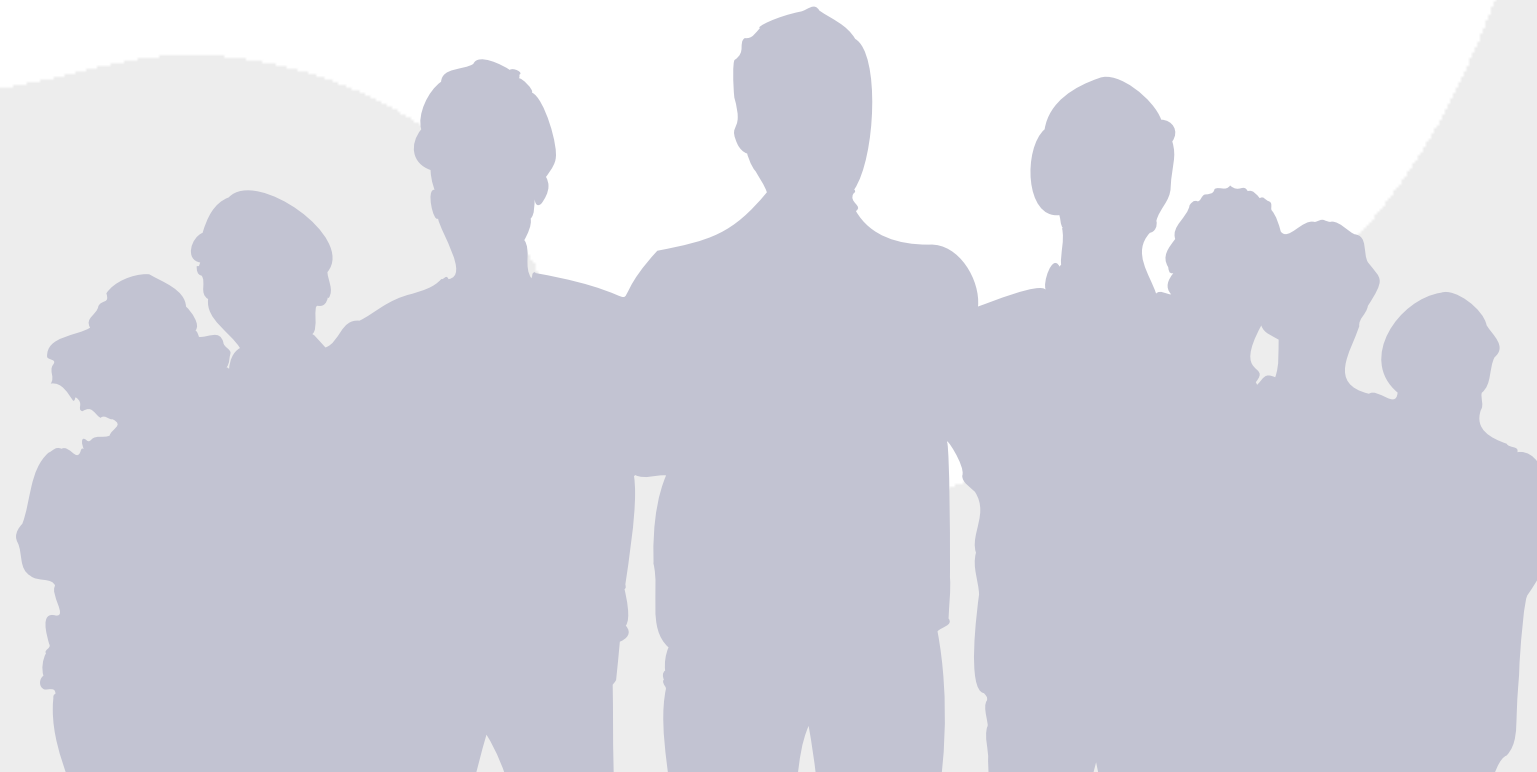


FAR RIGHT IDEOLOGIES

**TACKLING THE CORROSIVE INFLUENCE OF FAR-RIGHT IDEOLOGIES
AND MISOGYNY ON SOCIAL MEDIA THROUGH EDUCATION ACROSS
THE ENTIRE CURRICULUM.**



TOGETHER WE'LL EXPLORE:

01

FAR-RIGHT IDEOLOGIES

02

A BRIEF INTRODUCTION TO INCEL CULTURE

03

SIGNS AND INDICATORS TO SPOT AT SCHOOL

04

LINKS BETWEEN THE TWO

05

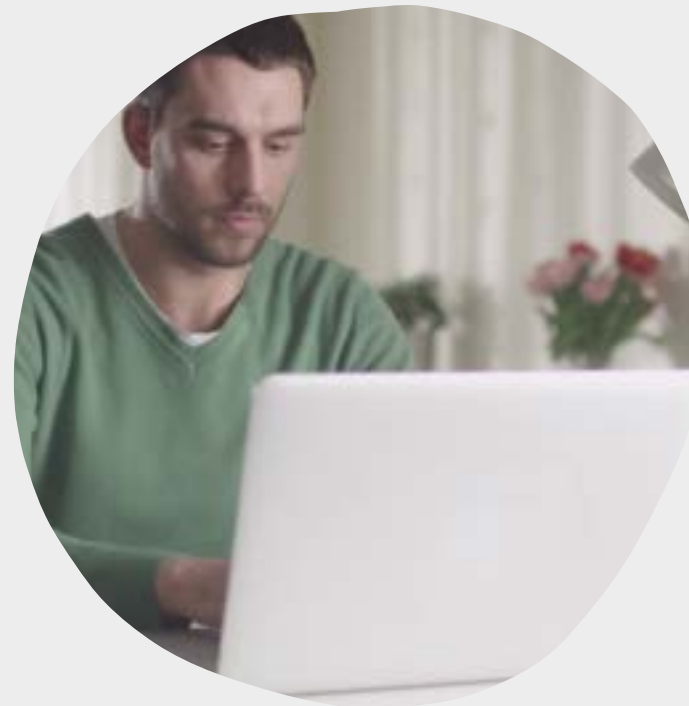
WHAT TO DO IF WORRIED



The 2011 Prevent strategy has 3 specific strategic objectives:



Respond to the ideological challenge of terrorism and the threat we face from those who promote it.



Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.



Work with sectors and institutions where there are risks of radicalisation that we need to address.

Educating children about the dangers of far-right extremism and incel culture requires a nuanced approach that is age-appropriate and sensitive to their developmental stages.

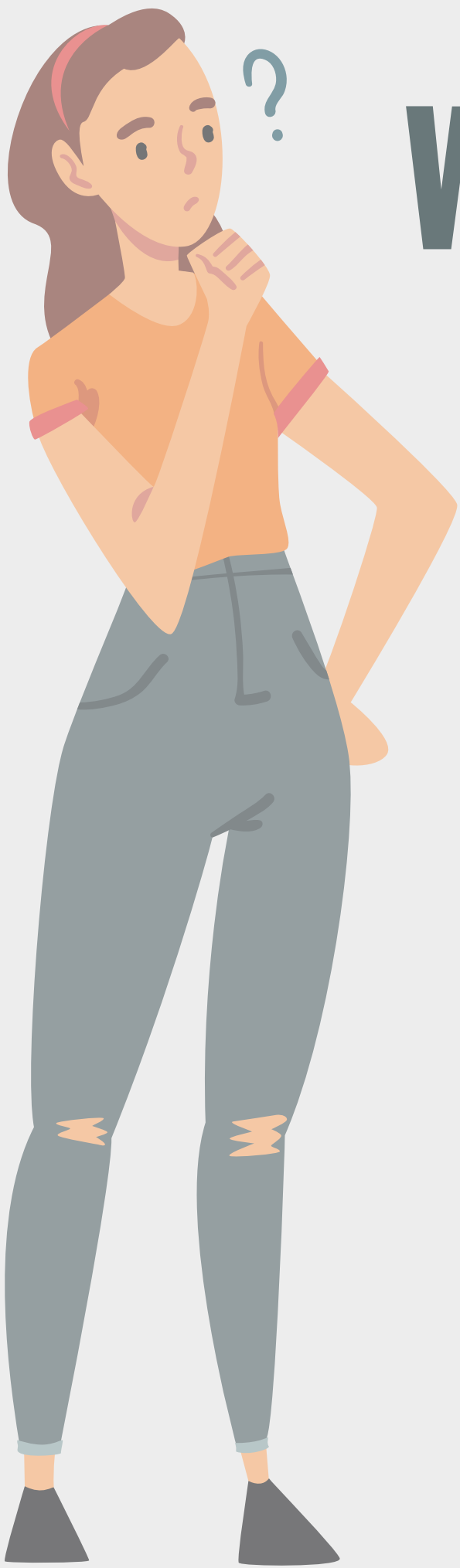
By fostering critical thinking, promoting empathy and respect, and encouraging safe online behaviours, safeguarding professionals can help young people navigate these challenges more effectively.



SCHOOL RESPONSIBILITY

- *All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion.*
- Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.





WHAT IS 'EXTREMISM'?

NEW DEFINITION OF EXTREMISM (FROM 14TH MARCH 2024):

"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."

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

Is there a want (or support for)
HARM,
and/or a want (or support for)
FORCING others to agree?



IN OTHER WORDS...

**CONSIDER THE
'GUIDANCE ON
PROMOTING BRITISH
VALUES IN SCHOOLS'
(2014) STATING THAT
PUPILS SHOULD
HAVE:**

- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination



FAR-RIGHT AND MISOGYNY

- Now is the time to really look at the links between these two
- What do they have in common?
- How might they describe how they are feeling in the world?



TWO SEPARATE ISSUES?

SENSE OF UNITY

OFTEN YOUNG MEN

FRUSTRATION

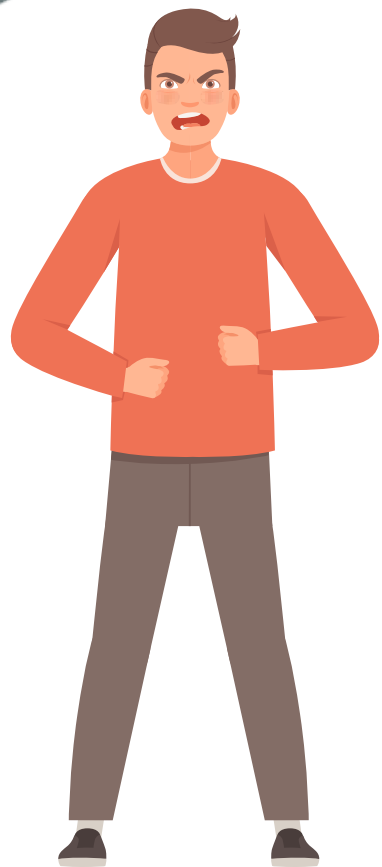
ISOLATED FROM SOCIETY

ANGRY

FINDING PEOPLE WITH YOUR
BELIEFS

BLAMING OF OTHERS

SENSE OF BELONGING



ANDREW AND TOMMY (STEPHEN)



WHEN ANDREW TATE WAS FIRST ARRESTED
WITH HIS BROTHER TRISTAN AND TWO
OTHERS, FOR SEVERAL CHARGES INCLUDING
ORGANISED CRIME AND RAPE, TOMMY
ROBINSON
SWIFTLY RUSHED TO HIS DEFENCE, POSTING A
VIDEO TO TELL HIS FANS TO “QUESTION
EVERYTHING” AND REFERRING TO TATE AS A
“VOICE AGAINST THE MATRIX.”

There is no single route to radicalisation. It can happen over a long period of time or sometimes it is triggered by a specific incident or news item and can happen quickly. The behaviours listed here are intended as a guide to help you identify possible radicalisation:

- Online behaviour
- Accessing extremist online content
- Sympathetic to extremist ideologies and groups
- Joining or trying to join an extremist organisation
- Changing online identity
- Outward appearance
- Being closed off to discussion or challenge
- Abusive towards people who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Converting to a new religion
- Being secretive of movements
- Increasingly argumentative
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Using new/age-inappropriate language
- Justifying violence to solve societal issues

WHAT IS CHANGING?

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OPEN

Misogyny will be classed as extremism under Yvette Cooper's plan to fight young men's radicalisation

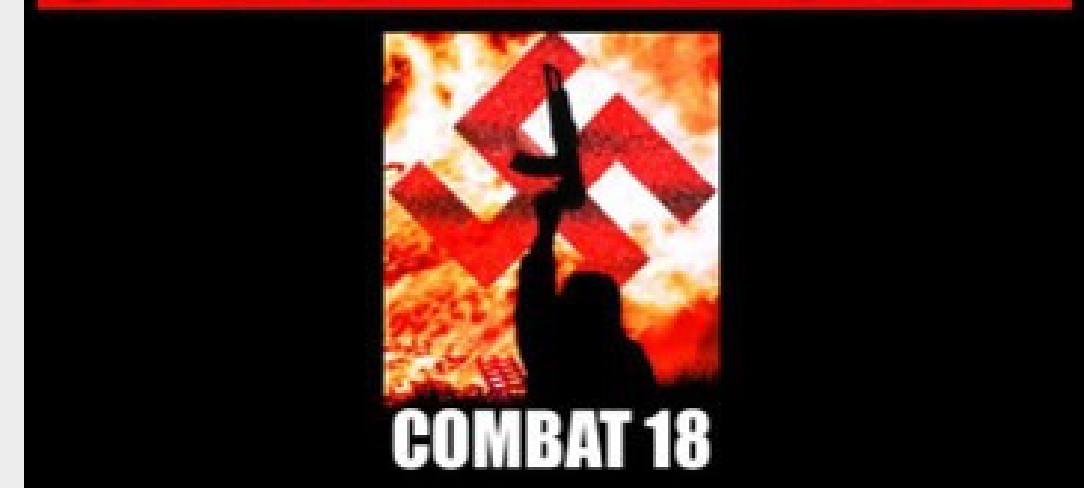
CAMERON ROY
PUBLISHED: 01:39, 18 August 2024 | UPDATED: 12:11, 18 August 2024

Share | 301 shares | 1.8k View comments

Extreme misogyny will be treated as extremism for the first time to combat the radicalisation of young men online, according to reports.



LET'S LOOK
AT THE
IMAGERY
FROM FAR
RIGHT
GROUPS



RESEARCH SHOWS THAT INDICATORS THAT MAY MAKE AN INDIVIDUAL VULNERABLE TO RADICALISATION CAN INCLUDE:

Identity Crisis:

Distance from cultural / religious heritage and uncomfortable with their place in the society around them



Personal Crisis:

- Family tensions
- Sense of isolation
- Adolescence
- Low self-esteem

Disassociating from existing friendship group and becoming involved with a new and different group of friends

Searching for answers to questions about identity, faith and belonging;

Personal Circumstances:

- Migration
- Local community tensions
- Events affecting country or region of origin
- Alienation from UK values

A sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

Unmet Aspirations:

Perceptions of injustice

Feeling of failure

Rejection of civic life



Criminality:

Experiences of imprisonment

Poor resettlement/ reintegration

Previous involvement with criminal groups



TIPS FOR EDUCATING PUPILS AGED 5-11

1

Promote Critical Thinking:

- Encourage children to ask questions and think critically about the information they come across, whether online or offline. This can help them identify trustworthy sources and recognise when someone is trying to manipulate their opinions.

2

Use Age-Appropriate Language:

- Explain complex ideas in simple, age-appropriate language. For example, talk about “unfair treatment” or “bullying” to introduce the concept of discrimination or extremist ideologies.

3

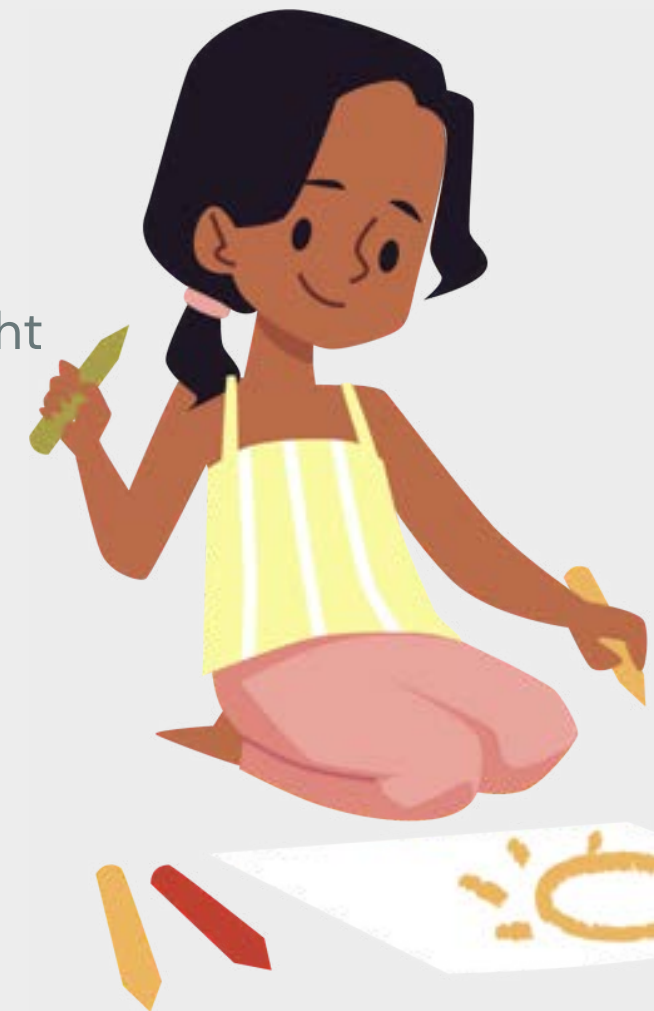
Teach Empathy and Respect:

- Focus on values like empathy, kindness, and respect for others. Use stories, role-playing, and group discussions to illustrate the importance of accepting differences and understanding how others might feel. There are some great resources to help us!

4

Online Safety Education:

- Teach children basic online safety skills, such as not sharing personal information with strangers, recognising inappropriate content, and knowing how to report it. This can include recognising when someone is trying to be manipulative or coercive.



TIPS FOR EDUCATING PUPILS AGED 5-11 (CONT.)

5

Introduce Concepts of Diversity and Inclusion:

- Through activities, books, and discussions, introduce the idea that people have different backgrounds, beliefs, and lifestyles, and that diversity is something to be celebrated.

6

Parental Involvement:

- Encourage open communication between children and their parents or guardians. Teach children that if they see something online that makes them uncomfortable or confused, they should talk to a trusted adult.

7

Create a Safe Environment for Discussion:

- Create a classroom environment where children feel safe to express their thoughts and feelings. This will mean we all have to feel comfortable enough to encourage this. Use circle time or other discussion-based activities to encourage sharing and listening.



TIPS FOR EDUCATING PUPILS AGED 11+

1

Understand Emotional and Psychological Manipulation:

- Teach students about psychological manipulation techniques used by extremist groups to exploit vulnerabilities, such as feelings of isolation, anger, or injustice. Discuss the importance of mental health and seeking support when feeling low or confused.

2

Encourage Critical Discussions on Gender and Society:

- Incel culture often revolves around distorted views of gender and relationships. Promote discussions about healthy relationships, consent, gender equality, and respect to counteract these narratives.

3

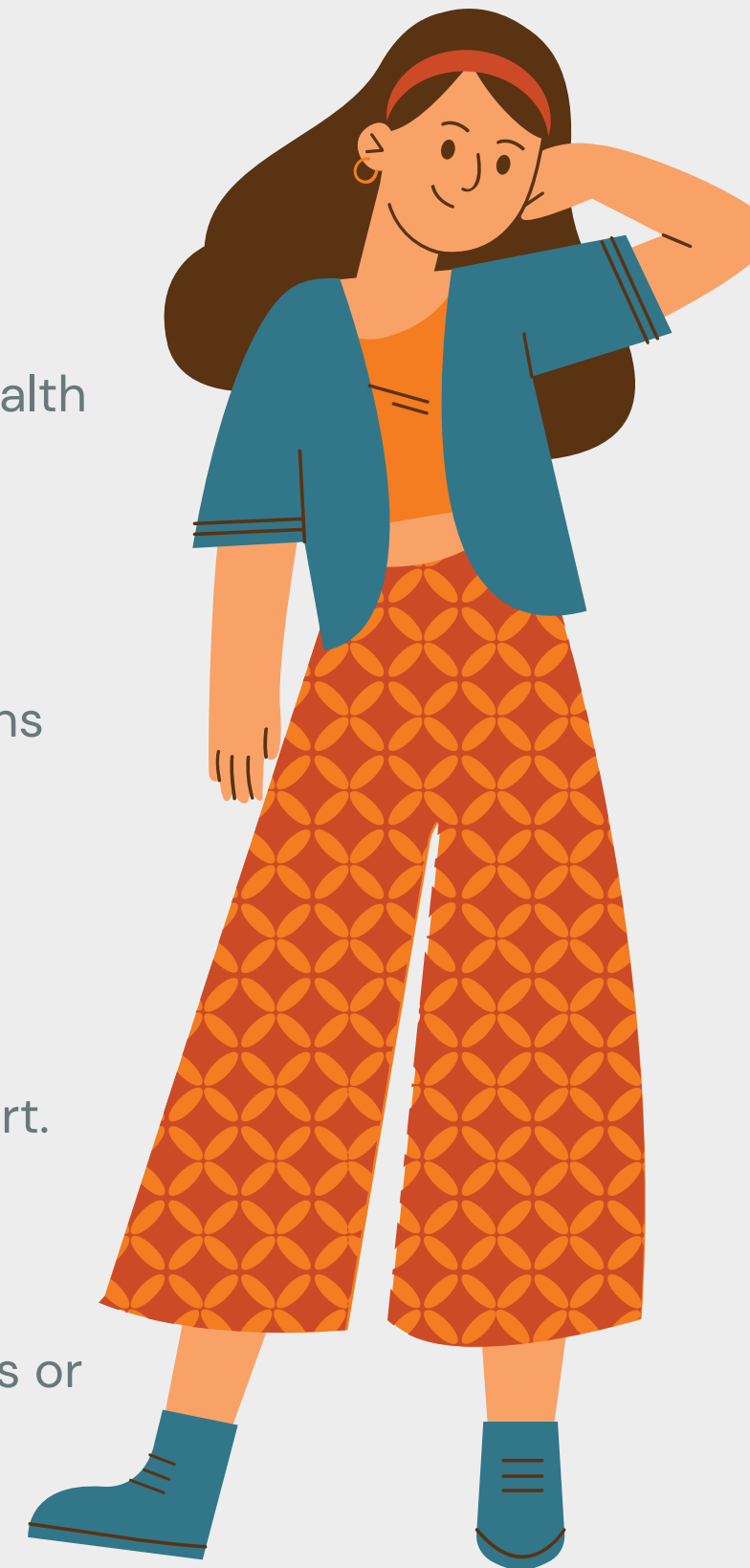
Provide Safe Spaces for Open Dialogue:

- Create safe, non-judgmental spaces where students can discuss their thoughts, concerns, or experiences related to extremism and online cultures. Encourage peer-to-peer learning and support.

4

Incorporate Real-Life Scenarios and Role-Playing:

- Use role-playing exercises or scenarios that reflect real-life situations involving extremist narratives or online grooming. Help students develop responses to such scenarios.



TIPS FOR EDUCATING PUPILS AGED 11+

5

Develop Media Literacy Skills:

- Teach students how to critically analyse online content, understand the motives behind different types of information, and identify fake news, propaganda, or extremist content. Discuss how algorithms can create echo chambers.

6

Discuss Ideological Manipulation:

- Explain how extremist groups, including far-right and incel communities, use online platforms to recruit and radicalise individuals. Use case studies to highlight real-life consequences and discuss how these ideologies can be harmful.

7

Explore the Impact of Stereotypes and Prejudice:

- Facilitate discussions on stereotypes, prejudice, and how these can lead to harmful behaviours or extremist beliefs. Use history, current events, and literature to illustrate these concepts.

8

Promote Healthy Online Behaviours:

- Discuss the importance of respectful communication online and the risks of echo chambers and radicalisation. Encourage students to engage with diverse perspectives and seek out credible information.



COMMON LINKS BETWEEN FAR-RIGHT EXTREMISM AND INCEL CULTURE



Online Radicalisation:

- Both far-right extremism and incel culture largely thrive online, where echo chambers, misinformation, and targeted propaganda can easily spread. Children and young people are particularly vulnerable to these influences due to their time spent online and developing critical thinking skills.



Exploitation of Vulnerabilities:

- Both ideologies exploit individuals' feelings of anger, frustration, loneliness, or rejection. They provide seemingly simple answers to complex personal or societal issues, which can be appealing to those looking for belonging or identity.



Promotion of a "Victim Mentality":

- Far-right and incel ideologies often foster a sense of victimhood, blaming societal changes, marginalised groups, or gender dynamics for personal grievances. This narrative can make individuals more susceptible to radicalisation.

COMMON LINKS BETWEEN FAR-RIGHT EXTREMISM AND INCEL CULTURE



Polarisation and Us-vs-Them Mentality:

- Both ideologies promote a polarised worldview, dividing the world into 'us' (the in-group) and 'them' (the out-group), which fosters distrust, hatred, and often, dehumanization of those considered outsiders.



Use of Manipulative Language and Propaganda:

- Both groups use manipulative language and propaganda techniques to attract followers. Understanding how language is used to manipulate emotions and beliefs is crucial for preventing radicalisation.



Impact on Mental Health:

- Engagement with these ideologies can negatively impact mental health, fostering increased feelings of anger, depression, or isolation. Encouraging positive mental health practices and open dialogue is vital.

‘THE WALK-IN’



JOEY BARTON



After Eni Aluko and Lucy Ward were pundits for ITV for an FA Cup match, Joey Barton allegedly posted online, comparing them to the serial killers Fred and Rose West. In a follow-up post he compared Aluko to Joseph Stalin and Pol Pot,

**LET'S LOOK
AT SOME
STATISTICS
TOGETHER**

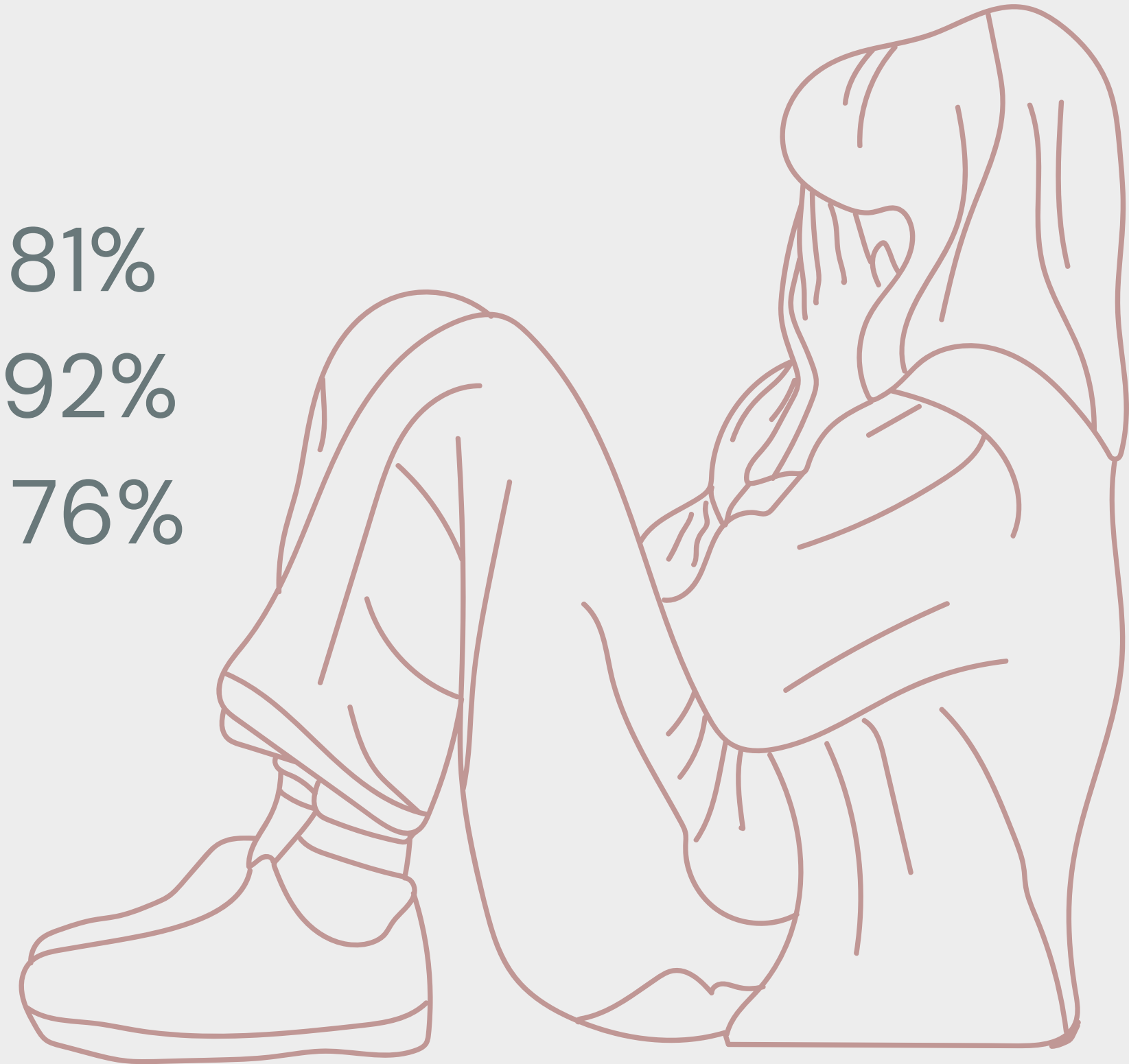


**- IN THE
FORM
OF A QUIZ**

QUESTION 1

The June 2021 Government Review of Sexual Abuse in Schools and Colleges involved the results of a questionnaire taken by students. How many girls responded to say that sexist name-calling happened 'a lot' or 'sometimes' to people their age?

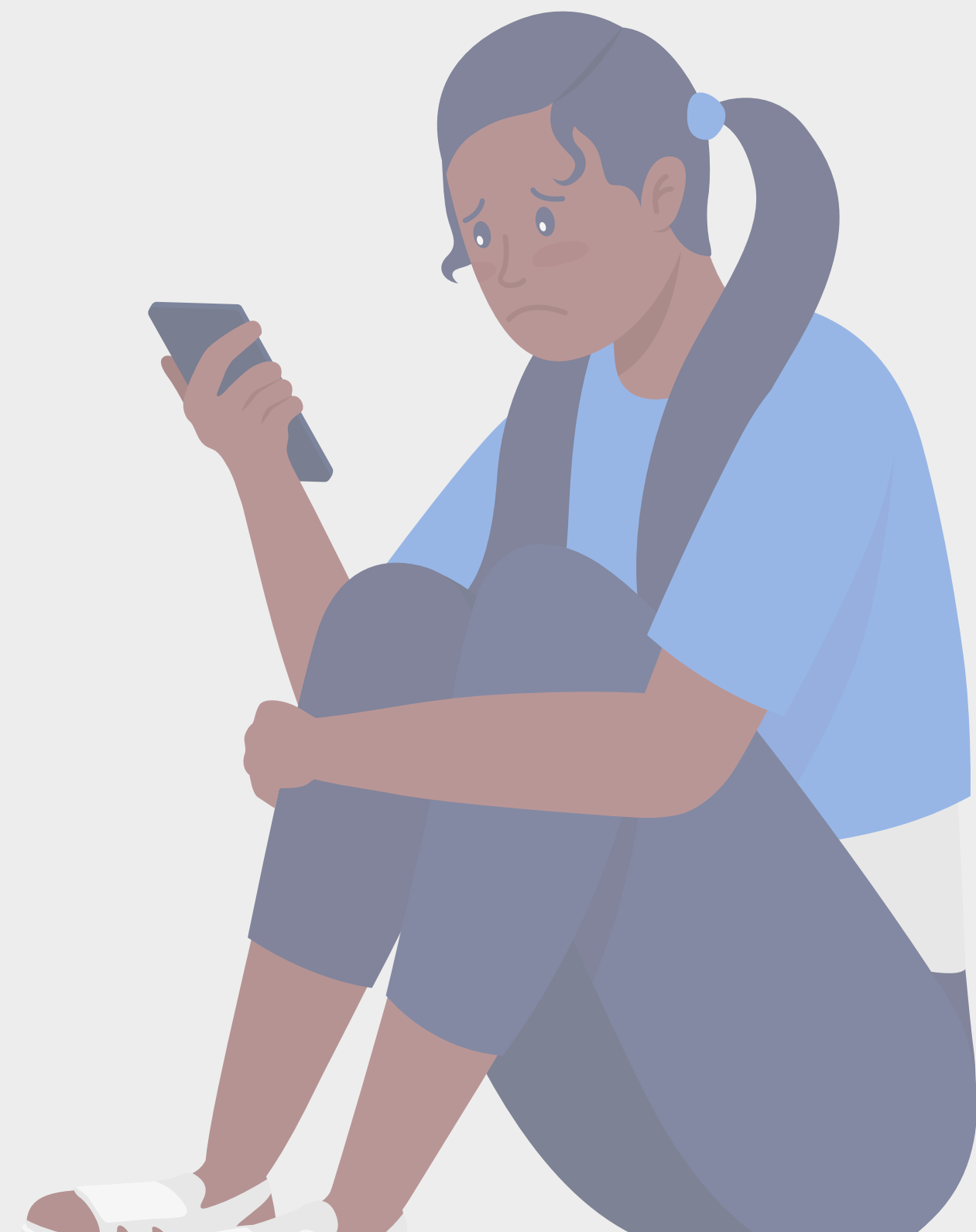
- A) 81%
- B) 92%
- C) 76%



ANSWER:

B – 92%

The same report found that 80% felt that 'being put under pressure to provide sexual images of themselves' happened 'a lot' or 'sometimes'.



QUESTION 2

According to the anti-extremism organisation Hope Not Hate, Young men are less likely to trust friends, family, GPs and teachers, but more likely to trust sports stars, business owners, politicians and journalists than young women.

Do we think this is
True or False?



ANSWER:

True.

Hope Not Hate also found that Men are more likely to believe conspiracy theories.

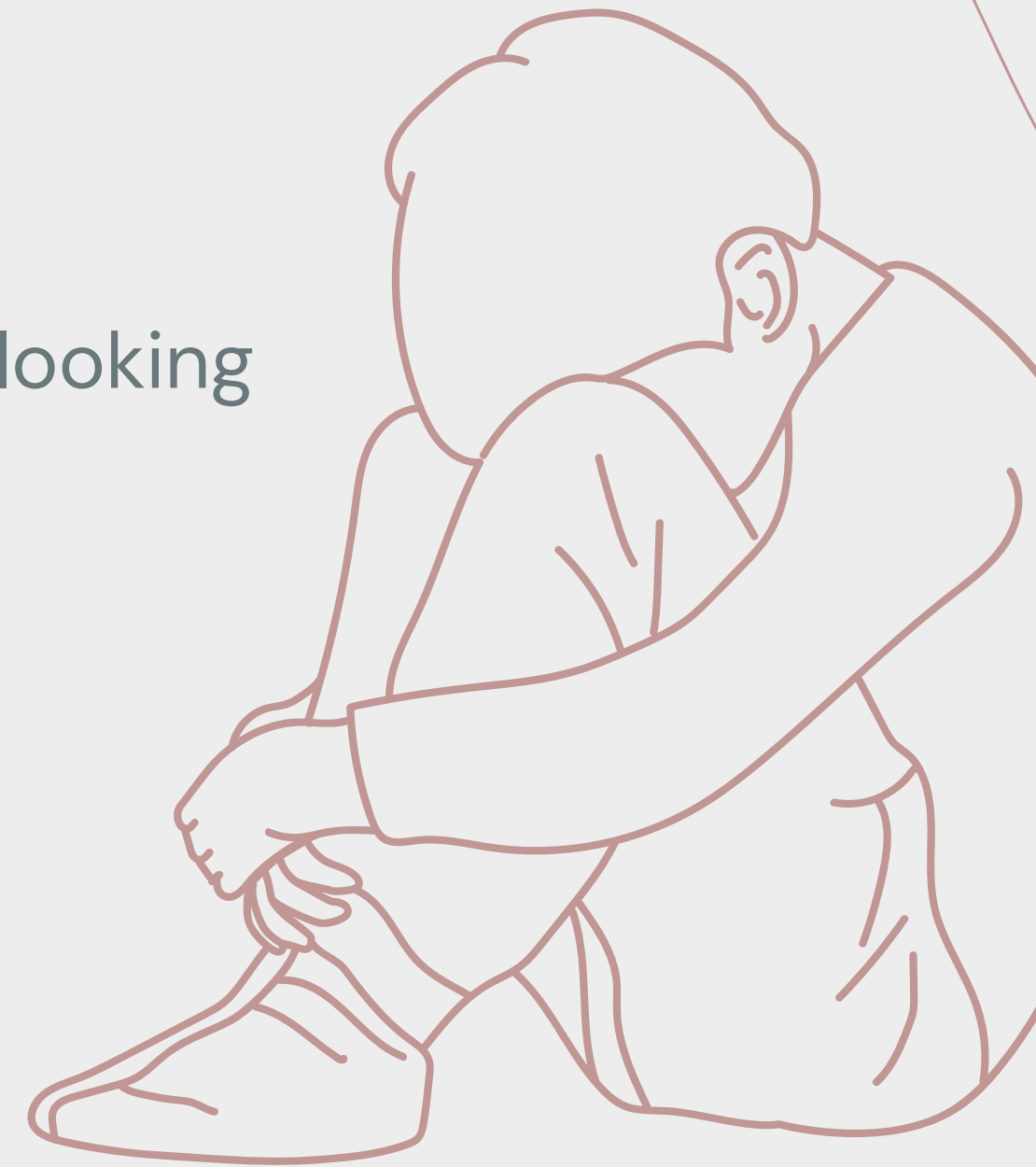
For example; twice as many (20%) think the official account of the Nazi Holocaust is a lie and the number of Jews killed by the Nazis during World War II has been exaggerated on purpose is true as young women (10%).

QUESTION 3

A 2020 online poll (reported by the Anti-Defamation League) of 665 incels revealed that respondents were young males, mostly 18–30 years old, who lived with their parents and had no experience of intimacy.

According to the results of the poll, most of the respondents reported what?:

- a) dissatisfaction in their lives
- b) an autism diagnosis
- c) that they considered themselves to be good-looking

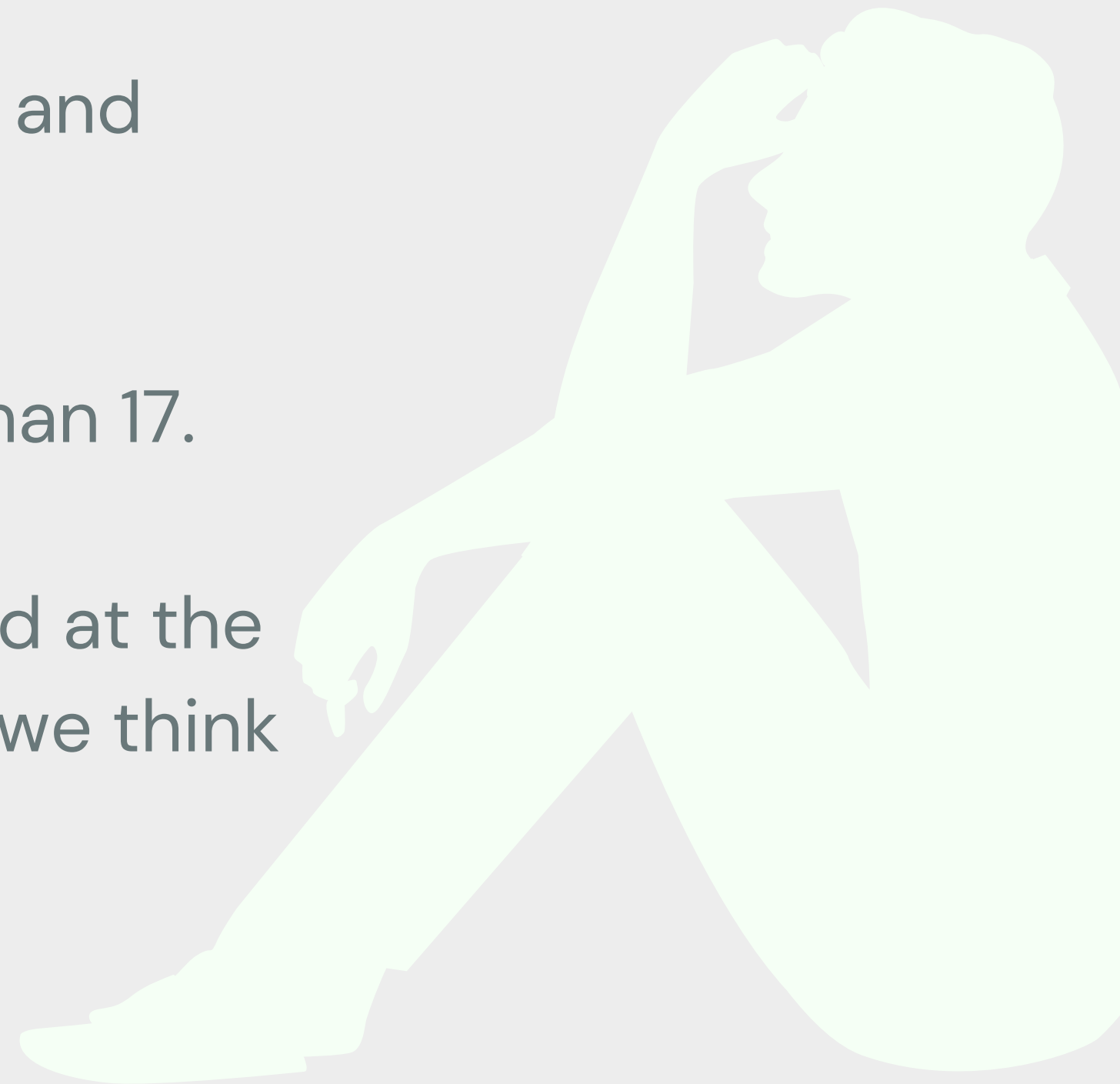


ANSWER:

A – ‘Most reported dissatisfaction in their lives and ... 40% reported an autism diagnosis’.

- 36% were between the ages of 18 and 21,
- Nearly 8 percent said they were younger than 17.

There have been a few studies that have looked at the link between incel culture and autism...why do we think there could be a link?



WHAT DOES RADICALISATION LOOK LIKE..?

CHANGE!



Incel Culture

'Incel' is an abbreviation of the term '**Involuntary Celibate**' coined by a young woman called Alana in Canada. It was originally supposed to provide mutual support for people who were single and not having sex, who were struggling with this.



The movement exploded on **Reddit: r/Incels**, and sites such as **4chan**. These online spaces became a place for men (and increasingly, boys) to speak openly about anger at being single and their warped opinions of women and gender roles



Crucially, they tend to blame women for this problem.

There is a particular hatred directed towards women who are seen as conventionally attractive (Stacys).

Sex is seen as a human right that they are entitled to, and which is being unfairly withheld.



There is often discussion of **racism**, homophobia and there can be crossover with conspiracy theories, white supremacist – and anti-semitic – ideologies (hence MUU ideologies)



Incel communities often discuss themes of misogyny and there has been an increase in discussion of **rape and violence** against women and sexually active people, including men who are deemed conventionally attractive. Incel communities and ideologies have been linked to **several terrorist attacks** throughout the world.



DEFINITIONS:

MISOGYNY =
THE HATRED OR CONTEMPT
OF WOMEN, OR THE BELIEF
THAT MEN ARE SUPERIOR TO
WOMEN.

PATRIARCHY =
A SYSTEM OF SOCIETY OR
GOVERNMENT IN WHICH MEN
HOLD THE POWER AND
WOMEN ARE LARGELY
EXCLUDED FROM IT

MISANDRY =
THE HATRED OF,
CONTEMPT FOR, OR
PREJUDICE
AGAINST MEN OR BOYS

If you are concerned a student is being radicalised, you should:



Follow your school's standard safeguarding procedure.



This includes discussing any concerns with your school's SPOC and designated safeguarding lead (DSL), as quickly as possible.



For additional support outside of your school, you can speak with your Prevent coordinator or local authority education safeguarding team (MASH)



Contact your local police or dial 101 (the non-emergency police number)



The NSPCC
Professionals Helpline:
0800 028 0285



If you come across extremist content online, report it via the www.gov.uk website

What sorts of misogynistic attitudes and behaviours might we see or hear about amongst our children?



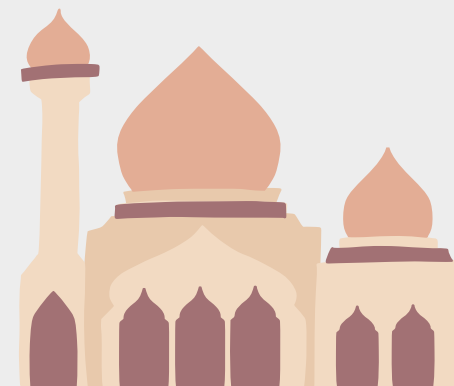
WE MIGHT SPOT:

- Our children 'rating' other children based on their bodies, or perceived sexual experiences
- Phrases such as 'small dick energy', 'small man syndrome' etc.
- Harmful attitudes towards female family members (e.g. mums, sisters)
- Conspiracy theories and challenging fact-based teaching, E.g. believing many women lie about sexual assault
- Use of misogynistic language when angry - slut, whore, bitch etc.
- Sexist name-calling when our child is gaming
- Comments/jokes about getting back into kitchen
- 'Mansplaining'
- Toxic 'protectiveness'
- Daughters subscribing to toxic ideas of masculinity
- Online misogynistic behaviour that we stumble across
- Victim-blaming - 'It's what she deserved'
- Rudeness/dismissiveness of female teachers
- Problems with being in 'the friend-zone'
- Passing on indecent images of other children
- Porn culture leading to concerning views about sex

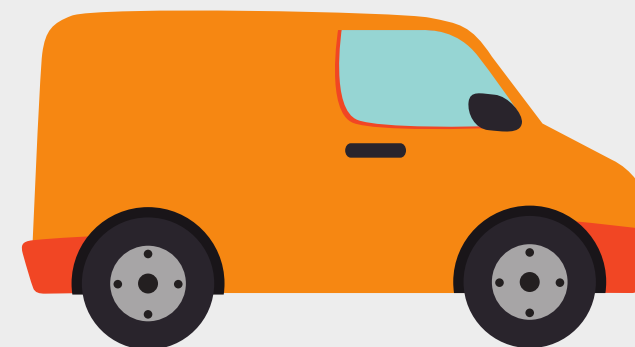
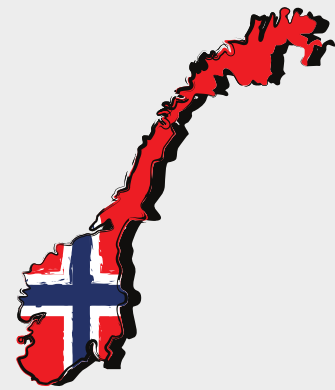
How is gaming used to radicalise young people?

- Researchers from Tech Against Terrorism identified the online game creation-system Roblox as having been used by right-wing extremists to recreate 'playable' versions of infamous far-right attacks. For instance:

The 2019 mosque shootings in Christchurch, New Zealand,



Users were invited to roleplay Anders Breivik's 2011 attack on the Norwegian island of Utoya,



Simulations of vehicle attacks on protesters (echoing what took place in the BLM protests in America)

The 2019 terrorist anti-latino attack in Walmart, El Paso, Texas.



HOW IS GAMING USED TO RADICALISE YOUNG PEOPLE?

- The UK white-nationalist group Patriotic Alternative has been found to actively target younger recruits and recently started Call of Duty Warcraft gaming tournaments for its supporters.
- Patriotic Alternative has encouraged youngsters to host livestreamed “zoomer nights”, named after the “Gen Z” age-group born between the late 1990s and early 2010s.



SMALL BEHAVIOURS FEED INTO A BIGGER PROBLEM.



Making the case for the
'zero-tolerance
approach'

What might we do as
staff without
realising it..?

Image adapted from Bold Voices.



Femoid or Foid is a term used to describe women. It's used to refer to women as sub-human and thus to dehumanise them. 'Stacys' are seen as the worst kind of woman. Very conventionally beautiful (often eurocentric and slim). There is a combination of deep sexual attraction of these women combined with hatred at their perceived shallowness in rejecting these men.

INCEL VOCABULARY

'FEMOID'

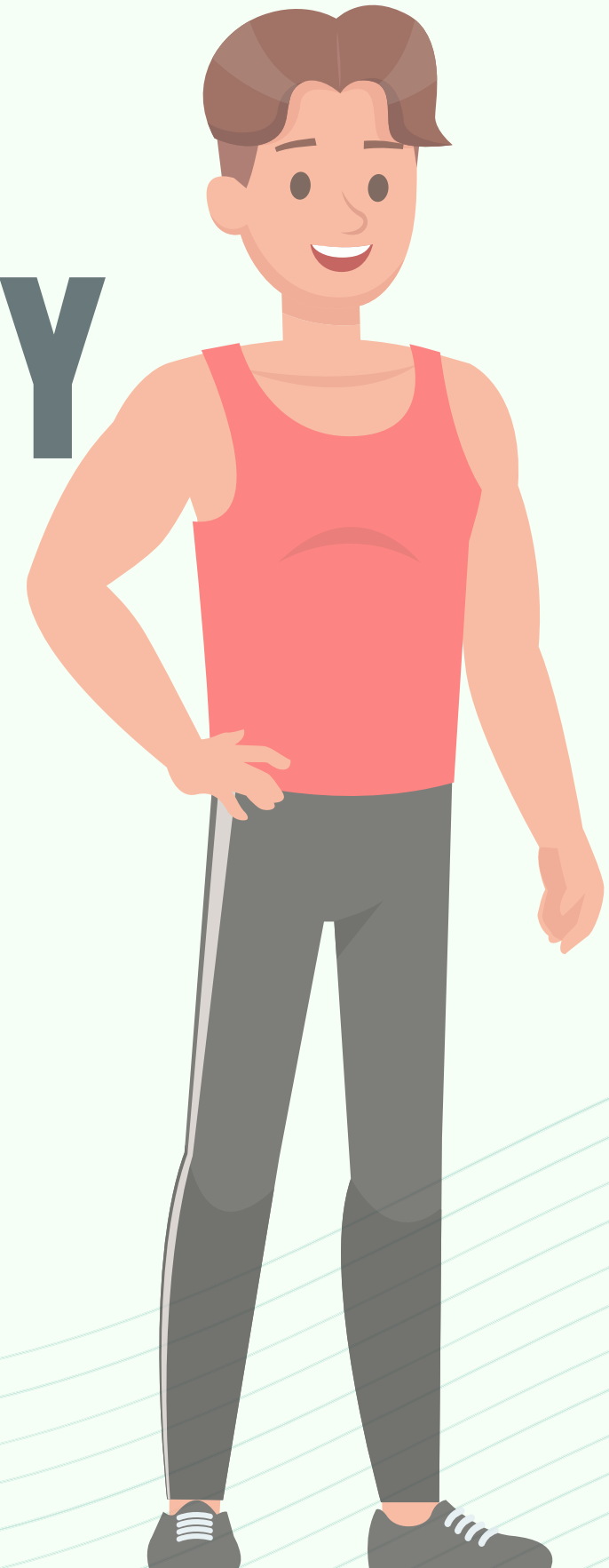




Men who are conventionally very attractive, tending to be muscular and handsome. Seen as 'alpha male' types. Although women receive most of the hatred, there is also anger and blame directed at 'Chads' for "Mogging" (the act of eclipsing another person in terms of physical appearance and thereby undermining them). It can be seen to be done on purpose.

INCEL VOCABULARY

'CHADS'





A man who is not an “alpha” (Chads). They are deemed as weak and afraid of confrontation. Omegas — A male lower than Betas in terms of their ability to interact with women and function in society. In incel terms, this person has zero ability to engage with the opposite sex. Some incels refer to themselves as Betas, some say they’re Omegas.

INCEL VOCABULARY

‘BETA’



THIS SUMMER'S RIOTS HAVE SHOWN US...



There are far more people than we might possibly have thought previously that have been radicalised.



While we might have been aware of the scale and extent of racism in the UK previously, many might not have equated this to extremism.



There has been widespread surprise at the amount of young males involved – and children brought along to riots.



The scale of funding and organisation involved...and the impact of online misinformation.

WHAT TO DO...ADVICE FOR STAFF AND FAMILIES

Ask open questions if someone concerning is mentioned, don't shut it down. E.g.;

1. Oh, you've heard of Andrew Tate, what do you make of him?
2. What's your take on what he says?
3. He seems everywhere at the moment, do you follow him or you've just seen him mentioned?
4. How would you describe Andrew Tate?

Use the news!

Don't ban them from following someone, just follow them too

Remember that your child is learning how to be a teenager for the first time, they're also learning how to be a sexual being. Make it clear it's their actions, not THEM that is the problem.

Consider your parental/filtering and monitoring settings on devices...and include your child in this!

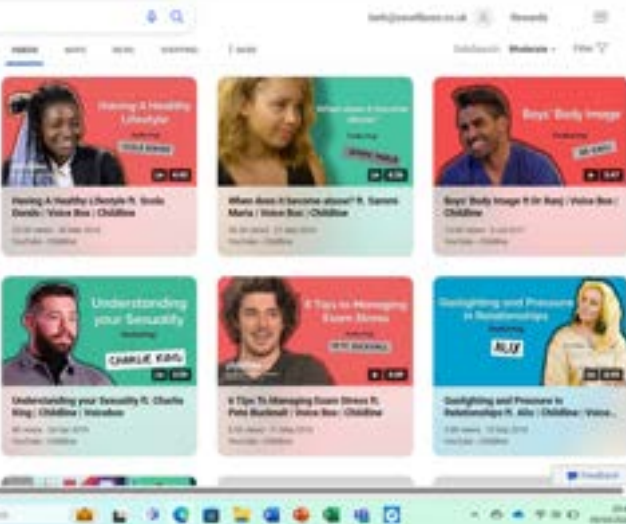
If you are genuinely concerned about a child, talk to school/ home and work out a plan together.

Model device-free time, particularly at mealtimes – and use this as an opportunity to chat

Carefully weigh-up device removal – consider checks together and a digital detox or 'spring clean'

'So can you explain to me...'

Car Time!



Childline Voicebox Youtube Channel



Nude image of you online?
We can help take it down.



Childline Report, Remove Tool

www.gov.uk/report



'Planet Porn' boardgame – or
create your own.

OTHER HELPFUL RESOURCES

BBC Own It Videos and
Resources



<https://hopenothate.org.uk/wp-content/uploads/2023/02/andrew-tate-educational-resource-2023-02-v3.pdf>

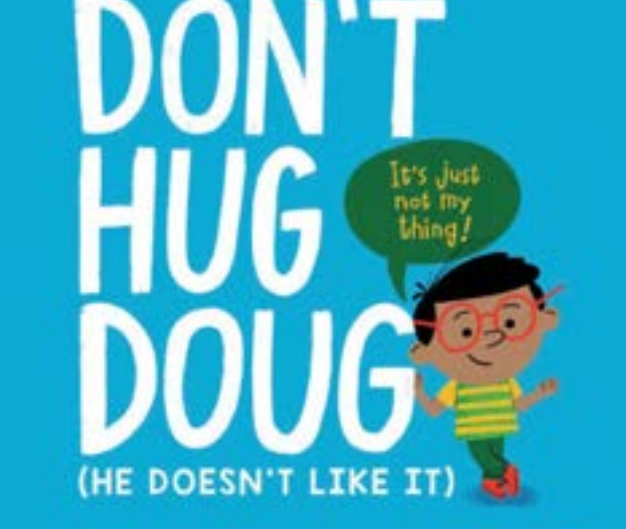


<https://www.internetmatters.org/hub/question/how-can-i-help-my-child-think-critically-about-the-social-media-influencers-they-follow/>

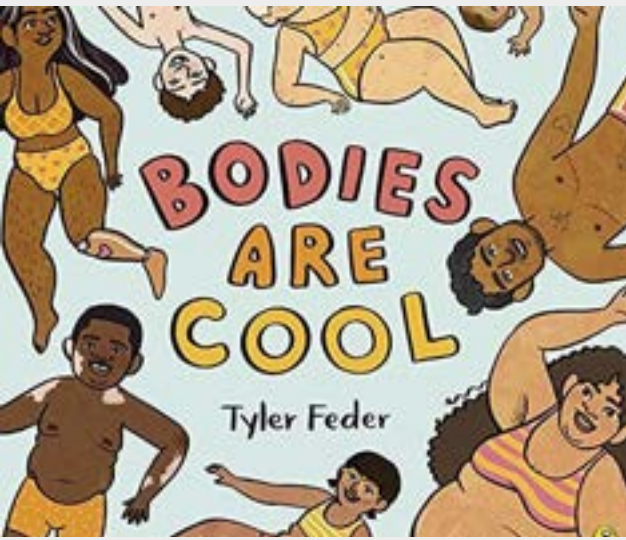


<https://reportharmfulcontent.com/>





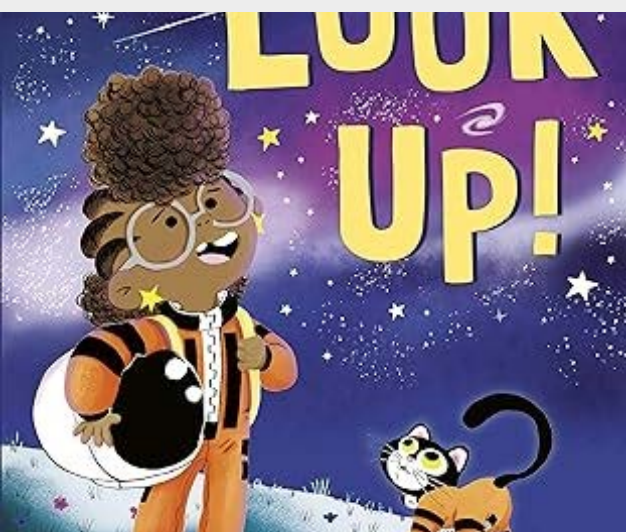
Don't Hug Doug



Bodies are Cool



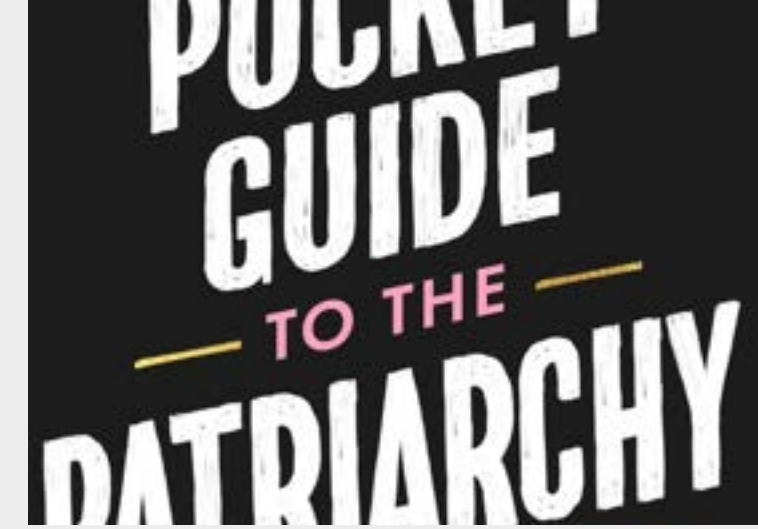
nspcc – how to talk to your child about difficult subjects – bookshop



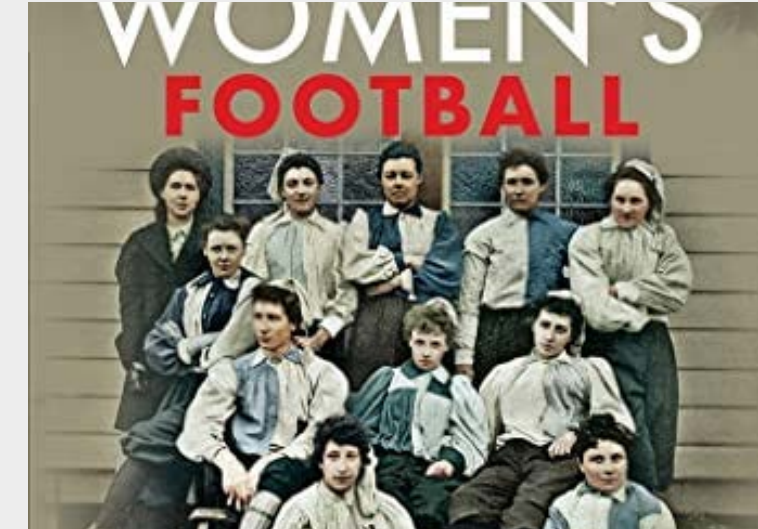
diverse_kids_books on Instagram

BOOKS

Pocket Guide to the Patriarchy



The History of Women's Football



<https://anitaclear.co.uk/gender-inclusive-books-for-tweens-and-teens/>



Tough Guys have Feelings too





UK Counter Terrorism Police and National Cyber Security Centre offer various resources to help schools protect against online radicalisation and extremism.



Local Prevent coordinators work with schools to provide advice, support, and training.



Prevent Duty Guidance



Educate Against Hate is a government-backed website that includes lesson plans, classroom resources, training and guidance.

WHERE TO GO FOR ADVICE

The PSHE Association offers lesson plans and resources and guidance for schools.



Local authority advisors work with schools to develop policies, offer training, and provide guidance.



Online Courses: Platforms like FutureLearn and Coursera offer courses related to extremism, radicalisation, and online safety.



Hope Not Hate, Inspire and The Anne Frank Trust UK



ANY QUESTIONS?



THANK YOU AND KEEP IN TOUCH



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