

FAR-RIGHT EXTREMISM



Educating children about the dangers of far-right extremism 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.

“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.”

The Prevent Duty

UNSURE?

When we are concerned about about a child’s ideologies and/or behaviour, we might find it useful to consider the definition of extremism.

However, a simpler question to ask yourself is about HARM and FORCE - is there a want (or support for) HARM, and/or a want (or support for) FORCING others to agree?

Sometimes far-right ideologies can seem to blur boundaries with other harmful ideologies such as extreme misogyny (as can be found within some incel communities) or single-issue extremism such as anti-abortion extremist ideologies.



EXTREMISM IS...

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

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



SIGNS AND INDICATORS

- Blaming others for society’s problems
- Isolated from family and friends
- ‘Othering’ and dehumanisation of those with different ethnic and/or religious backgrounds
- A misplaced sense of patriotism
- Accessing extremist content online or downloading propaganda material
- Justifying the use of violence to solve societal issues
- Altering their style of dress or appearance to fit in with or resemble an extremist group
- Being unwilling to engage with (even sit by or be in class with) people who they see as different to them
- Using certain symbols or phrases associated with terrorist organisations
- Talking as though from a rehearsed scrip or using new language and terminology
- Unwilling to engage with anyone who disagrees with them
- Interest in conspiracy theories including those around certain groups having control over the rest of the world
- A sudden escalation in anger levels
- Generalisation of certain people groups including harmful stereotyping (e.g. ‘ALLare paedophiles)
- Secretive behaviour (particularly online)
- A new group of friends who appear to hold a lot of influence