



## CASE STUDY

# London Tigers, Safeguarding Young People at Risk by Building their Resilience to Radicalisation

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## ABOUT

London Tigers' project is a school- and community-based sports, mentoring and extremism awareness initiative working with at-risk young people (aged 12–17), particularly young men from South Asian and Muslim communities. Beneficiaries are referred to the project by local authorities, schools, the youth justice system and community groups based on identified risk factors such as school exclusion, poor behaviour, family breakdown, engagement in crime and/or violence, or support for hateful ideologies. Young people are kept engaged through weekly sports sessions supplemented by a course of workshops covering a variety of topics related to understanding and resisting hate and extremism. In addition, all beneficiaries take part in an extensive mentoring programming delivered through group and one-to-one sessions by trained youth workers. These activities serve to build the resilience of young people promoting emotional resilience, self-esteem and a stronger sense of belonging, while supporting cross-cultural integration within the local community.

## BENEFICIARIES

**30** young people

**40** PRU students

**1** PRU school

**1** borough



## THEMES

**Types of prejudice/discrimination:** Racism; Religious intolerance; Anti-Muslim hate; Antisemitism; Extreme misogyny; Anti-LGBTQ+ hate; Anti-migrant hate.

**Extremist ideologies:** Far-right extremism; Islamist extremism; Misogynist extremism, incl. Incels; Sectarian/separatist.

**Prevention topics:** Understanding extremism; Radicalisation/radicalisation reporting; Media/digital literacy.

## PROJECT ACTIVITIES

### Community and School Activities:

**Sports Sessions** – All beneficiaries have the opportunity to participate in weekly drop-in sports sessions, usually football or cricket, at London Tigers' sports complex in Southall. The sessions are designed to encourage participation in the wider project, while also building trust in facilitators and fostering a sense of belonging and connection among project participants.

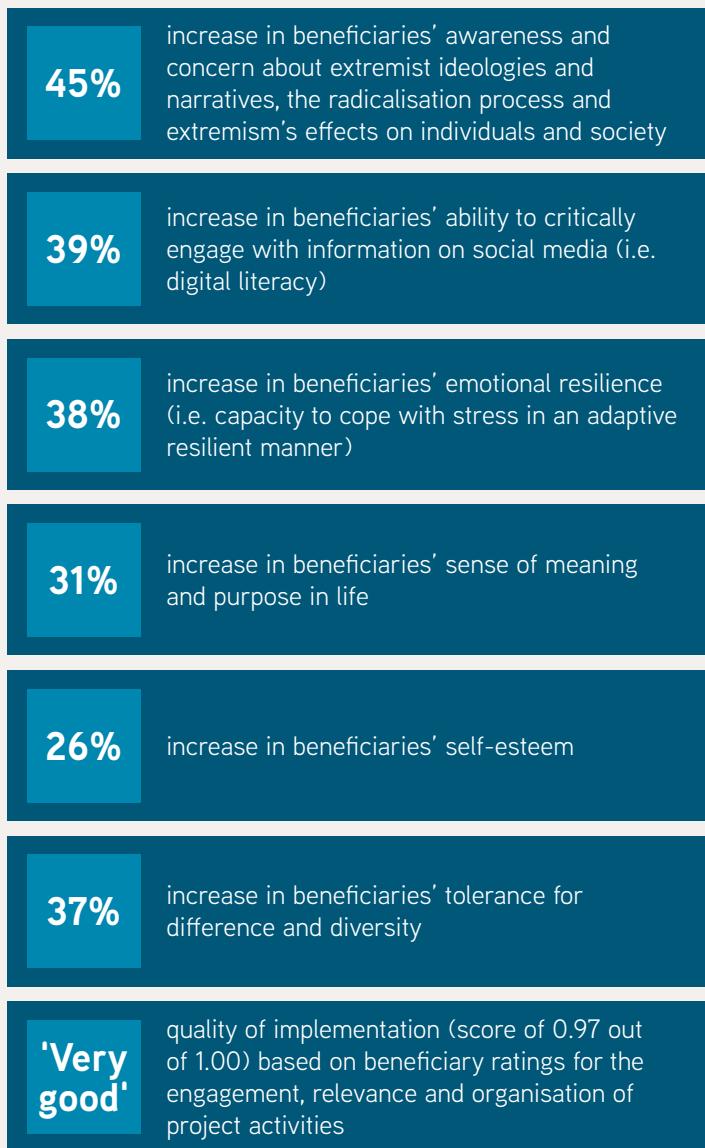
**Extremism Awareness Course** – This course consists of weekly workshops delivered to young people at London's Tigers' community centre and students at an Ealing PRU. The community centre course contains eight sessions and is delivered to groups of up to 15 young people, while the PRU course has four sessions and is delivered to groups of 5-10 students. Both courses explore a range of topics, including introductions to various extremist ideologies, narratives and counter-narratives; the push-and-pull factors that lead to radicalisation and gang recruitment; and media and digital literacy. The course also includes practical skill-building workshops in conflict resolution and incident reporting.

### Community Activities:

**Group Mentoring** – Each young person engaged through London Tigers' community centre receives six hours of group mentoring with up to 15 peers. The facilitated discussions are designed to build interpersonal relationships; encourage open dialogue; explore personal risk factors such as anger, anxiety, isolation and low self-esteem; and address individual and collective attitudes towards intolerance and violence.

**One-to-One Mentoring** – Each student receives six hours of individualised mentoring, focusing on trust building and unpacking personal issues and grievances. The mentoring is tailored to address the individual's specific circumstances; explore personal risk factors such as anger, anxiety, isolation and low self-esteem; and provide targeted support to move away from harmful attitudes and behaviours.

## PROJECT RESULTS



## TESTIMONIAL

A young man, B, arrived in the UK five years ago after experiencing trauma and loss in Gaza. He struggled with language barriers, isolation and grief. As a result, B became involved in negative peer groups, engaging in disruptive behaviour, drug use and low-level crime. His anger and resentment, particularly towards Jews, were shaped by his experiences of war and loss in Israel/Palestine. B took part in the one-to-one mentoring focused on anger management, personal reflection and reintegration into school. He also attended workshop sessions focused on extremism, hate, gang and online safety to help him reflect on his views and behaviour. While some of B's attitudes remained deeply ingrained, there were early signs of positive change. He began to engage positively with peers and teachers. He showed better emotional control and started building healthier relationships. The intervention provided B with tools for self-awareness and supported him to begin to overcome trauma and develop a more positive outlook.