



The Henrietta Barnett School

Preventing Extremism & Radicalisation Policy

This policy should be read in conjunction with other School policies (all available on the School website), particularly the Safeguarding Policy, Staff Code of Conduct, Safer Recruitment Policy, Allegations of Abuse Against Staff, Whistleblowing, Behaviour, Suspension and Exclusion, Anti-Corruption & Bribery Policy, British Values, Online Safety, Computer Acceptable Use and First Aid & Administering Medicines policies.

The Counter-Terrorism and Security Act (February 2015) places a statutory duty on schools to have due regard to the need to prevent people from becoming terrorists or supporting terrorism.

This policy has been devised in accordance with the following legislation and national guidance Keeping Children Safe in Education (KCSIE), DfE 2025; [Working Together to Safeguard Children](#), DfE 2023; The Counter-Terrorism & Security Act 2015, 'Prevent Duty Guidance: for England & Wales', HM Government (updated 2023); [Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools](#), DfE 2014; [Information Sharing: Advice for practitioners](#), DfE 2024; [DfE supporting advice on managing the risk of radicalisation](#) (updated 2023) .

The School has also carried out an Extremism & Radicalisation Risk Assessment which is kept as a working document.

1. Purpose and Aims

We are fully committed to safeguarding and promoting the welfare of all our students. We recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other susceptibility in today's society.

We fully recognise the contribution we can make to promoting the welfare of young people and protecting them from harm. This policy sets out our strategies and procedures to protect susceptible students from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

We ensure that:

- Staff and governors have an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
- Through training, all staff know what the School policy is on tackling extremism and radicalisation and how to respond when concerns arise.
- Through our curriculum, we promote the spiritual, moral, social and cultural development of students.
- Parents and students know that the School has policies in place to keep students safe from harm and that the School regularly reviews these systems to ensure they are appropriate and effective.

This policy applies to all students, staff, parents, governors, and visitors.

A glossary of related terms and indicators of susceptibility to radicalisation into terrorism can be found in Appendices 1 & 2 of this policy.

2. Roles and Responsibilities

It is the responsibility of every member of staff and any regular visitor to our School to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the students at this School.

The Head, as a representative of the Governing Body, is accountable for ensuring the effectiveness of this policy and our compliance with it. The Head will:

- ensure that this policy is reviewed annually alongside all relevant policies.
- ensure that all staff undertake appropriate Prevent training, as well as updates on extremism and radicalisation within safeguarding training, that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- assess the risk of students becoming terrorist or supporting terrorism. The risk assessment may include consideration of the School's curriculum, the use of School premises by external agencies and any other local issues relating to the School community.
- ensure that a broad curriculum is in place to deliver the spiritual, moral, social and cultural development of students.
- ensure that appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.
- ensure that there are systems in place for keeping students safe from extremist material when accessing the internet in our School by using effective filtering and usage policies.

The Designated Safeguarding Lead (DSL), carries out her role in accordance with the responsibilities outlined in *'Keeping Children Safe in Education'*. As part of this responsibility, the DSL acts as the point of contact within the School for any concerns relating to radicalisation and extremism.

The DSL will make referrals in accordance with Local Authority procedures to the MASH Team where appropriate and will represent the School at Channel meetings as required.

The DSL/Head is responsible for ensuring that all staff members are aware of the policy and procedures they need to follow. They ensure that all staff have received appropriate training.

3. Training

Through training, we ensure that all members of staff are made fully aware of the threats, risks and susceptibilities that are linked to radicalisation. Staff are able to identify children at risk of becoming terrorists or supporting terrorism and develop the confidence to challenge extremist ideas. All staff understand how we can provide support to ensure that our students are resilient and supported to resist involvement in radical or extreme activities. All staff follow local safeguarding procedures.

4. The role of the Curriculum

At HBS we provide students with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our students. Students are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Through our curriculum we aim to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;

- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the School and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

5. Visitors and Use of Premises

We recognise the role that external agencies and speakers can play in enhancing the learning experiences of our students. Where we use external agencies and individuals, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the School's values and ethos.

We will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of the School and do not marginalise any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities in lessons are embedded in the curriculum and mapped to schemes of work to avoid contradictory messages or duplication;
- Activities are matched to the needs of students;
- Activities are evaluated to ensure that they are effective.

Any guest speakers or external agencies will be appropriately supervised at all times. They will also receive a visitor's leaflet, which will include information about what to do if they have any concerns.

The termly programme of extra-curricular activities and societies is overseen by a member of staff. Student-led activities and societies are encouraged, but they are also supported and overseen by an assigned member of staff who will ensure that they are appropriate and safe.

When an agreement is made to allow external groups or organisations to use the School premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in keeping with the Preventing Extremism and Radicalisation Policy, the School will contact the police and terminate the arrangement.

6. Procedures for Managing Concerns

We adhere to the procedures that have been agreed locally through the Barnet Children's Safeguarding Partnership for safeguarding individuals susceptible to extremism and radicalisation.

We recognise that staff at school play a particularly important role as they are in a position to identify concerns early and provide help for children/young people to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and this includes susceptibility to radicalisation.**

We work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2023).

The DSL is used as a first point of contact any safeguarding concerns. Any member of staff or visitor who receives a disclosure or suspects that a child is at risk of radicalisation, must report it immediately to the DSL/Head.

Following receipt of any information raising concern about susceptibility to radicalisation, the DSL will consider what action to take and will follow the Channel procedures by making a referral via the MASH as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information must inform the Head immediately in line with the procedures outlined in the School's Safeguarding Policy, Allegations of Harm Made Against Staff Policy and the Whistleblowing Policy.

Review & Update: This policy will be reviewed annually. It was reviewed in September 2025

Appendix 1: Glossary of Terms

'Extremism' is defined in the 2011 Prevent Strategy 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, whether in this country or overseas.

It is noted that an [updated definition of 'extremism' was announced](#) in March 2024:

"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)."

However, the scope of this updated definition and principles is currently limited to UK ministerial central government departments only, and the [DfE has not yet asked](#) schools to adopt the same definition.

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence. The definition includes certain divisive or intolerant narratives which can reasonably be linked to terrorism.

'Prevention' in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of becoming involved with or supporting terrorism into appropriate interventions. These interventions aim to divert susceptible people from radicalisation.

'Radicalisation' refers to the process of a person legitimising support for, or use of, terrorist violence.

The current UK definition of **'terrorism'** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

'Susceptibility' refers to the fact that a person may be likely or liable to be influenced or harmed by terrorist and extremist ideologies that support or radicalise people into terrorism. As set out in the Prevent duty guidance, a person's susceptibility may be linked to their vulnerability (see vulnerability below), but not all people susceptible to radicalisation will be vulnerable. There may be other circumstances, needs or other underlying factors that may make a person susceptible to radicalisation but do not constitute a vulnerability.

'Vulnerability' describes the condition of being in need of special care, support, or protection because of age, disability, risk of abuse or neglect.

Appendix 2: Warning Signs/Indicators of Concern

Taken from [Guidance: Understanding and identifying radicalisation risk in your education setting](#), HM Government 2023.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that School staff are able to recognise those susceptibilities.

[DfE Guidance](#) states that there is no single way of identifying whether a learner is likely to be susceptible to radicalisation into terrorism. The process of radicalisation is different for every individual. It can take place over a long period, or it can be very quick.

Learners who are vulnerable to grooming for sexual exploitation, criminal exploitation or county lines, may also be vulnerable to radicalisation. Factors could include things like being a victim or witness of crime, abuse or bullying, or having personal or emotional difficulties.

Adverse childhood experiences, combined with specific influences from family and peers or online connections, may make someone more susceptible to radicalisation.

Extremist influences could include, but are not limited to:

- family members having direct contact or involvement with extremist or terrorist groups
- staff members of an education or community setting promoting an extremist ideology
- peers promoting an extremist ideology or sharing extremist material
- access or exposure to online extremist material via social media or the internet - for example, propaganda including pictures, videos, blogs and fake news
- exposure to extremist, terrorist or other violent activity in overseas settings
- access or exposure to extremist leaflets, magazines or stickering
- exposure to extremist groups hosting marches, protests or stalls

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation.

Push and pull factors can make a student at risk of extremism or radicalisation. Often there are several risk factors present that, seen together, can cause concern.

Push factors may include a student feeling:

- isolated
- they do not belong
- they have no purpose
- low self-esteem
- their aspirations are unmet
- anger or frustration
- a sense of injustice
- confused about life or the world
- real or perceived personal grievances

Pull factors could include an extremist or terrorist group, organisation or individual:

- offering a sense of community and a support network
- promising fulfilment or excitement
- making the student feel special and part of a wider mission
- offering a very narrow, manipulated version of an identity that often supports stereotypical gender norms
- offering inaccurate answers or falsehoods to grievances
- encouraging conspiracy theories
- promoting an 'us vs. them' mentality
- blaming specific communities for grievances
- encouraging the use of hatred and violent actions to get justice
- encouraging ideas of supremacy

DfE helpline for radicalisation and extremism

- The DfE has set up a helpline (020 7340 7264) and report system (<https://report-extremism.education.gov.uk/>) for schools to report concerns about radicalisation or extremism directly to the DfE's Due Diligence and Counter Extremism Group (DDCEG). This helpline offers advice and should be a first port of call in non-emergency situations. In an emergency situation, such as a child at immediate risk or a security incident, the School will follow normal safeguarding procedures.
- Counter Terrorism Policing have launched a safeguarding website www.actearly.uk to increase awareness with concerned family and friends, where to go for further information and support, and raise awareness and understanding of the signs of radicalisation, increase understanding and confidence of the referral process, and develop trust and confidence in the safeguarding role of the police.