



# **PREVENTING EXTREMISM AND RADICALISATION POLICY**

**Committee Responsible:**

**Local Committee**

**Reviewed by:**

**Debbie Ferrer**

**Review Date**

**January 2026**

**Approved by LC**

**24<sup>th</sup> February 2026**

**Next Review Date:**

**January 2027**

## BENTLEY WOOD HIGH SCHOOL

### PREVENTING EXTREMISM POLICY

#### **This Policy is informed by the following:**

DfE: [Keeping Children Safe in Education 2025](#)

DfE: [Searching, screening and confiscation at school](#)

DfE: [Behaviour in schools](#)

HM Government: [Working Together to Safeguard Children 2023](#)  
[Serious Crime Act 2015](#)

Gov.uk: [Meeting digital and technology standards in schools and colleges](#) (29<sup>th</sup> March 2023)

[Teaching Online Safety in Schools](#), updated 12<sup>th</sup> January 2023

[CONTEST The United Kingdom's Strategy for Countering Terrorism](#)

[Harrow Prevent Team](#)

[Prevent Duty: Harrow Safeguarding Board](#)

[ACT: Prevent Radicalisation and Extremism by Acting Early](#)

[The Equality Act 2010](#)

[Online Safety Act](#), October 2023

[Tackling Extremism in the UK](#) (Gov)

[Teaching approaches that help to build resilience to extremism among young people](#) (DfE)

[Education Against Hate](#)

[The Education Hub](#)

[The Shawcross Report](#) (Independent Review of Prevent)

[Prevent Duty Guidance](#) (31/12/2023)

[Summary - Prevent duty guidance briefing for school and Early Years](#) (September 2023)

[Glossary of Terms](#)

Bentley Wood's [Child Protection and Procedures Policy](#)

Bentley Wood's [IT Policy](#)

Bentley Wood's [British Values Statement](#)

#### **Introduction:**

Bentley Wood High School is fully committed to safeguarding and promoting the welfare of all of its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. This Policy applies to all Governors, staff, volunteers and students.

The Preventing Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to:

- the ideological causes of terrorism;
- reducing permissive environments and ensuring fundamental British Values are promoted;
- awareness and clarity around non-violent extremism;
- clear filtering and monitoring systems (see IT Policy);
- describes the activities that the School undertakes in order ensure young people are safeguarded against being influenced by those who hold extreme views (both violent and non—violent).

#### **Our principle objectives are that:**

- All Staff and Governors will understand what radicalisation and extremism are and why we need to be vigilant in school.
- All Staff and Governors will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.

- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.
- Share training and guidelines by the [Harrow Prevent Team](#).

### **What is Prevent?**

Prevent is an integral part of CONTEST, the Government's Counter Terrorism Strategy. It aims to 'stop people from becoming terrorists or supporting terrorism'. The prevent strategy;

- responds to ideological challenge of terrorism and the threat we face from those who promote it.
- prevents people from being drawn into terrorism and ensures that they are given appropriate advice and support.
- works with a wide range of sectors and institutions (including education, faith, health and criminal) where there are risks of radicalisation which need to be addressed.

Since 2010 the Office for Security and Counter Terrorism works to counter the threat of terrorism through CONTEST (the Counter Terrorism Strategy):

This strategy is based on four areas of work:

- Pursue – To stop terrorist attacks;
- Prevent – To stop people becoming terrorists or supporting terrorism;
- Protect – To strengthen our protection against a terrorist attack;
- Prepare – To mitigate the impact of a terrorist attack;

### **Definition and Indicators (also see Appendix B)**

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

### **Staff are expected to:**

- uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- be made aware, through regular CPD training, of their responsibilities, including online safety.
- staff receive updates additional CPD with Teach Talks and weekly updates in the whole staff bulletin.
- Governors receive annual training and updates in regards to Prevent.
- be fully engaged and are trained using [GOV.UK](#) resources in being vigilant about radicalisation
- be clear about the school systems in reporting any concerns and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.
- to reduce the vulnerability around permissive environments and ensure fundamental British Values are promoted.

### **The Role of the Curriculum:**

Our curriculum promotes respect, tolerance and diversity. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our

PSHE provision is embedded across the curriculum, and underpins the ethos of the school.

We follow guidance from [Keeping Children Safe in Education 2025](#) to ensure that our safeguarding procedures (including preventing young people from being drawn into radicalisation). In this document it states that *'Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.'*

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking to challenge. In addition The School will also be vigilant in regards to reducing 'permissive' environments for radicalisation as part of our duty to 'tackle the ideological causes of terrorism.

Teaching the schools' core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. Students are regularly taught about how to stay safe when using the Internet and are encouraged to be critical thinkers and also to recognise that people are not always who they say they are online. Or students are taught to seek a trusted adult if they are upset or concerned about anything they read or see on the Internet.

At Bentley Wood we will provide a broad and balanced curriculum so that our pupils are enriched, understood and become tolerant of differences and diversity and also ensure that they thrive, feel valued and are not marginalised. Students are explicitly made aware of the Equality Act 2010, and these principles are linked closely with the schools CARE Values

**We aim to:**

- teach material which emphasises the strengths and weaknesses of democracy in contrast to other forms of government in other countries and how democracy works in Britain.
- ensure that all learners within the school are consulted on a regular basis on their safety and well-being.
- maintain robust filtering and monitoring systems in order to ensure that students are protected online whilst using the school's IT network (see filtering and monitoring procedures in the school's Safeguarding Policy)
- ensure staff have high levels of safeguarding training, including level 3 training for members of the safeguarding team, HOYs and achievement leaders.
- have high aspirations for all our students, through target setting and growth mind-set training.
- organise visits to local councils, Parliament and places of worship of other faiths, and encourage contacts with those of other faiths in political or local office. use teaching resources from a wide variety of sources to help learners to understand a range of faiths, and beliefs such as atheism and humanism.
- Explore and promote diversity and shared values between communities.
- work with [Harrow](#) Prevent Team to provide adequate awareness training for staff, learners and parents.
- Ensure all members of staff are able to identify children who may be vulnerable to radicalisation and respond by following whole school safeguarding procedures with immediate effect.
- strictly apply its recruitment procedures which include DBS checks and
- references which are in line with [Keeping Children Safe in Education 2025](#)
- ensure that individuals and organisations who let the school premises are vetted for

links to extremism and that they understand their activities whilst onsite will be monitored by the site team

- ensure that teachers do not use teaching materials which may encourage intolerance guided by School guidelines and review of the curriculum and learner participation and by using and adapting the curriculum. [Teaching approaches that help to build resilience to extremism.](#)
- ensure learners are not actively encouraged by teachers or visitors to the school to support extremist views of any form. Visitors who stay for more than one day will send in additional professional references to the school's HR Manager.
- clearly communicate the school's position on Prevent through the school website.
- provide regular staff training, including newly appointed staff when undergoing induction on the practice of this policy within the school.
- follow procedures as set out by the Harrow Council Prevent Team (Appendix A) when concerns are raised.
- alert parents of any concerns the school may have.

### **Role of Governing Body**

The Governing Body of our school will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with the provisions set out in the DfE guidance [Keeping Children Safe in Education 2025](#), the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to delivery of this policy and the overall safeguarding arrangements made.

### **Reporting a Concern:**

If staff have a concern Follow School protocol for child protection issues and speak to/email the Safeguarding Team [safeugardingteam@bentleywood.harrow.sch.uk](mailto:safeugardingteam@bentleywood.harrow.sch.uk) straight away.

The DSL will discuss the referral with the Headteacher and follow referral procedure set out in Appendix A and C

### **Bentley Wood High School's Safeguarding Team 2025-2026**

The following members of staff are part of the Safeguarding Team:

*Debbie Ferrer: Assistant Headteacher/Designated Safeguarding Lead*

*Naseema Akbar: Headteacher*

*Sarah Newman: Assistant Headteacher/SENCO*

*Hary Ilanko: Assistant Headteacher/online safeguarding/EHE Coordinator*

*Iain Rankin: Deputy SENCO/Online and AI Safety*

*Keely Kilkenny: Safeguarding Assistant and Inclusion Support*

*Jahnvi Manzi: Associate Assistant Headteacher/Head of Year*

*Ben Matchett: Head of Year 11/Counselling*

*Alisha Mayers: Mentor/Parental Liaison*

**Additional Key Colleagues:**

*Bijal Ahmed:* Attendance Officer

*Gavin Baker:* Education Lead – MASH Team (Harrow)

*Mark Scanlon:* Head of Service for Early Support & Youth Justice (Harrow Council)

*Samia Malik:* Head of Community Cohesion and Prevent Lead (Harrow)

*Matt Jukes:* Safeguarding Lead and Bentley Wood High School's Safeguarding Governor (2025-2026).

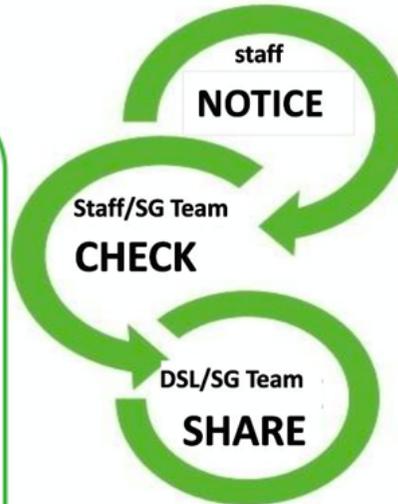


## Bentley Wood High School

### Staff

- What have you **noticed**. Who was involved?
- Does the incident relate to recent local, national or international events?
- Does the incident relate to local or national news stories? Has the individual been involved in similar incidents?
- Why do you feel the individual is vulnerable to radicalisation?
- Was it a one off comment or statement and out of context for the individual?
- Are there any other apparent vulnerabilities or concerns that make the individual at risk of radicalisation?

If you have any **Prevent** concerns, email the **Safeguarding Team:**  
[Safeguardingteam@bentleywood.harrow.sch.uk](mailto:Safeguardingteam@bentleywood.harrow.sch.uk)



### Staff/SG Team

- Have you **checked** your concern with **Debbie Ferrer (DSL)/safeguarding Team**;
- Has the individual of concern been spoken to for clarity? If not, what are the reasons for this (inappropriate, safeguarding risk?)
- Do they offer a reasonable explanation and/or account?
- If under 18, have their parents been spoken to for clarity? Have they noticed a change in behaviour?
- Or is it more suitable under general safeguarding?

### DSL/SG Team

**Debbie Ferrer (DSL)** will work closely with members of the **Safeguarding Team/relevant HOY** and may do the following:

- **Share** with professionals/get advice from other agencies:
- Discuss with the Prevent team and make a referral;
- Discuss their concerns with the individual and parents (if applicable) and make them aware of the referral to Prevent (unless sharing this information places the individual or another person at serious risk of harm);
- Explore possible interventions; (internal/external).

## **Appendix B: Glossary of terms:**

### **Extreme Right-Wing Terrorism (ERWT)**

Describes those involved in Extreme Right-Wing activity who use violence in furtherance of their ideology. These ideologies can be broadly characterised as Cultural Nationalism, White Nationalism and White Supremacism. Individuals and groups may subscribe to ideological tenets and ideas from more than one category.

### **Having due regard**

In relation to section 26 Counter-Terrorism and Security Act 2015, means that specified authorities should place an appropriate amount of weight on the need to prevent people becoming terrorists or supporting terrorism when they carry out their usual functions.

### **Ideology**

A terrorist 'ideology' is a set of beliefs, principles, and objectives to which an individual or group purports to adhere and attempts to instil in others to radicalise them towards becoming terrorists or supporting terrorism. There are several concepts or 'tools' that often feature in terrorist and extremist ideologies, including: narrative, propaganda, grievances, and conspiracy theory.

### **Interventions**

These are tailored packages intended to divert people away from extremist activity at the earliest opportunity and support their disengagement with terrorist ideologies where they have been involved in terrorism or terrorist-related activity.

### **Islamist terrorism**

Is the threat or use of violence as a means to establish a strict interpretation of an Islamic society. For some this is a political ideology which envisions, for example, the creation of a global Islamic caliphate based on strict implementation of shari'ah law. Many adherents believe that violence (or jihad as they conceive it) is not only a necessary strategic tool to achieve their aims, but an individual's religious duty. In the UK the Islamist terrorist threat comes overwhelmingly from those inspired by, but not necessarily affiliated with, Daesh and/or al-Qa'ida, but they operate within a wider landscape of radicalising influences as set out in the government's response to the Independent Review of Prevent. Islamist should not be interpreted as a reference to individuals who follow the religion of Islam.

### **Left Wing, Anarchist and Single-Issue Terrorism (LASIT)**

Encompasses a wide range of ideologies. It includes those from the extreme political left-wing as well as anarchists who seek to use violence to advance their cause in seeking to overthrow the State in all its forms.

### **Online radicalisation**

Describes situations where the internet is believed to have played a role in a person's radicalisation pathway. The internet can play two broad roles in radicalisation (offering mechanisms often unavailable to people offline). These are: exposure to extremist and terrorist content and socialisation within 'likeminded' networks. Often this is facilitated by highly permissive environments online.

**Permissive environment**

A 'permissive environment' may be characterised as being tolerant of behaviour or practices strongly disapproved of by others, such as an environment where radicalising ideologies are permitted to flourish. Radicalisers create and take advantage of permissive environments to promote or condone violence and to spread harmful ideologies that undermine our values and society. Permissive environments can exist both online and offline. Permissive online environments can contribute to online radicalisation.

**Prevention**

In the context of this document means reducing or eliminating the risk of people being radicalised or becoming involved in terrorism.

**Radicalisation**

Is the process of a person legitimising support for, or use of, terrorist violence.

**Specified authority**

Refers to the people, organisations and institutions listed in Schedule 6 of the Counter-Terrorism and Security Act 2015 to whom the Prevent duty at section 26 of the Act applies. It is their responsibility to ensure that the provisions of this guidance are carried out.

**Susceptibility**

Is complex and unique to a person's circumstances. Within Prevent, 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. Please see the 'susceptibility to radicalisation' section of the Prevent duty guidance 2023. 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.

**Terrorism**

The current UK definition is set out in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as 'The use or threat of serious violence against a person or serious damage to property where that action is:

- designed to influence the government or an international governmental organisation or to intimidate the public or a section of the public; and
- for the purpose of advancing a political, religious, racial or ideological cause.'

**Terrorist-related offences**

Are those (such as murder) which are not offences in terrorist legislation (TACT 2000), but which are judged to be committed in relation to terrorism.

**Vulnerability**

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

<https://www.gov.uk/government/publications/prevent-duty-guidance/glossary-of-terms>  
(Updated 6 March 2024)

## Appendix C: Referral Process for Harrow

### Background

The Government's counter- terrorism strategy CONTEST aims to reduce the risk to the UK and its interests from terrorism. The CONTEST strategy is made up of four key areas. One of these areas is Prevent which aims to stop people becoming terrorists or supporting terrorism.

The **Channel Programme** is a key element in the Prevent area and aims to stop people being drawn into extremism or radicalisation. Channel is a multi-agency partnership led by the local authority with the police and other services to protect and divert children and adults from being drawn in to committing terrorist-related activity. Channel addresses **all** forms of extremism.

Recognising and referring individuals who show signs of vulnerability is not about criminal prosecution: it aims to protect them from risk and from possibly committing a crime or hurting themselves or others.

Through Channel, agencies work together to assess the nature and the extent of the risk of radicalisation and, where appropriate, to provide a support package tailored to individual needs. The agencies include education, health, children and adult social care, youth services, the police and others as appropriate.

Channel is similar to the way that we would seek to work in other multi-agency safeguarding arrangements.

### Contest

<b>Protect:</b> To strengthen our protection against a terrorist attack.	<b>Prepare:</b> To Mitigate the impact of a terrorist attack.	<b>Pursue:</b> To stop terrorist attacks.	<b>Prevent:</b> To stop people becoming terrorists or supporting terrorism.
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### How to make a referral

Anyone who is concerned about a young person or adult at risk of extremism or radicalisation may make a referral to the Channel Programme.

Referral for young people up to and including age 18 (up to 25 with learning disability) should be made on a CAF (Common Assessment Framework) to [Duty&Assess@harrow.gov.uk.cjism.net](mailto:Duty&Assess@harrow.gov.uk.cjism.net) detailing your concerns about the young person and relevant history.

Referrals for people aged 19 and over should be made on the Prevent Referral Form which can be obtained via enquiry to [prevent@harrow.gov.uk](mailto:prevent@harrow.gov.uk)

### Referral Criteria

The young person or adult should be referred if there are concerns about any of the following:

- Changes in patterns of behaviour from known and predictable patterns with day to day behaviour becoming secretive or increasingly centred around extremist ideology, group or cause.
- Expressing attitudes that justify offending on behalf of the group, cause or ideology.
- Using insulting or derogatory names or labels for another group and blaming that group for all social or political ills.
- Condoning or supporting violence or harm towards others and speaking about the imminence of harm from another group and the importance of action now.
- Planning to travel abroad to areas where there are known risks from terrorism and violent extremism.