THE BARLOW
RC HIGH SCHOOL

SERVE · PRAY · ACHIEVE · RESPECT

Rise up,
take courage,
and do it.

Protecting Children and Young People from Radicalisation and Extremism Policy

Mission Statement

As a Catholic school, our mission is to show love through our respect for others.

We value our God-given gifts, talents and abilities.
Our aim is to bring out the best in everyone, within a safe and happy environment.

Everyone should know that we are followers of God by what we do, not just by what we say.

RATIFIED BY GOVERNING BODY	**November 2026**
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1. Policy Statements

The Barlow RC High School adopts the following accepted Government definition of extremism which is: 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 freedom of others.
2. Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights.
3. Intentionally create a permissive environment for others to achieve the results in (1) or (2).

https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024

There is no place for extremist views of any kind in our school.

- We have a duty to ensure pupils view school as a place where they can explore controversial issues safely and where our teachers encourage and facilitate this.
- We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so are addressed as a safeguarding concern.
- We provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity.
- We seek to ensure that all pupils thrive, feel valued and not marginalised.
- Young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times, pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist.
- Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and, where appropriate, dealt with in-line with our Behaviour Policy for pupils and the Code of Conduct / Disciplinary Policy for staff.
- By adhering to safer recruitment best practice, and by ensuring that there is an on-going culture of vigilance within our school, we will minimise the opportunities for extremist views to prevail.

2. Links to Other Documents and Policies

This policy has been written using the following safeguarding legislation and guidance:

- DfE guidance 'Keeping Children Safe in Education' (September 2026).
- Working Together to Safeguard Children 2023.
- Prevent Duty Guidance: England and Wales (2023).
- The Prevent Duty: Practical Guidance for Designated Safeguarding Leads (2026).
- The school's Child Protection and Safeguarding Policy.
- Online Safety Policy.
- Behaviour Policy.

3. Definitions

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

- Violent extremism is related to terrorism, which is 'at the extreme end of an extreme position, using fear and violence to achieve political ends'. It describes the attitudes, beliefs and actions that condone violence as a means of political end. This includes views that:
  - Foment, justify or glorify terrorist violence in furtherance of particular beliefs.
  - Seek to provoke others to terrorist acts.
  - Foment other serious criminal activity or seek to provoke others to serious criminal acts.
  - Foster hatred intended to cause violence between communities in the UK.

- **Radicalisation** is the process by which people adopt an extreme position in terms of politics and religion, a violent extremist ideology, or move to violent action in support of their beliefs.

- **PREVENT** is one of the four components that make up the Home Office counter-terrorism strategy. Its aim is to 'stop people from becoming terrorists or supporting violent extremism' through:
  - tackling ideological causes of terrorism.
  - intervening early to support people susceptible to radicalisation.
  - enabling disengagement and rehabilitation from terrorism where appropriate.

- **Critical thinking** refers to the ability to analyse and evaluate information and arguments. It is not necessarily negative, but focused on questioning assumptions and values that underpin statements and conclusions with a view to assessing their validity.

- **Resilience** is, broadly, 'the ability to 'bounce back' from adversity'. It is used by educationalists and mental health professionals to describe a process in which people can overcome or resist negative influences that block emotional well-being and / or achievement.

- **CHANNEL** is a programme developed by the Government to provide support to people at risk of being drawn into violent extremism. A local panel meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. The CHANNEL Panel meets when a referral has been made. Referrals should ordinarily be made by the Designated Safeguarding Lead although it may be appropriate for another member of staff to make a referral.

- **Risk-based approach** - there is no single route to radicalisation and no single way to identify whether a child is likely to be susceptible; background factors combined with specific influences, such as family and friends may contribute to a child's vulnerability. Radicalisation is not a linear process and can occur through many different methods and combinations of methods, such as, online, via social media or in settings, such as, within the home, local groups etc. To safeguard children and young people who are susceptible to radicalisation, we will adopt a risk-based approach and consider an individual's behaviour in the context of wider influencing factors and vulnerabilities.

- **Terrorism** (as defined in the Terrorism Act 2000) as the use or threat of action designed to influence a government, an international organisation, or to intimidate the public for a political, religious, racial, or ideological cause.

4. Roles and Responsibilities

The Role of the Governing Body:

- To 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.
- To support the ethos and values of our school and support the school in tackling extremism and radicalisation.
- In-line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education', to challenge the school's Senior Leadership Team on the delivery of this policy and monitor its effectiveness.
- To review this policy regularly (annually or sooner in response to statutory updates) and amend it outside of this timeframe in accordance with any new legislation or guidance, or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements at The Barlow RC High School.
- To work in partnership with the Local Authority to ensure safeguarding arrangements take into account policies and procedures of Manchester Safeguarding Children Partnership.

The Role of the Headteacher:

- To ensure the role of the Designated Safeguarding Lead (DSL) includes the responsibility to deliver the PREVENT strategy and sufficient training and time are provided to enable them to carry out the role.
- To ensure that pupils are provided with opportunities to learn about radicalisation and extremism and develop resilience.
- To ensure the school upholds and actively promotes British values.
- To provide regular feedback to the Governing Body on the implementation of this policy.
- To ensure all educational visits are fully risk assessed for terror threats.

The Role of the Designated Safeguarding Lead:

- To be the focus person and local 'expert' for school staff and others who may have concerns about an individual child's safety or well-being and to be the first point of contact for external agencies (this may be overseen by the DSL and actioned by the school's Safeguarding Coordinators).
- To be responsible for the PREVENT strand of the Government's counter-terrorism strategy.
- To provide necessary training and updates to school staff, Governors and volunteers.
- To work in partnership with the Local Authority where a risk assessment has identified need.
- To undertake the Prevent duty self-assessment tool to review the responsibilities under the Prevent duty.

The Role of All Staff and Volunteers:

- To undertake training as required on a regular basis.
- To raise any concerns regarding a student or colleague in accordance with the school's child protection procedures.

5. Procedures and Practices

The school will ensure the Government's Prevent strategy is implemented through:

- tackling the ideological causes of terrorism;
- identifying and supporting those susceptible to radicalisation;
- building resilience through education, critical thinking and safeguarding;
- maintaining effective referral pathways to Prevent and Channel where appropriate;
- working in partnership with parents, safeguarding partners, local authorities and counter-terrorism policing.

More specifically, and as part of wider safeguarding responsibilities, school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Concerns regarding external influences on pupils (for example through social media) which promote hatred, extremism, intolerance and/or misogyny.
- Parent/Carer reports of changes in behaviour, friendship or actions, and requests for assistance.
- Local schools, Local Authority and police reports of issues that may affect our pupils.
- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in-line with our Equality Policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- In the event of concerns about a person becoming radicalised, consideration will be given to making a referral to the local authority's Prevent Team for support, advice and guidance. The process for this is as follows:
    - A referral form is available at https://www.manchester.gov.uk/community-safety-and-asb/what-is-prevent/making-a-prevent-referral
    - The Counter Terrorism Policing Northwest (CTPNW) checks for Prevent concerns.
    - The Council checks for other safety concerns. We don't wait for the police to finish before we act.

  There are three possible outcomes to a Prevent referral:

    - Closed to Prevent - No action is needed. We may pass the concern to another service that can help.
    - Managed by CTPNW - The police will take over if they think it's not right for multi-agency support.
    - Referred to Channel - The person will get help from different services working together.

Anyone can make a referral to Prevent and permission does not need to be sought from the person who there is a concern regarding. If a referral is made to Channel, the person cannot be allocated someone to work with them without their consent (or their parent's consent if they are under 18).

6. Understanding the Context

The DSL should:

- Understand the risk of radicalisation in their area and setting. This risk will vary greatly and can change quickly, but nowhere is risk free.
- Engage with local safeguarding partners including the police, local authority and local and regional Prevent Coordinators to develop up-to-date understanding of the local risks and context.
- Recognise that peer relationships are increasingly influential during adolescence, setting social norms which inform young people's experiences, behaviours and choices and determine peer status. If young people socialise in safe and protective schools and community settings, they will be supported to form safe and protective peer relationships. However, if they form friendships in contexts characterised by violence and/or harmful attitudes these relationships too may be anti-social, unsafe or promote problematic social norms as a means of navigating, or surviving in, those spaces'.
- Recognise that young people's peer groups, communities and social media activity are either key risk factors or key protective factors. If young people socialise with peers who are themselves involved in risky activities or who hold extremist views, this too may impact on the young person's safety and wellbeing in the community and their neighbourhoods.

7. Risk Assessment

- The school closely monitors pupil intake to risk assess the risk of children being drawn into terrorism, including support for extremist ideas.
- Seek to ensure staff understand the risks, especially the increased risk of online radicalisation.
- Through the risk assessment process the school recognises that children at risk of radicalisation may display different signs or seek to hide their views.

8. Potential Indicators of Risk

Schools have a duty to assess the risk presented to young people in their settings around the risks of being drawn into extremism. Staff must be aware of children and young people's vulnerabilities, their family contexts as well as the risks in the local communities. There are often several risk factors present that, when seen together, can cause concern. Staff must have an understanding of how to support those who are at risk of extremism. There is no obvious profile of a person likely to become involved in extremism. The process of radicalisation is different for everyone and can take place over an extended period or within a very short timeframe. Some of the known ways that children and young people can be drawn into violence, or can be exposed to the messages of extremist groups include:

- Through the influence of family members or friends.
- Direct contact with extremist groups and organisations or extremist literature.
- Grooming – the process where the vulnerabilities of a young person are exploited to form an exclusive friendship which draws the young person away from other influences that might challenge the radical ideology.

- Through the internet and social media, which may normalise radical views and promote content that is shocking and extreme. Children can be trusting and may not necessarily appreciate bias, which can lead to being drawn into such groups and to adopt their extremist views.

Personal vulnerabilities or local factors can make a young person more susceptible to extremist messages:

- Sense of not belonging or struggling with their sense of identity.
- Behavioural problems or difficulties socialising.
- Emotional difficulties, lack of self-esteem.
- Issues at home or family issues.
- Criminal activity/ Being involved with gangs.
- Becoming distanced from their cultural or religious background.
- Questioning their place in society.
- Experiencing a traumatic event.
- Experiencing racism or discrimination and/or community tension.
- Lacking empathy, difficulty in understanding the consequences of their actions.
- Events affecting the country or region where they or their parents are from.
- Socialising with friends or family who have joined extremist groups.
- Exposure to one-sided points of view.

Staff should be alert to changes in children's behaviours which could indicate that they may be in need of help or protection. Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes.
- Glorifying violence, especially to other faiths or cultures.
- Making remarks or comments about being at extremist events or rallies.
- Evidence of possessing illegal or extremist literature.
- Out of character changes in dress, behaviour and peer relationships (involvement via online groups, narratives, programmes and networks may be less apparent).
- Secretive behaviour, losing interest in friends and activities.
- Online searches or sharing extremist messages or social profiles.
- Intolerance of difference, including faith, culture, gender, race or sexuality.
- Graffiti, artwork or writing that displays extremist themes.
- Attempts to impose extremist views or practices on others.
- Verbalising anti-Western or anti-British views.
- Advocating violence and/or messages similar to illegal organisations or other extremist groups.

9. Teaching Approaches

- We strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered.
- We will ensure that our teaching approaches help pupils to build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.
- We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.
- We will be flexible and adapt our teaching approaches, as appropriate, so as to address specific issues relevant to the current issues of extremism and radicalisation.

- We will not work with any external agencies that take or promote extreme positions or use materials produced by such agencies. Examples of extreme positions include, but are not limited to:
    - promoting non-democratic political systems rather than those based on democracy, whether for political or religious reasons or otherwise.
    - teaching that the requirements of English civil or criminal law may be disregarded, whether for political or religious reasons or otherwise.
    - engaging in or encouraging active or persistent harassment or intimidation of individuals in support of their cause.
    - promoting divisive or victim narratives that are harmful to British society.
    - selecting and presenting information to make unsubstantiated accusations against state institutions.

If such agencies are mentioned during lessons, for example as a result of questions from children, teachers will ensure they discuss them appropriately and impartially. In cases where an agency endorses extreme positions as well as moderate positions or positive goals, teachers will carefully explain the distinction between the two and, where appropriate, point out other agencies which are working towards the same goals but which have not adopted extreme political stances. Concerns such as these will also be logged on the school's safeguarding system, CPOMS.

10. Curriculum

- Our goal is to build mutual respect and understanding and to promote the use of dialogue as a form of conflict resolution. We will achieve this by using a curriculum that includes:
    - an effective Personal Development programme.
    - open discussion and debate.
    - the promotion of anti-violence and restorative approaches.
- We will offer a broad and balanced curriculum that promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
- We will teach and encourage pupils to respect one another and to respect and celebrate difference, especially those of a different faith or no faith, preparing them for life in modern multi-cultural Britain.

11. Online Safety

Pupils do not need to meet people to become involved in extremist views and beliefs. The internet and the use of social media is regularly being used by extremist groups to radicalise young people. These groups will often offer young people solutions to their feelings of being misunderstood, not listened to, or being treated unfairly. An appropriate web filtering system is in place, Smoothwall, and a clear policy on the use of Mobile and Smart Technology in school is also in place. Any content concerns must be reported immediately to the DSL via the school's safeguarding system, CPOMS. All staff must ensure that children and young people are supported and helped to understand about staying safe online.

Staff should be aware that pupils may encounter radicalising content through social media platforms, gaming platforms, messaging apps, algorithms, misinformation, disinformation and conspiracy theories. These risks should be considered as part of the school's wider online safety approach.

12. Use of External Agencies and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our pupils.

We will positively vet external agencies, individuals or speakers to ensure that we do not unwittingly use agencies that are inconsistent with or are 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 pupils do not marginalise any communities, groups or individuals, and do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils. We will ensure that speakers, do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

13. Child Protection

Staff at The Barlow RC High School will be alert to the fact that extremism and radicalisation are safeguarding issues and there may be some instances where a child or children may be at direct risk of harm or neglect.

All adults working at our school (including visiting staff, volunteers, contractors and trainee teachers) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead, using the procedures outlined in the Safeguarding Policy.

14. Training

- Training on extremism and radicalisation, including its safeguarding implications, will be organised for staff annually and for Governors at least every three years.
- The DSL or Deputy DSLs will attend training courses as necessary in addition to their annual training on extremism and radicalisation.

15. Safer Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to The Barlow RC High School will follow guidance for safer recruitment best practice in an education setting.

This policy will be reviewed annually by governors.