



Preventing Extremism and Radicalisation Policy

Policy Reviewed: May 2026

Policy to be reviewed next: September 2026

Statement of intent

Compass School recognises that pupils can be vulnerable to extremist ideology and radicalisation, and we are committed to protecting pupils from this risk as part of our safeguarding responsibilities.

Our commitment to safeguarding pupils against extremism, radicalisation and terrorism includes interventions and collaboration with other agencies including the police and the LA where appropriate and as required.

We support and will adhere to guidance from the DfE which requires schools to actively promote fundamental British values in order to enable pupils to challenge extremist views and ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy relates to the potential radicalisation of pupils at our school.

Compass School recognises that safeguarding children from radicalisation is part of the school's wider safeguarding responsibilities.

The school recognises that children may experience multiple and intersecting vulnerabilities including:

- * online exploitation and harmful online influences
- * child-on-child abuse
- * discrimination, racism and hate-based abuse
- * mental health vulnerabilities
- * social isolation
- * exploitation by extremist groups
- * misogyny and harmful ideologies online
- * conspiracy theories and disinformation

The school adopts an anti-discriminatory and child-centred approach in line with Working Together to Safeguard Children 2026.

Staff are expected to challenge discriminatory language, extremist narratives, racist behaviour, harmful stereotypes and intolerance in a proportionate and safeguarding-focused manner.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- * Children Act 1989
- * Education Act 1996
- * Counter-Terrorism and Security Act 2015
- * Childcare Act 2006
- * Equality Act 2010
- * Data Protection Act 2018
- * UK GDPR
- * Home Office (2024) 'Prevent duty guidance: England and Wales'
- * Home Office (2021) 'Channel Duty Guidance: Protecting People Vulnerable to Being Drawn into Terrorism'
- * DfE (2025) 'Keeping Children Safe in Education'
- * DfE (2026) 'Working Together to Safeguard Children'
- * DfE (2023) 'The Prevent Duty: safeguarding learners vulnerable to radicalisation'
- * Children's Wellbeing and Schools Act 2026
- * Online Safety Act 2023

Definitions

For the purpose of this policy:

- **Extremism** – is defined as vocal or active opposition to fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This includes calling for the death of members of the armed forces.
- **Radicalisation** – is defined as the process of a person legitimising support for, or use of, terrorist violence.
- **Terrorism** – is defined 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.

Roles and responsibilities

- The school will work collaboratively with safeguarding partners, social care, health professionals, police and other agencies to promote early help and coordinated multi-agency safeguarding.

- Staff will recognise that children can experience multiple harms simultaneously, including online harms linked to exploitation, extremism or radicalisation.
- The school will ensure that the voice of the child is heard, recorded and appropriately considered within safeguarding decision-making.
- Staff will maintain professional curiosity and undertake direct and timely information sharing where safeguarding concerns arise.
- The school will use anti-racist and anti-discriminatory practice when assessing vulnerability, recognising that discrimination and marginalisation can increase vulnerability to exploitation and extremist influence.
- Safeguarding approaches will take account of contextual safeguarding risks both online and within the local community.

The Management Committee will be responsible for:

- Ensuring the appropriate measures are in place to protect pupils from radicalisation.
- Ensuring the Prevent duty is seen as part of the school's wider safeguarding duties.
- Ensuring the school has a designated lead in a senior management role who is responsible for the delivery of Prevent.
- Having robust safeguarding policies in place to ensure that those at risk of radicalisation are identified and appropriate support is provided.
- Ensuring that policies are in place which are proportionate and based on an understanding, shared with partners, of the threat and risk in the local area, the phase of education, and the size and type of school.

The headteacher will be responsible for:

- The overall implementation and management of this policy.
- Ensuring every staff member is familiar with the scope of this policy.
- Ensuring pupils are taught about British values through the curriculum.
- Ensuring that the teaching of the school curriculum encourages learners to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.
- Ensuring the school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- Undertaking a risk assessment which assesses how their learners or staff may be at risk of being radicalised into terrorism, including online.
- Identifying extremist risks in the local area.
- Ensuring that the school's safeguarding policies set out clear protocols for ensuring that any visiting speakers, whether invited by staff or by children themselves, are suitable and appropriately supervised.
- Ensuring that invited 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.
- Ensuring appropriate prevent training is undertaken by each member of staff.
- Ensuring DSLO's receive in-depth training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels - updated at least every two years.
- Ensuring the school has robust procedures for sharing information, both internally and externally.
- Having measures in place to prevent their facilities being exploited by radicalisers.
- Ensuring that policies relating to the appropriate use of IT equipment and networks contain specific reference to the Prevent duty.

The DSL, DDSL and DSLO's will be responsible for:

- Handling any referrals to Prevent and/or Channel and supporting staff who make referrals.
- Co-operating as reasonably practicable with LA-led Channel panels.
- Following up any referrals made to the Prevent.
- Providing advice and support to staff on protecting pupils from the risk of radicalisation.
- Delivering staff training on the Prevent duty.
- Working with external agencies to support pupils at risk of being drawn into terrorism.
- Providing guidance to other staff members to help them support pupils at risk of being drawn into terrorism.
- Understanding local procedures for making a Prevent referral and making Prevent referrals where appropriate.
- Considering if it would be appropriate to share any information with a new school or college in advance of a pupil leaving, e.g., if the pupil is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the pupil arrives.
- Undertaking specific prevent awareness training and providing advice and support to other staff on protecting pupils from the risk of radicalisation.
- Maintaining an awareness of the risks relating to extremism in the local area.
- Maintaining a clear understanding of prevent reporting and referral mechanisms.

All staff members will be responsible for:

- Being alert to the risk factors of extremism and radicalisation and any changes in a pupil's behaviour which could indicate that they may be in need of help or protection.
- Raising any concerns with a DSLO
- Engaging in staff training on the Prevent duty.
- Using their professional judgement to identify pupils who may be at risk of radicalisation and acting proportionately.

Promoting fundamental British values

Through the national curriculum, the school will:

- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world.

Through our social, moral, spiritual and cultural (SMSC) curriculum, the school will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils 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 pupils 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 pupils to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- 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.

The school will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.
- Ensuring that all pupils within the school have a voice that is listened to, e.g., by demonstrating how democracy works via a school council whose members are voted for by the pupils.
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age.
- Offering a debate club to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Considering the role of extra-curricular activities, including any activity run directly by pupils, in promoting fundamental British values.

Community links

- The school will engage in discussions with local community and religious leaders, and local law enforcement. Management Committee board meetings will include discussion about extremism and terrorism where appropriate.
- The school will operate an open-door policy for community members to report concerns.
- The school will develop effective partnerships with local prevent leads, the police and the LA through multi-agency forums.
- The school will maintain an up-to-date awareness of the risk and threat posed in the local area and the latest developments in best practice through local partnerships.

Safeguarding from extremism

The school will do its utmost to safeguard pupils from being drawn into extremism and terrorism, whilst also ensuring it protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

The school has strong relationships with our local safeguarding partners and will involve them at the earliest opportunity when safeguarding issues arise.

The school will encourage any pupil, parent, staff member or member of the wider school community to speak to the DSLO if they have concerns about:

- Pupils becoming radicalised.
- Groups, clubs or societies with extremist or radical views.
- Friends and/or families of pupils becoming radicalised or involved in extremism.
- Pupils planning to visit known areas of conflict.

- Members of the school and wider community attempting to draw young and/or vulnerable pupils into extremism.

Visitors and speakers coming into the school will be vetted prior to them having access to pupils. All materials handed out to pupils, whether by teachers or visitors and speakers, will be checked by the headteacher. Due diligence checks will also be carried out on those hiring and using the school premises

The school will incorporate appropriate filtering and monitoring systems to limit pupils' exposure to online risks, including extremist content.

The DSLO and ICT team will work together to ensure that there is a clear reporting process in place where filtering systems raise safeguarding or prevent-related concerns

Online safety and filtering

The school recognises that radicalisation risks increasingly occur online through:

- * social media platforms
- * gaming platforms
- * livestreaming
- * encrypted messaging apps
- * artificial intelligence generated content
- * online influencers and extremist networks

The school will:

- * maintain appropriate filtering and monitoring systems
- * regularly review filtering and monitoring effectiveness
- * ensure safeguarding and IT leads work collaboratively
- * record and respond appropriately to filtering alerts
- * teach pupils about misinformation, disinformation, deepfakes, online manipulation and harmful algorithms
- * educate pupils about safe online behaviours and critical thinking skills

Low level concerns and information sharing

All staff will understand their responsibility to report safeguarding concerns, including low-level concerns, indicators of radicalisation or harmful ideological influence.

The school recognises the importance of timely and proportionate information sharing in keeping children safe.

Attendance and children missing education

The school recognises that persistent absence, children missing education, repeated moves and reduced engagement may increase vulnerability to exploitation, extremism or radicalisation.

Children not in school and safeguarding visibility

In line with the Children's Wellbeing and Schools Act 2026, the school recognises the importance of ensuring all children remain visible within safeguarding systems.

The school will:

- * maintain accurate attendance, safeguarding and welfare records
- * work proactively with local authorities where concerns exist regarding children missing education
- * share safeguarding information appropriately and lawfully with relevant agencies
- * support multi-agency safeguarding arrangements designed to reduce the risk of children becoming unseen or vulnerable to harm

Mobile phones and online wellbeing

The school recognises the safeguarding risks associated with unrestricted mobile phone and online access.

The school will implement and enforce its mobile phone and smart device expectations in line with statutory guidance and safeguarding responsibilities.

Preventing radicalisation

- The school will assess the risk of pupils being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.
- Allegations and concerns of radicalisation and/or terrorism will always be taken seriously and staff will act proportionately, which may include making a Prevent referral.
- The school is aware that extremist propaganda is widely available online, and will educate pupils to ensure that British values are promoted regularly to encourage pupils to develop an appreciation of society. The school will work with local

religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the school.

- All internet activity that takes place on site will be recorded, as well as activity on any school-owned computers, laptops and tablets off site, and appropriate filters will be installed to protect children from terrorist and extremist material online, in accordance with the Online Safety Policy. In accordance with KCSIE and our Child Protection and Safeguarding Policy, pupils will be taught about the importance of staying safe online through PSHE lessons.
- The school recognises that pupils' parents and families are best placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.
- The school will always aim to integrate and engage every child within the school community, and in the wider community. A range of different religious and cultural festivals will be celebrated across the year giving every pupil the opportunity to take part.
- The school will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging, in extremist activity and/or radicalisation. Where a pupil has been identified as at risk of radicalisation, the school will take action proportionate to the incident or risk.

The school recognises that radicalisation concerns may involve a broad range of ideologies including:

- Islamist extremism
- Extreme right-wing ideology
- mixed, unstable or unclear ideologies
- misogynistic extremism
- incel-related ideology
- conspiracy-driven extremism
- online hate movements

Staff will avoid making assumptions based on culture, ethnicity, faith, gender or background and will respond proportionately to behaviours, safeguarding indicators and contextual concerns. The school recognises that vulnerability to radicalisation does not in itself indicate criminality

Visiting speakers and external agencies

The school will undertake appropriate risk assessments and due diligence checks for visiting speakers, external agencies and organisations.

The school will ensure:

- * content is suitable for pupils' age and maturity
- * presentations are supervised by staff
- * external visitors do not promote partisan political views, extremist narratives or discriminatory language
- * pupils are provided with balanced viewpoints where political or controversial issues are discussed

Any concerns arising from external speakers or materials will be reported immediately to the DSL.

Identifying concerns

Although extremist behaviour can be presented in many forms, the school recognises the following as potential indicators of radicalisation or a susceptibility to radicalisation:

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views, e.g., 'hate' language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which is counter to the school's Equality Information and Objectives Policy
- Documented concerns raised by parents or family members about the changing behaviour of the pupil
- References to an extremist narrative in the pupil's work
- Disassociation from existing friendship groups
- A loss of interest in activities in which they previously engaged
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of discrimination
- Property damage

- Refusal to cooperate with the requests of teachers or other adults
- Obsessive viewing or sharing of extremist online content
- Sudden fixation on conspiracy narratives
- Increased secrecy regarding online activity
- Use of coded extremist language, symbols or memes
- Admiration for mass violence or extremist perpetrators
- Misogynistic or hate-based rhetoric
- Engagement with harmful online communities
- Sudden changes in peer groups or online networks
- Repeated exposure to extremist influencers or content creators

When assessing whether a pupil is at risk of radicalisation, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences through the internet?
- Does the pupil possess or actively seek extremist material?
- Does the pupil sympathise with, or support, extremist groups or behaviour in their speech or written work?
- Does the pupil's demeanour suggest a new social, religious or political influence, e.g., through jewellery or clothing?
- Has the pupil previously been a victim of discrimination or a religious crime?
- Has the pupil experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the pupil display an irregular and distorted view of religion or politics?
- Does the pupil display a strong objection towards specific cultures, faiths or race?
- Is the pupil a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the pupil's family?
- Has the pupil witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?
- Has the pupil travelled for extended periods of time to international locations?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil a victim of social isolation?
- Does the pupil have insecure, conflicted or absent family relationships?

Critical indicators include where a pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- In possession of extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

The school will encourage staff to engage with online government resources, including the website Educate Against Hate, and the Prevent e-learning modules provided by the Home Office.

Making a referral

- In accordance with the school's Safeguarding Policy, if any member of staff has any concerns about a pupil, they will raise this with a DSLO.
- Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to Prevent. In most cases, the DSLO will refer the case to Prevent where there is a radicalisation concern, as appropriate.
- The school will make referrals to Prevent where appropriate and in accordance with local safeguarding procedures.
- Referral decisions will be evidence-informed, proportionate and child-centred.
- The school recognises that safeguarding support through Prevent and Channel is intended to provide early intervention and support, not criminalisation.

What happens when a person is referred to Prevent?

Prevent referrals will usually follow the process set out below:

1. The local police force will look at each referral first. They will check if there is an immediate security threat. They will also check if there is a genuine risk of radicalisation.
2. If the person isn't at risk of radicalisation, they will not be deemed a case for Prevent. Where appropriate, the person may instead be offered other support, for example being referred to mental health services or social services.
3. If there is a risk of radicalisation, a panel of local experts will assess the referral. The panel is led by the LA and may include the police, children's services, social services, education professionals and mental health care professionals.
4. If the panel decides that a person is at risk, they will be invited to join a support programme called Channel. This is voluntary, so a person can choose whether to take part. If a person chooses not to take part in the programme, they may be offered other support instead and any risk will be managed by the police.

The support provided by the Channel programme may include the following:

- Mentoring
- Mental health support such as counselling
- Education or career development support
- Online safety training for parents

The police will be notified immediately if someone is about to put themselves or others in immediate danger, or if they appear to be involved in planning to carry out a criminal offence and the school's emergency procedures will be followed.

The DSLO will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and the UK GDPR, as outlined in the Data Protection Policy.

The school will ensure that all of those involved in a referral understand that referrals are not made to the Home Office and that getting support from Prevent is not a punishment and will not go on a person's criminal record.

Training

Training will include:

- * current extremist risks and trends
- * online radicalisation
- * AI-generated extremist content
- * misinformation and conspiracy narratives
- * local safeguarding risks
- * trauma-informed practice
- * anti-racist and anti-discriminatory safeguarding practice
- * contextual safeguarding
- * notice, check and share procedures
- * Prevent referral thresholds and Channel processes

All staff will attend safeguarding training which includes information on preventing people from being drawn into terrorism or extremist groups. Prevent training will be provided annually and will be updated as required.

Staff will be provided with regular updates, notices and emails regarding Prevent and anti-extremism as required.

The DSLO team will receive additional support from local partnerships and training on local processes for Prevent. When identifying training needs, consideration will be given to the level of knowledge needed for different roles.

Records will be maintained of training provided to ensure that training needs are being met and kept up to date.

Training will be quality assured and its effectiveness reviewed regularly. The school will make use of government quality assured prevent training resources.

Training will take account of, and be proportionate to, the risk of terrorism and extremism in the local area.

Staff will be trained to be vigilant toward the push and pull factors that could make a pupil vulnerable to being drawn into extremism or radicalisation.

Staff will look out for 'push factors' including where a pupil may be feeling:

- Isolated
- That they do not belong
- That they have no purpose
- Low in self-esteem
- That their aspirations are unmet
- Angry or frustrated
- A sense of injustice
- Confused about life or the world
- Real or perceived personal grievances

In conjunction with these push factors, staff will be aware of the 'pull factors' that could make extremist or terrorist groups and ideologies attractive to those experiencing the above feelings.

Staff will be aware that pull factors can include where extremist or terrorist groups:

- Offer a sense of community and a support network.
- Promise fulfilment or excitement.
- Make the pupil feel special and part of a wider missions.
- Offer a very narrow, manipulated version of an identity that often supports stereotypical gender norms.
- Offer inaccurate answers or falsehoods to grievances.
- Encourage conspiracy theories.
- Promote an 'us vs. them' mentality.
- Blame specific communities for grievances.
- Encourage the use of hatred and violent actions to get justice.
- Encourage ideas of supremacy.
- Further advice on training will be sought from the LA safeguarding team as appropriate.

Monitoring and review

The Management Committee will receive regular safeguarding updates relating to Prevent, online safety, filtering and monitoring, local risks and training compliance.

The school will review safeguarding and Prevent risk assessments at least annually and following any significant safeguarding incident or local/national threat update.