Preventing Extremism and Radicalisation Policy	
Updated	September 2026
Status	Statutory policy
Review	September 2027 (or earlier where legislation/guidance changes)

1. Statement of intent

Compass School recognises that children and young people can be vulnerable to extremist ideology, radicalisation, terrorism and associated online harms. Protecting pupils from these risks is part of the school's wider safeguarding and child protection responsibilities and is not a stand-alone counter-terrorism activity.

The school will maintain a child-centred, anti-discriminatory and proportionate approach. We will seek to understand the individual child and the context in which concerns arise, avoid assumptions based on faith, ethnicity, nationality, gender, disability or background, and respond to behaviours, safeguarding indicators and credible contextual information.

The school will promote a safe environment in which pupils can ask questions, discuss difficult and controversial issues, encounter a range of lawful and age-appropriate viewpoints, and develop the knowledge and critical-thinking skills needed to recognise manipulation, misinformation, hate and extremist narratives.

The Prevent duty will be integrated with the school's safeguarding arrangements, online safety, behaviour, equality, curriculum, visitor management, information-sharing, security and emergency-preparedness procedures.

2. Scope

This policy applies to all pupils, staff, volunteers, governors/Management Committee members, contractors, visitors and external organisations working with or using the school. It applies to concerns arising on school premises, during educational visits and activities, online, and in the wider community where the concern affects the safeguarding or welfare of a pupil.

3. Key principles

- Safeguarding is everyone's responsibility: staff should act on concerns rather than wait for certainty.
- The child's welfare and voice must remain central to decision-making.
- Prevent is an early-safeguarding intervention; a Prevent concern is not, by itself, an allegation that a child has committed a crime.
- Risk assessment must be evidence-informed, proportionate and responsive to the local threat picture.
- A pupil may be vulnerable to multiple harms at the same time, including exploitation, bullying, discrimination, online abuse, misogyny, hate-based abuse, criminal exploitation and radicalisation.
- Staff must not profile or stereotype individuals or communities. Faith, ethnicity, nationality, political opinion, appearance, disability or lawful expression are not indicators of radicalisation in themselves.
- Information should be shared lawfully and promptly where necessary to safeguard a child; data protection law is not a barrier to proportionate safeguarding information-sharing.
- Where there is immediate danger, suspected terrorism or serious criminality, the school will contact the emergency services/police in accordance with its safeguarding and emergency procedures.

4. Legal and statutory framework

This policy should be read alongside the school's Child Protection and Safeguarding Policy and other relevant policies. It has regard to the following legislation and guidance, as applicable:

- Children Act 1989.
- Education Act 1996 and Education Act 2002.
- Counter-Terrorism and Security Act 2015, including section 26 and the Prevent duty.
- Equality Act 2010.
- Data Protection Act 2018 and UK GDPR.
- Online Safety Act 2023.
- Terrorism Act 2000 and other applicable counter-terrorism legislation.
- Keeping Children Safe in Education 2026 (KCSIE 2026), statutory guidance in force from 1 September 2026.
- Working Together to Safeguard Children 2026.
- Prevent duty guidance: guidance for specified authorities in England and Wales (Home Office, current statutory guidance).
- Key principles of Prevent (Home Office, February 2026).
- The Prevent duty: safeguarding learners vulnerable to radicalisation (DfE).
- Channel Duty Guidance and relevant local Channel/Prevent referral arrangements.
- Children's Wellbeing and Schools Act 2026, as applicable to the school and subject to commencement provisions.
- Terrorism (Protection of Premises) Act 2025 (Martyn's Law) and associated guidance, including the current implementation timetable.
- Relevant local safeguarding partnership procedures, local authority Prevent arrangements and local threat/risk information.

Where statutory guidance or legislation is amended, the most recent version will take precedence, and this policy will be updated as soon as reasonably practicable.

5. Definitions

Extremism: the term is used in accordance with the current government definition and guidance. The school will use the definition applicable at the time and will avoid treating lawful political, religious or philosophical belief as extremist because it is unpopular or controversial.

Radicalisation: the process by which a person comes to support terrorism or extremist ideologies associated with terrorist groups. Radicalisation can happen in different ways and may occur online or offline.

Terrorism: conduct falling within the relevant statutory definition in UK terrorism legislation.

Prevent: the government safeguarding strand of CONTEST concerned with preventing people from becoming terrorists or supporting terrorism.

Channel: a voluntary, confidential, multi-agency support programme for people identified as vulnerable to being drawn into terrorism. Participation is not a criminal sanction.

6. Roles and responsibilities

6.1 Management Committee

- Ensure that the school has effective safeguarding and Prevent arrangements and that the Prevent duty is embedded within wider safeguarding governance.

- Ensure the school has a proportionate understanding of local and national threats and that risk assessments are maintained.
- Hold leaders to account for staff training, curriculum provision, online safety, visitor management, information-sharing and emergency preparedness.
- Ensure the policy is reviewed at least annually and following significant incidents, changes in legislation/guidance or material changes in local risk.

6.2 Headteacher

- Have overall responsibility for implementation of this policy.
- Ensure the school has an identified senior Prevent lead/DSLO arrangement and clear referral routes.
- Ensure staff receive safeguarding and Prevent training appropriate to their role.
- Ensure the curriculum promotes fundamental British values and provides pupils with appropriate opportunities to discuss controversial issues safely.
- Ensure suitable due diligence and risk assessment for visiting speakers, external organisations and use of school premises.
- Ensure effective filtering, monitoring and online-safety arrangements are in place.
- Ensure the school's security and emergency procedures are coordinated with its safeguarding responsibilities and its preparation for Martyn's Law.

6.3 DSL, DDSL and DSLO

- Receive, record, assess and manage Prevent and radicalisation concerns in accordance with the safeguarding policy and local procedures.
- Make or facilitate Prevent referrals where appropriate and maintain oversight of referral outcomes.
- Liaise with the local authority, police, Prevent practitioners, Channel partners and other agencies as appropriate.
- Consider whether other safeguarding pathways, including children's social care, the police or specialist support, are required.
- Ensure the pupil's voice, needs and welfare are considered and recorded.
- Provide advice and support to staff and ensure learning from cases informs training and risk assessment.
- Ensure appropriate information is shared with a new education setting where safeguarding information needs to follow the child, in accordance with KCSIE and data protection requirements.

6.4 All staff

- Know the school's safeguarding and Prevent procedures and the identity of the DSL/DDSL/Prevent lead.
- Remain professionally curious and alert to significant changes in behaviour, presentation, relationships, online activity, attendance or wellbeing.
- Report concerns promptly; staff do not need to prove radicalisation before reporting a concern.
- Avoid stereotyping and do not investigate allegations themselves.
- Complete required safeguarding and Prevent training and apply the school's information-sharing and recording procedures.

7. Prevent risk assessment

The school will maintain a Prevent risk assessment proportionate to its setting. It will consider:

- The local threat and risk picture and information provided by the local authority, police and Prevent partners.
- Online risks, including extremist content, grooming, algorithmic amplification, harmful online communities, misinformation, disinformation and AI-generated material.

- Risks associated with hate, racism, antisemitism, Islamophobia, misogyny, violent misogyny, homophobia, transphobia and other identity-based hostility where these may form part of an extremist or radicalising pathway.
- The vulnerability of pupils with additional safeguarding needs, SEND, social isolation, exploitation risks or other circumstances that may increase susceptibility to harmful influence.
- Risks connected with visitors, external speakers, community use of premises, educational visits and external digital platforms.
- Security and emergency-preparedness risks associated with terrorism.

The risk assessment will be reviewed at least annually and sooner where there is a significant incident, credible threat, material change in the local risk picture or relevant legal/guidance change.

8. Promoting fundamental British values and a culture of inclusion

The school will actively promote democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values will be embedded across the curriculum and wider school life rather than taught as a single annual activity.

- Pupils will be taught to listen to and challenge ideas respectfully.
- Pupils will learn how democratic institutions and the rule of law operate.
- Pupils will be supported to understand rights, responsibilities and lawful freedom of expression.
- Teaching will address prejudice, discrimination, racism, hate and harmful stereotypes in an age-appropriate way.
- Political and controversial issues will be handled in a balanced and educational manner.
- The school will provide safe opportunities for pupils to discuss difficult issues and will intervene where discussion becomes threatening, discriminatory or harmful.

9. Curriculum, critical thinking and media literacy

The school recognises that effective prevention includes helping pupils learn resilience and critical-thinking skills. Age-appropriate teaching may include:

- How online content can be manipulated or taken out of context.
- How algorithms, influencers and online communities can shape what people see.
- How to identify misinformation, disinformation, conspiracy narratives and manipulated media.
- How extremist groups and individuals may use grooming, belonging, grievance, fear or identity to influence others.
- How to report harmful content and seek help in and outside of school
- How to disagree respectfully and distinguish lawful expression from threats, incitement, harassment or support for violence.

10. Online safety, social media and AI

The school recognises that radicalisation may occur through online spaces. Filtering and monitoring will be managed in accordance with KCSIE, the Online Safety Policy and the school's safeguarding arrangements.

- Concerns identified through filtering and monitoring will be assessed by safeguarding staff and not treated automatically as evidence of radicalisation.
- Staff will consider context, intent, frequency, vulnerability and other safeguarding indicators.
- The school will address extremist material, violent content, hateful content and harmful online communities through safeguarding, education and proportionate intervention.

- Staff and pupils will be supported to understand the risks of AI-generated extremist content, deepfakes, manipulated images and persuasive synthetic media.
- The school will maintain clear routes for pupils to report online concerns confidentially.

11. Recognising vulnerability and indicators

There is no single profile of a child who may be vulnerable to radicalisation. Staff should look for changes or combinations of factors rather than relying on a checklist. Possible indicators may include:

- Increasing isolation, withdrawal or loss of previously positive relationships.
- A sudden or marked change in behaviour, language, attitudes or online activity.
- Persistent engagement with content that glorifies terrorism or serious violence.
- Admiration for terrorist or extremist perpetrators or repeated justification of violence.
- Use or sharing of dehumanising, hateful or extremist narratives.
- Increasing involvement in online communities encourage hatred, violence or supremacist ideas.
- Sudden fixation on conspiracy narratives accompanied by hostility, fear or calls for action.
- Evidence of grooming, coercion, recruitment or contact with individuals seeking to radicalise the pupil.
- Significant grievances or experiences of injustice are being exploited by others.
- A combination of vulnerability factors, including exploitation, bullying, discrimination, social isolation or harmful peer influence.

These indicators are not proof of radicalisation. Staff must consider the whole child, the context and alternative explanations and should seek advice from the DSL/DDSL.

12. Ideological and identity-related risks

The school recognises that radicalisation can involve Islamist extremism, extreme right-wing extremism, mixed/unstable/unclear ideologies and other forms of terrorism or extremist influence. The school will also remain alert to violent misogyny, incel-related communities, conspiracy-driven extremism and online hate where these intersect with a risk of terrorism or serious violence.

The school will not label a pupil or community on the basis of identity. Lawful religious observance, political discussion, questioning, protest, clothing, cultural practice or possession of lawful material are not, without additional safeguarding context, evidence of radicalisation.

13. Responding to concerns

Any staff member who is concerned that a pupil may be vulnerable to radicalisation should follow the school's safeguarding reporting procedure and speak to the DSL/DDSL or Prevent lead as soon as possible ensuring that they:

1. Listen calmly and take the concern seriously.
2. Do not promise confidentiality and do not conduct your own investigation.
3. Record the concern promptly, accurately and factually, including what was observed or disclosed and any relevant context.
4. Pass the concern on immediately using the school's safeguarding reporting route (Safeguarding Triage)
5. A DSL/DDSL/DSLO will assess the concern, consider the child's wider safeguarding needs and determine the appropriate response.
6. Where appropriate, this may include early help, support from school pastoral services, referral to children's social care, police involvement, or a Prevent referral.
7. Where a Prevent referral is considered, the school will follow current local Prevent referral procedures and the Home Office/DfE guidance.

Staff must not delay a safeguarding response because they are uncertain whether the concern meets a Prevent threshold. The DSL should seek advice where necessary.

14. Parents and carers

The school will normally collaborate openly with parents/carers and seek to involve them in safeguarding decisions. However, information will not be shared with a parent/carer who were doing so could increase risk to the child, prejudice an investigation, or otherwise conflict with safeguarding duties. Decisions about parental involvement will be recorded with the rationale.

15. Prevent referrals and Channel

Prevent referrals are safeguarding referrals. They are considered through the local Prevent process and may be screened by the police and/or relevant Prevent practitioners. A referral does not automatically result in Channel support.

Where a person is considered suitable for Channel, the programme is voluntary and focuses on early support tailored to the individual's needs. The school will cooperate with relevant agencies and share appropriate information lawfully.

The school will maintain ongoing dialogue with Prevent practitioners following a referral where appropriate, seek feedback on outcomes, and continue to monitor and support the pupil in line with their safeguarding plan.

16. Information sharing and records

- Safeguarding information will be shared on a need-to-know basis and in accordance with UK GDPR, the Data Protection Act 2018, KCSIE and relevant information-sharing guidance.
- Data protection concerns must not prevent necessary safeguarding information from being shared lawfully and proportionately.
- Records will be factual, timely, secure and sufficiently detailed to show the concern, action taken, decisions made, rationale and outcome.
- Prevent records will be retained and managed in accordance with the school's safeguarding record-retention arrangements.
- Access to sensitive records will be restricted to authorised staff.

17. Visiting speakers, external organisations and use of premises

- The school will undertake proportionate due diligence and risk assessment before external speakers or organisations are permitted to engage with pupils.
- The school will consider the suitability of the speaker, proposed content, safeguarding implications and any relevant local or national concerns.
- Staff will supervise pupil-facing sessions where appropriate.
- Political or controversial material will be handled in accordance with the school's curriculum and legal duties concerning balanced presentation of political issues.
- The school will not knowingly provide a platform for terrorism, extremist recruitment, incitement to violence, unlawful discrimination or material that undermines safeguarding.
- Community use of premises will be managed through the school's lettings, safeguarding, and security procedures.

18. Martyn's Law – preparedness for the Terrorism (Protection of Premises) Act 2025

The Terrorism (Protection of Premises) Act 2025, commonly known as Martyn's Law, received Royal Assent in April 2025. As at the start of academic year 2026–27, the Act is in an implementation period and is expected to come into force in 2027. The school will not describe future requirements as already legally in force.

The school will nevertheless use 2026–27 to prepare proportionately for implementation, including:

- Confirming whether and how the school's premises fall within the Act's scope and tiering arrangements once applicable.
- Maintaining an up-to-date terrorism/security risk assessment alongside wider safeguarding and emergency planning.
- Reviewing procedures for evacuation, invacuation/lockdown, communication, access control and incident response.
- Identifying the person responsible and governance arrangements required for implementation.
- Engaging with DfE, Home Office, Security Industry Authority and local authority guidance as it is issued.
- Providing relevant staff awareness and testing arrangements before the statutory requirements commence.

This section will be updated when the final statutory guidance and implementation arrangements are confirmed.

19. Training

All staff will receive safeguarding training that includes awareness of the Prevent duty and how to identify and report concerns. Training will be proportionate to role and risk.

Training and updates will cover, as appropriate:

- Current Prevent responsibilities and local referral pathways.
- Online radicalisation and harmful online communities.
- Extremist and terrorist ideologies, including mixed/unclear ideologies.
- Violent misogyny and other emerging forms of harmful extremist influence.
- Misinformation, disinformation, conspiracy narratives and AI-generated content.
- Anti-racist, anti-discriminatory and trauma-informed safeguarding.
- Professional curiosity, recording and information-sharing.
- Prevent referral thresholds, Channel and post-referral processes.
- Local threat and risk information.
- Security and terrorism preparedness, including relevant Martyn's Law developments.

The Prevent lead/DSLO and other relevant safeguarding leaders will undertake enhanced training and maintain knowledge of local procedures. Training effectiveness will be reviewed through supervision, case review, safeguarding audits and feedback.

20. Monitoring, evaluation and review

The Management Committee will receive regular safeguarding information relating to Prevent, including relevant incidents, training, risk assessments, online-safety concerns, visitor management, local threat information and lessons learned. Reporting will protect pupils' confidentiality and will not include unnecessary personal information.

- Prevent risk assessment reviewed at least annually.
- Policy reviewed annually and whenever statutory guidance or legislation changes.

- Training records maintained and reviewed.
- Referral outcomes and learning reviewed where information can lawfully be shared.
- Filtering and monitoring arrangements reviewed in conjunction with online-safety procedures.
- Martyn's Law preparedness reviewed throughout 2026–27 and ahead of implementation.

Appendix 1 – Staff quick-reference: Notice, check, share

8. NOTICE: Be alert to significant changes, harmful content, grooming, recruitment, threats, glorification of violence or other safeguarding indicators.
9. CHECK: Consider the context and whole child. Avoid assumptions based on identity. Speak to the DSL/DDSL/Prevent lead.
10. SHARE: Record and report promptly through the school's safeguarding route. Do not investigate or delay because you are unsure of the threshold.

If there is an immediate threat to life or serious violence, follow the school emergency procedure and contact emergency services as required.

Appendix 2 – Annual implementation checklist

- Confirm DSL/DDSL and Prevent/DSLO roles and contact routes.
- Review local Prevent and terrorism risk information.
- Update the Prevent risk assessment.
- Confirm all staff have completed required safeguarding/Prevent training.
- Check filtering and monitoring arrangements and safeguarding escalation routes.
- Review visitor, speaker and community-use procedures.
- Audit curriculum coverage of fundamental British values, critical thinking and online safety.
- Review referral records and lessons learned from the previous academic year.
- Review security and emergency procedures in preparation for Martyn's Law.
- Check the policy against the latest KCSIE, Prevent, Working Together and local safeguarding guidance.
- Record Management Committee oversight and approval.

Appendix 3 – Key government resources

The school will use current official government and local safeguarding resources rather than relying on outdated or third-party summaries. Staff should be directed by the DSL/Prevent lead to the current versions of:

- Keeping Children Safe in Education 2026.
- Working Together to Safeguard Children 2026.
- Prevent duty guidance for England and Wales.
- Key principles of Prevent (2026).
- Channel Duty Guidance.
- The Prevent duty: safeguarding learners vulnerable to radicalisation.
- DfE information on Martyn's Law for education settings.
- Security Industry Authority guidance on Martyn's Law as it is issued.
- Educate Against Hate and relevant local authority/Prevent Education Coordinator resources.