

Extremism & Radicalisation Prevention Policy

Date last reviewed	5 October 2026
Committee responsible	FGB
Link Governor	TBC
Designated member of staff	Vicki Price
Designated Safeguarding Lead (DSL)	Vicki Price (vprice@greycourt.org.uk)
Senior Deputy Designated Safeguarding Lead (SDDSL)	Sharon Merce (smercer@greycourt.org.uk)
Deputy Designated Safeguarding Lead (KS3)	Gerry Kisby (gkisby@greycourt.org.uk)
Deputy Designated Safeguarding Lead (KS4)	Carly Ilett (cilett@greycourt.org.uk)
Date of next review:	October 2027

Contents

Statement of intent

- 1. Legal Framework**
- 2. Definitions**
- 3. Roles and Responsibilities**
- 4. Prevent Duty Risk Assessment**
- 5. Recognising Susceptibility to Radicalisation**
- 6. Students with Special Educational Needs and Disabilities**
- 7. Raising a Concern and Making a Referral**
- 8. Concerns about an Adult**
- 9. Online Safety Filtering and Monitoring**
- 10. Building Resilience**
- 11. Visitors, External Speakers, and Premises Hire**
- 12. Training**
- 13. Local Partnerships and Community Links**
- 14. Whistleblowing**
- 15. Records, Information Sharing and Data Protection**
- 16. Monitoring and Review**
- 17. Appendix A: Glossary**
- 18. Appendix B: Reporting Routes**
- 19. Appendix C: Risk Factors**
- 20. Appendix D: Prevent Duty Risk Assessment**

STATEMENT OF INTENT

Grey Court School is committed to providing a secure environment in which children feel safe and are kept safe. Safeguarding is the responsibility of every adult in the school, whatever their role and whether or not they work directly with children.

We recognise that children can be susceptible to radicalisation into terrorism, and that protecting them from this risk is part of our wider safeguarding duty rather than something separate from it. This policy explains how we meet the Prevent duty and how concerns are identified, raised and acted on.

It applies to all staff, governors, volunteers, contractors, visiting professionals and students on placement. It should be read alongside the Child Protection and Safeguarding Policy, which takes precedence in any case of doubt.

The school protects the right to freedom of expression. This policy is not intended to restrict lawful debate, belief or assembly. Its purpose is to keep students safe from those who would exploit them.

1. LEGAL FRAMEWORK

This policy has regard to the following legislation and statutory guidance:

- Counter-Terrorism and Security Act 2015, section 26 (the Prevent duty)
- Counter-Terrorism and Border Security Act 2019
- Terrorism Act 2000
- Terrorism (Protection of Premises) Act 2025 (Martyn's Law)
- Children Act 1989 and Children Act 2004, section 175
- Education Act 1996 and Education Act 2002
- Equality Act 2010
- Data Protection Act 2018 and UK GDPR
- Online Safety Act 2023
- DfE, Keeping Children Safe in Education 2026
- DfE, Working Together to Safeguard Children
- Home Office, Prevent duty guidance: England and Wales (2023, updated March 2024)
- Home Office, Prevent threshold guidance for practitioners (September 2025)
- Home Office, Channel Duty Guidance
- DfE, The Prevent duty: safeguarding learners vulnerable to radicalisation
- DfE, Political impartiality in schools (2022)
- DfE, Filtering and monitoring standards for schools and colleges

It operates in conjunction with the following school policies and procedures:

- Child Protection and Safeguarding Policy
- Online Safety Policy and Acceptable Use Agreements

- Behaviour Policy
- Staff Code of Conduct and Low-Level Concerns procedure
- Invacuation, Lockdown and Evacuation Policy
- Equality Policy
- Lettings and Premises Hire Policy
- Data Protection Policy
- Prevent Duty Risk Assessment (see Appendix)

2. DEFINITIONS

For the purpose of this policy:

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. It includes calling for the death of members of the armed forces.

Radicalisation is the process by which a person comes to support terrorism, or to support extremist ideologies associated with terrorist groups.

Terrorism, as defined in the Terrorism Act 2000, is the use or threat of action which endangers life, causes serious violence or serious damage to property, or seriously interferes with an electronic system, where that action is designed to influence government or intimidate the public and is made to advance a political, religious, racial or ideological cause.

Prevent is the strand of the Government's counter-terrorism strategy concerned with stopping people from becoming terrorists or supporting terrorism. Channel is the multi-agency safeguarding programme that provides voluntary support to people assessed as susceptible to radicalisation.

Susceptibility describes the circumstances in which a person may be drawn towards terrorism. It is not a fixed characteristic and it is not a label applied to a child. A fuller glossary appears at Appendix A.

3. ROLES AND RESPONSIBILITIES

The governing board

- Approves this policy and the annual Prevent duty risk assessment.
- Appoints a link governor for safeguarding and Prevent, who meets the DSL at least termly.
- Receives an annual report from the DSL covering concerns raised, referrals made, training completion, curriculum coverage and any change in local risk.
- Ensures all governors complete Prevent awareness training and safeguarding training appropriate to their role.
- Reviews the effectiveness of the school's filtering and monitoring systems at least annually.
- Ensures the Prevent duty is understood and resourced as part of the school's wider safeguarding arrangements.

The Headteacher

- Holds overall responsibility for implementing this policy and for ensuring all staff understand it.
- Ensures the Prevent duty risk assessment is completed, acted on and reported to the governing board.
- Ensures students are taught about fundamental British values and can discuss sensitive and controversial topics in a safe environment.
- Ensures visitors, external speakers and those hiring the premises are appropriately vetted.
- Ensures all staff receive Prevent training appropriate to their role, and receives concerns raised about an adult working at the school.

The DSL and Deputy DSLs

- Act as the first point of contact for all concerns relating to extremism and radicalisation.
- Decide whether a concern meets the Prevent referral threshold, taking advice from the local authority Prevent lead or police Prevent team where needed, and make referrals using the national referral form.
- Represent the school at Channel panels and contribute to support plans.
- Maintain awareness of national and local risk, including through the AfC DSL forums and liaison with the local Prevent officer.
- Undertake enhanced Prevent training and provide advice, supervision and support to staff.
- Maintain the Prevent duty risk assessment and the record of concerns, and review both at least termly.
- Consider whether information should be shared with a new school or college when a student leaves, including where a student is receiving Channel support.

All staff, volunteers and contractors

- Remain alert to changes in a student's behaviour or circumstances that may indicate they need help or protection.
- Raise any concern with the DSL or a Deputy DSL the same day, without waiting for proof and without assuming someone else will act.
- Exercise professional judgement and act proportionately, recognising that most concerns will be met with pastoral support rather than a referral.
- Complete the training required for their role and keep it current.
- Never promise confidentiality to a student who makes a disclosure.

4. PREVENT DUTY RISK ASSESSMENT

The school maintains a written Prevent duty risk assessment, owned by the DSL, reviewed at least annually and approved by the governing board. It is accompanied by an action plan with named owners and dates.

The risk assessment considers, as a minimum:

- the local and national threat picture, informed by the local authority Prevent lead and police
- online risk, including filtering, monitoring and emerging technologies
- staff awareness, training and confidence
- curriculum coverage and opportunities to build resilience
- visitors, external speakers, student-led groups and premises hire
- the needs of students who may be more susceptible, including students with SEND

Progress against the action plan is reported to the governing board as part of the DSL's annual safeguarding report.

See Appendix D

5. RECOGNISING SUSCEPTIBILITY TO RADICALISATION

There is no single profile of a person likely to be drawn into terrorism, and no checklist that reliably identifies one. No single factor listed below indicates that a student is at risk, and several together may have an entirely different explanation. Staff are asked to notice changes, be professionally curious, and share concerns rather than attempt to assess risk themselves.

Staff must not treat a student's ethnicity, nationality, faith, immigration status, family circumstances, poverty, mental health or manner of dress as an indicator of susceptibility to radicalisation. Discrimination of this kind is itself a safeguarding concern.

Push factors

Circumstances or feelings that may leave a young person open to influence, including feeling isolated, purposeless, humiliated, angry or unfairly treated; low self-esteem; unmet aspirations; a real or perceived personal grievance; or confusion about identity and belonging.

Pull factors

What extremist groups and influencers offer in response: a sense of community and belonging; excitement, status or a mission; simple answers to complex grievances; an us-and-them worldview; conspiracy narratives; a narrow and often rigidly gendered identity; and the encouragement of hatred or violence as a route to justice.

The current picture

Staff should understand that radicalisation in a school-age population is not confined to any one ideology. Concerns arising at Grey Court are most likely to involve:

- mixed, unclear or unstable ideology, now the largest category of school-age Prevent referrals
- extreme right-wing and accelerationist influence, often encountered through online subcultures

- incel and misogynistic violent extremism, which overlaps with harmful sexual behaviour
- Islamist extremism
- a fixation on violence, weapons, school attacks or mass-casualty events, with or without an ideological frame
- conspiracy theories and anti-establishment narratives that normalise hostility towards particular groups

See Appendix C- Risk Factors

What to do

Staff follow the Notice, Check, Share approach: notice what has changed, check what is already known by speaking to the DSL, and share the concern promptly. Concerns that fall below the Prevent referral threshold are not dismissed; they are met with a proportionate response, which may include pastoral support, mentoring, a curriculum or tutor-time response, early help, or a period of monitoring agreed with the DSL.

See Appendix B - Reporting Routes

6. STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Students with SEND, and autistic students in particular, are over-represented in Prevent referrals nationally. Where a concern arises about a student with SEND, the DSL will involve the SENCO.

Staff should be careful to distinguish an intense or narrow special interest, literal interpretation of what has been read or heard, or difficulty reading social context, from genuine ideological commitment. Equally, a student's SEND should never be a reason to discount a concern. Where a student receives Channel or other support, reasonable adjustments will be made so that it is accessible to them.

7. RAISING A CONCERN AND MAKING A REFERRAL

1. Any member of staff with a concern reports it to the DSL or a Deputy DSL the same day and records it on CPOMS. Staff do not need to be certain, and should not investigate.
2. The DSL gathers the information already held, considers the concern against the Prevent threshold guidance, and seeks advice from the local authority Prevent lead or the police Prevent team where the position is unclear.
3. The DSL decides on the proportionate response: pastoral or curriculum support, early help, a referral to children's social care, or a Prevent referral using the national referral form.
4. Where a Prevent referral is made, the DSL considers separately whether to inform parents. Parents will normally be informed and involved, but not where doing so would place the child or others at risk, compromise a police investigation, or increase the risk of radicalisation. That decision is recorded, with reasons, and taken with advice from the local Prevent lead or police.
5. Following a referral, a Channel panel chaired by the local authority assesses the case. The school attends, contributes to the support plan, and shares information that is necessary and proportionate.

6. The DSL follows up all referrals, monitors the student, and reviews the case at least termly until it is closed.

Where a student is at immediate risk of harm, or a member of staff believes a criminal offence is being planned, the police are contacted immediately on 999 and the school's emergency procedures are followed. A member of staff may contact the police or children's social care directly if the DSL and all Deputy DSLs are unavailable, or if the concern relates to the DSL. Where a member of staff does so, they inform the Headteacher as soon as possible afterwards.

Reporting routes are summarised at Appendix A

8. CONCERNS ABOUT AN ADULT

Extremist views have no place in this school, whether expressed by students, staff, governors, volunteers, contractors or visitors.

A concern that an adult working at the school holds or promotes extremist views, or poses a risk of radicalising students, is reported to the Headteacher. Where the concern relates to the Headteacher, it is reported to the Chair of Governors. Concerns are handled under Part Four of Keeping Children Safe in Education, the Staff Code of Conduct and the Low-Level Concerns procedure.

Where the harm threshold is met, the Headteacher refers to the Local Authority Designated Officer within one working day, and to the police where appropriate. Safer recruitment practice, including enhanced DBS checks and online searches on shortlisted candidates, forms part of the school's controls in this area.

9. ONLINE SAFETY, FILTERING AND MONITORING

Most exposure to extremist material now happens online. The school meets the DfE filtering and monitoring standards, and its systems are configured to identify searches and content associated with extremism, including terms reflecting local and emerging risk.

- Filtering and monitoring alerts are received by the IT team and escalated to the DSL under an agreed process; severe captures are acted on the same day.
- The DSL and the link governor review the effectiveness of filtering and monitoring at least annually, and report to the governing board.
- Monitoring is proportionate, is explained to students and parents in the Acceptable Use Agreement and Online Safety Policy, and complies with the Data Protection Policy.
- Staff and students are taught about the ways extremist content reaches young people, including gaming and gaming-adjacent chat, short-form video, algorithmic recommendation and encrypted messaging.
- The curriculum addresses generative AI, including AI-generated and deepfake material, the ease with which convincing false content can be produced, and the role technology plays in facilitating abuse and manipulation.

10. BUILDING RESILIENCE

The most effective protection is a broad, balanced curriculum taught by confident staff in a school where difficult questions can be asked safely. Our aim is not to tell students what to think but to equip them to think critically, to recognise manipulation, and to resolve conflict through dialogue.

- Personal Development and Wellbeing lessons explore sensitive and controversial issues, build critical thinking and media literacy, and help students recognise and resist pressure.
- Fundamental British values are promoted across the curriculum and through assemblies, tutor time and the wider life of the school, including the School Collegium, mock elections and debating opportunities.
- The curriculum represents the cultures of our community, teaches a broad international history, and gives students an understanding of a range of faiths and beliefs.
- Students who express intolerant or disrespectful views receive an educational response through the SLT follow-up programme, alongside any action under the Behaviour Policy.
- Staff teach contested issues in line with the school's duty of political impartiality, presenting balanced perspectives and avoiding the promotion of partisan political views.
- Targeted mentoring is offered to students identified as needing additional support.

11. VISITORS, EXTERNAL SPEAKERS AND PREMISES HIRE

- Staff inviting an external speaker complete the school's vetting checklist and review the content of the talk and any materials in advance. Approval rests with a member of the SLT and the record is retained.
- The school reserves the right to decline a booking, require changes to content, or end a session that is inconsistent with this policy.
- Due diligence checks are completed on all organisations hiring or using the premises, recorded by the Director of Development. Escalated or declined bookings are referred to the Headteacher.
- Student-led groups, clubs, societies and shared spaces are subject to the same supportive oversight, with periodic unannounced visits by a member of the SLT or the DSL. No group or space is singled out on the basis of faith or belief.
- The school is preparing for its responsibilities under the Terrorism (Protection of Premises) Act 2025, working alongside the Invacuation, Lockdown and Evacuation Policy, and will comply with statutory requirements as they come into force.

12. TRAINING

- All staff receive Prevent content as part of safeguarding induction and as part of the whole-staff safeguarding update at the start of each academic year.
- All staff complete Home Office Prevent awareness e-learning at induction and refresh it at least every two years.
- The DSL, Deputy DSLs and designated SLT complete enhanced Prevent and Channel awareness training and attend local Prevent briefings and DSL forums.
- Governors complete Prevent awareness training; the link governor for safeguarding completes training appropriate to the role.
- Staff receive regular briefing updates on emerging risks, reflecting the local threat picture and the Prevent threshold guidance.
- Training records are maintained by the DSL, who quality assures content, uses government-assured resources, and reviews effectiveness annually.

13. LOCAL PARTNERSHIPS AND COMMUNITY LINKS

The DSL maintains working relationships with the local authority Prevent lead, the police Prevent team and the Safer Neighbourhood Team, and attends AfC DSL forums each term.

The school works with parents, local faith and community organisations and multi-agency partners, takes part in community and religious events across the year, and maintains an open-door approach for members of the community who wish to raise a concern. Information on spotting the signs of radicalisation and on where to get help is published on the school website.

14. WHISTLEBLOWING

Students may disclose a concern to any member of staff. Staff who receive a disclosure must pass it to the DSL or a Deputy DSL promptly and must never promise to keep it confidential.

Staff concerns normally follow the line management structure, but safeguarding concerns go directly to the DSL, Vicki Price, or to the Senior Deputy DSL, Sharon Mercer. A disclosure may also be made to the Headteacher, or to the Chair of Governors where it concerns the Headteacher. Concerns should be put in writing where possible.

Staff who are anxious about raising a concern may seek advice from their trade union or professional association, or from the NSPCC whistleblowing advice line. Anonymous disclosures are harder to act on, and staff are encouraged to identify themselves. Further details are in the Staff Handbook.

15. RECORDS, INFORMATION SHARING AND DATA PROTECTION

All concerns, decisions, referrals and outcomes are recorded on CPOMS by the DSL, including the reasons for decisions not to refer. Records are factual, contemporaneous and distinguish fact from opinion.

Information is shared with partner agencies where it is necessary and proportionate to safeguard a child, in accordance with the Data Protection Act 2018, UK GDPR and the school's Data Protection Policy. The absence of consent does not prevent sharing where there is a lawful basis to do so and a child may otherwise be at risk.

Records are retained in line with the school's retention schedule. Where a student leaves, the DSL considers whether information should be passed to the new setting so that support can continue.

16. MONITORING AND REVIEW

This policy is reviewed annually by the DSL and approved by the SBS committee, or sooner where legislation, statutory guidance or local circumstances change. The DSL monitors its implementation through the termly review of records, the annual risk assessment, and the annual safeguarding report to the governing board.

17. Appendix A · Glossary

These definitions relate to Prevent and are not authoritative in any wider context.

Channel. The voluntary, multi-agency safeguarding programme that provides tailored support to people assessed as susceptible to radicalisation. Chaired by the local authority.

Counter-radicalisation. Activity aimed at a group intended to dissuade them from engaging in terrorism-related activity.

Extreme right-wing terrorism. Terrorism motivated by racial, ethnic or cultural supremacist ideologies, including neo-Nazi and accelerationist strands seeking to provoke societal collapse.

Incel ideology. A misogynistic online subculture built on grievance towards women, in which a minority promote or celebrate violence.

Islamist extremism. The promotion of a political ideology claiming religious justification, a minority strand of which endorses terrorism. It should not be confused with Islam or with Muslim communities.

Mixed, unclear or unstable ideology (MUU). Concerns where a person shows an interest in violence or extremist material without a coherent or settled ideology. Now the largest category of school-age Prevent referrals.

Prevent duty. The duty under section 26 of the Counter-Terrorism and Security Act 2015 on specified authorities, including schools, to have due regard to the need to prevent people from being drawn into terrorism.

Prevent threshold. The point at which a concern warrants a Prevent referral, set out in the Home Office threshold guidance. Concerns below the threshold are still addressed, through pastoral, curriculum or early help responses.

Radicaliser. A person who encourages others to adopt beliefs supportive of terrorism. Radicalisers increasingly operate online and may themselves be young.

Self-initiated terrorism. An attack planned or carried out by an individual acting alone, without direction from an organised group.

Susceptibility. The circumstances in which a person may be drawn towards terrorism. A description of circumstances, not a characteristic of the child.

18. Appendix B · Reporting routes

Situation	Action
Immediate danger to a person, or a crime in progress	Call 999.
A concern about a Grey Court student	Report to the DSL or a Deputy DSL the same day, and log on CPOMS.
Worried about someone and unsure what to do	ACT Early support line: 0800 011 3764.
Information about possible terrorist activity	Anti-Terrorist Hotline: 0800 789 321, or report online via ACT Early.
Concern about an adult working at the school	Report to the Headteacher; if it concerns the Headteacher, to the Chair of Governors.
Online extremist content	Report to the DSL and, where hosted online, via the GOV.UK report terrorist content service.

19. Appendix C · Risk Factors

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

Push factors may include a child, young person or adult learner feeling:

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

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

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

20. Appendix D · Prevent Duty Risk Assessment

PREVENT DUTY RISK ASSESSMENT