BRIGHTON COLLEGE PREP
KENSINGTON

Preventing Extremism and Radicalisation Policy

Brighton College Prep Kensington

This policy is applicable to all schools in England and Wales

ENGLAND

September 2026

Registered in England & Wales - Cognita Schools Limited No. 02313425
Registered Office: Seebeck House, One Seebeck Place Knowlhill, Milton Keynes, Buckinghamshire, MK5 8FR

COGNITA

THRIVE IN A RAPIDLY EVOLVING WORLD

School and Cognita Names	
Designated Safeguarding Lead (DSL)	Dan Wood
Deputy Designated Safeguarding Lead (Deputy DSL)	Chris Cripps, Jill Bates, Gareth Leggett, Jessica Jackson, Olivia Fisken, Scott Newman
Any other staff trained to DSL level	Rachel Carlish
Early Years DSL	Dan Wood
Early Years Deputy DSL	Scott Newman
Headteacher/Principal	Lois Gaffney
Managing Director (Chair of Governors for Safeguarding)	James Carroll
Head of Safeguarding (HOS) – UK, Europe, and USA	Alison Barnett

Local authority contacts	
Our school follows the safeguarding protocols and procedures of our local Safeguarding Partners	Westminster Council accesstochildrensservicrs@westminster.gov.uk
Local Authority children's Social Care referral team(s)	020 7641 4000
Local Authority Prevent Lead/Officer	prevent@westminster.gov.uk 0781 705 4759
The Regional CONTEST Co-Ordinator	Duty Child Protection Advisor/LADO lado@westminster.gov.uk
[Local Authority] Designated Officer	Julie Knotts
Local Authority's out of hours contact numbers	020 7641 4000
Where there is a risk of serious harm to a pupil. a referral should be made to children's Social Care immediately by the DSL. If a pupil is in immediate danger, ring the Police via 999.	
Police	101
Local Police Non-emergency	020 7230 1212 (101 – Kensington Police)

National contacts	
NSPCC 24/7 Helpline/text line	Tel: 0808 800 5000/88858 Email: help@nspcc.org.uk
DfE Prevent Helpline for schools & parents	Tel: 020 7340 7264 (non-emergency) Email: Counter.extremism@education.gsi.gov.uk
The Lucy Faithfull Foundation (LFF)	Tel: 0800 1000 900 Email: help@stopitnow.org.uk www.parentsprotect.co.uk
National Bullying Helpline	Tel: 0845 22 55 787
Educate Against Hate	Educate Against Hate - Prevent Radicalisation & Extremism

See Safeguarding and Child Protection Policy for further sources of support and advice.

1. Purpose

1.1. This Preventing Extremism and Radicalisation Policy is part of our commitment to keeping pupils safe. Since the Education and Inspections Act 2006, schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

1.2. Schools are in a unique position to notice concerns or changes in pupil's behaviour because they have regular interactions with them. They, also have an important part to play in both educating children and young people about extremism, recognising when pupils start to become radicalised, and prevent them from being influenced. From 1 July 2015, schools became subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("CTSA 2015") in exercising their functions, "…to have due regard to the need to prevent people from being drawn into terrorism". Schools must foster a culture that supports effective arrangements to identify pupils who may need Targeted Early Help/Family Help or who are at risk of harm, abuse or exploitation (see Safeguarding and Child Protection Policy).

1.3. Safeguarding pupils from all risks of harm, including those pupils in the EYFS, is an important part of a school's work and protecting them from extremism is one aspect of that. The duty to prevent children and young people being radicalised is set out in the following legislation and government guidance:

- Terrorism (Protection of Premises) Act (Royal Assent 2025, implementation for 2026)
- Counter Terrorism & Security Act (2015, as amended)
- Counter Terrorism Strategy (CONTEST) (2018)
- Keeping Children Safe in Education (latest version)
- Working Together to Safeguard Children (latest version)
- Prevent Duty Guidance: England and Wales (2023)
- Get help for radicalisation concerns (2026)
- The Prevent Duty-Practical Guidance for Designated Safeguarding Leads (2026)
- Channel Meetings: practical guidance for Designated Safeghuarding Leads (2026)
- Safeguarding Learners suspectible to radicalisation; next steps checklist (2026)
- The Use of Social Media for on-line radicalisation (July 2015, as amended)

1.4. Non-statutory guidance

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014, as amended)

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014, as amended)

- How social media is used to encourage travel to Syria and Iraq (Home Office)

2. Ethos

2.1. We ensure that through our school vision, aims, rules, diverse curriculum and teaching, we promote tolerance and respect for all cultures, faiths and lifestyles.

2.2. The Managing Director, on behalf of the proprietor, ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote pupils' welfare.

3. Risk Assessment

For more information, read:
Understanding and identifying radicalisation risk in your educational setting
Managing risk of radicalisation in your education setting - GOV.UK)

3.1. After taking advice from the Local Authority Prevent Officer, and the Regional Contest Co-Ordinator (where appropriate) we assess the local risk of radicalisation for the pupils in this school to be medium.

3.2. We will carry out an annual risk assessment which will identify the risk of pupils being drawn into terrorism or extremism. This risk assessment will look at the general risks (including online) affecting children and young people in the local area and the specific risks which may affect groups or individuals within the school, and it will propose measures to mitigate and manage these risks. It will also consider the filtering and monitoring systems and processes that are in place to keep pupils safe online at school, and how any concerns arising from search activity are acted upon.

3.3. For an act of terrorism affecting the school

The national threat level is currently **SEVERE** (25th September 26)
Vigilance is vital regardless of the current national threat level.

If you have information about possible terrorist activity, you can call the Anti-Terrorist Hotline confidentially on 0800 789 321.
For warnings about urgent threats (for example, a possible bomb threat) please call 999 immediately.

The Terrorism (Protection of Premises) Act (2025) will require the school to ensure steps have been taken to prepare for potential terrorist attacks and, where appropriate, take steps to reduce their vulnerability to acts of terrorism. Existing measures are in place and will be reviewed once further guidance has been published.

Please see the Security- Workplace Safety and Visitor Management Policy.

4. Responsibilities and Training

4.1 The Managing Director, on behalf of the proprietor, will liaise with the Headteacher/Principal, school Preventing Radicalisaton Lead, and the Designated Safeguarding Lead (DSL) on matters relating to the Prevent duty and will monitor and evaluate the school's compliance with this duty, primarily by way of updates from the DSL/Preventing Radicalisation Lead. The DSL has oversight of matters related to the Prevent Duty but does not have to be the Preventing Radicalisaton Lead for the school; the Preventing Radicalisation Lead should be a full-time member of senior management (where operationally possible).

4.2 The proprietor will:

- Conduct an annual independent review of safeguarding, which includes the school's compliance with its Prevent Duty
- Ensure that this policy is understood and effectively implemented by staff throughout the school
- Ensure that all staff who have contact with pupils undergo training around preventing radicalisation every three years (as per the internal Cognita Training Matrix), barring the Managing Director (MD), Preventing Radicalisation Lead and DSL who must undertake higher level training which is refreshed every two years. Access to these government trainings can be found below (4.3)
- Ensure that the school's Prevent policies and procedures, and general safeguarding arrangements take into account the policies and procedures of their local Safeguarding Partners.

4.3 The Preventing Radicalisation Lead will:

- Be responsible for and the single point of contact to oversee and coordinate the school's implementation of the Prevent duty (working in collaboration with the DSL and safeguarding team);
- As well as the DSL and MD, must undertake higher level training via the government website:
  Prevent duty training: Learn how to support people susceptible to radicalisation | Prevent duty training (support-people-susceptible-to-radicalisation.service.gov.uk)

List of courses
Course 1- Awareness
Course 2- Referrals
Course 3- Channel or Prevent Multi-Agency Panel (PMAP)

They must also undertake training sessions arranged by their Regional CONTEXT Co-Ordinator. Access to registering for these training sessions can be found here.

There is training available for the following:
Early Years; Independent Schools; DSLs, MDs, SENCOs, and all other staff (note the latter may be completed in addition to the mandatory Prevent Duty training allocated on the internal Cognita Training Matrix).

There is also further additonal training for those wishing to increase their knowledge further:

- Incels and the Manopsphere
- Online Platforms and Extremist Content
- Gaming and Extremism

- Provide Prevent duty training updates to all staff so that they
  (a) understand the general risks affecting pupils at the school
  (b) are able to identify individual pupils who might be at risk of radicalisation
  (c) know what to do to support these pupils

- Provide advice and support to other members of staff on protecting pupils from the risk of radicalisation, including online safety

- Liaise with the local Prevent Officer, the Regional CONTEXT Co-Ordinator where appropriate, the Police, and/or the Safeguarding Partners, to establish what advice and support they can provide and to seek guidance on the general levels of risk within the local area

- Have responsibility for ensuring that any visiting speakers as appropriate/relevant, whether invited by staff or pupils, are suitable and are appropriately supervised (see below, and Safeguarding and Child Protection Policy for full details)

- Receive safeguarding concerns about pupils who may/may not be vulnerable to radicalisation and liaise with the DSL in terms of interventions

- Work in partnership with the Safeguarding Partners on all matters covered by this policy and support the school to follow any locally agreed procedures which are set out by the Safeguarding Partners.

- Report significant concern/incident/events involving online activity to the Head of Safeguarding (HOS) (UK, Europe, and USA)- who will escalate, as needed, to the Managing Director/Head of IT/Head of Health & Safety of their school as needed.

- A Serious Incident Referral Form may be required for the above (if so, the Headteacher/Principal be directed by the HOS/Head of HS).

4.4 All staff will:

- Undergo regular Prevent Duty training according to the Cognita Training Matrix requirements (internal documents) so that they have the knowledge and confidence to be able to;

  (a) understand the general risks of radicalisation affecting pupils at the school
  (b) identify individual pupils who might be at risk of radicalisation and spot signs of extremism (see below)
  (c) promote critical thinking, inclusion and respectful discussion through the curriculum
  (d) provide appropriate advice to pupils who are at risk of radicalisation
  (e)challenge extermist views safely

- Be alert to changes in pupil's behaviour (emotional, physical, verbal, and online) which could indicate that they may be susceptable, in need of help or protection in relation to radicalisation, and pass concerns onto the Preventing Radicalisation Lead **and** DSL

- Use their professional judgement in identifying pupils who might be at risk of radicalisation and act proportionately

- Observe as far as operationally possible, pupil's online activity in relation to radicalisation, reporting any concerns to the both the Preventing Radicalisation Lead **and** the DSL

- Be alert to violent extremism but also non-violent extremism, including certain divisive or intolerant pupil/parent/staff narratives which may reasonably be linked to terrorism

5 Concerns

All staff and visitors to the school **must** report all concerns about pupils who show signs or indicators of vulnerability/susceptability to radicalisation to the Preventing Radicalisation Lead **and** the Designated Safeguarding Lead (DSL) or, in their absence, to the Deputy Designated

Safeguarding Lead (Deputy DSL, who will seek support as needed from the HOS). For further details about general safeguarding concerns, please see the school's Safeguarding and Child Protection Policy, which can be found on the school website.

If the Preventing Radicalisation Lead and/or DSL becomes aware of a concern relating to the radicalisation of a pupil, they will first discuss this with the Headteacher/Principal and take action. They can also consult with the HOS as required, and in many cases, their local Prevent Officer, and potentially the Police, so that appropriate actions can be taken to safeguard the pupil.

There **must** be no delay.

6 Referral Process

6.1 Appropriate referrals to external agencies will be made where needed using the following guidance. Each local authority will have their Prevent referral process, and the Preventing Radicalisation Lead **and** DSL must have knowledge of this. When carrying out functions under the Prevent duty, including the making of referrals, the school will be mindful for the need for proportionality. A risk-based approach will always be followed, using professional judgement and curiosity. There will be one consistent and proportionate threshold applied to Prevent activity across all extremist ideologies and radicalisation concerns. Where schools have identified a concern that they consider requires a referral into Prevent, they will indicate why this risk is relevant to Prevent.

6.2 Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Parents/carers will be involved in all referrals unless to do so may heighten risk of harm to their child/others/property or jeopardise any Police enquiries.

6.3 Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the Police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

6.4 Section 38 of the CTSA 2015 requires partners of Channel panels (including proprietors of independent schools) to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.

6.5 Guidance issued under section 36 (7) and section 38 (6) of the CTSA 2015 in respect of Channel is available at: https://www.gov.uk/government/publications/channel-guidance

7 Curriculum

7.2 We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

7.3 Our shared values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

7.4 We aim to provide a safe space in which pupils can understand the risks associated with terrorism and develop the knowledge, skills and confidence to be able to challenge extremist views. We will include opportunities in the curriculum for pupils to build resilience to pressure and to develop the skills they need to recognise and stay safe from abuse and radicalisation. In particular:

- PSHEE lessons will be used along with tutor periods/form periods to teach pupils to understand and manage risks (including online) associated with terrorism and radicalisation, resist pressure, make safer choices and seek help if necessary.

- The school will promote the 4 fundamental British values:
  - Democracy
  - Rule of law
  - Individual liberty
  - Mutual respect

- The school will challenge opinions or behaviours in school that are contrary to fundamental British values.

PSHEE lessons will be used along with tutor periods/form periods to teach pupils to understand and manage risks (including online) associated with terrorism and radicalisation, resist pressure, make safer choices and seek help if necessary. By promoting British values such as tolerance and respect as indicated above. This is also promoted through our House Mentoring sessions and assemblies.

7.5 Through citizenship, religious education and other relevant subject syllabus with focus on democracy, diversity, mutual respect and managing debates around contentious issues.

8 Digital Safety

The internet provides pupils with access to a wide range of content, some of which is harmful. There is rapid proliferation of terrorist content on multiple online services. Pupils may encounter harmful or extremist content through:

- websites
- forums
- messaging services
- gaming platforms
- social media

8.2 Research has demonstrated that, for some groups and individuals, the internet has become the '**preferred'** avenue for those searching for terrorist propaganda or contacts. In addition, the internet continues to make it simpler for individuals and groups to promote and to consume radicalising content. **Online** radicalisation has therefore become the predominant pathway for *some* seeking to influence children and young people. Previously, it had been a hybrid pathway, involving both online and offline influences; this can involve people, including a concerning number of children under the age of 18, committing offences by downloading and disseminating terrorist materials.

8.3 The filtering systems used in our school block inappropriate content should searches be made, including extremist content (see below). The monitoring systems enable pupil's search activity to be checked if a concern is raised i.e. they have tried to access concerning content. Should this occur, this policy and the Safeguarding and Child Protection Policy will be actioned.

8.4 In additon, staff are encouraged to be observant in class around children's online activity and raise any concerns in relation to radicalisation to the Preventing Radicalisation Lead and DSL as per everyday process.

8.5 Pupils will be taught how to stay safe online, both in school and outside school. They will be taught to understand the risks posed by adults or other young people who use the internet and social media to groom, abuse or radicalise other people, especially children, young people, and vulnerable adults.

Web filtering is active in every school which includes preventing access to the following:

For staff **and** pupils

- Sites that offer information about or promote or are sponsored by groups advocating anti-government beliefs or actions.
- Sites that condone intolerance towards any individual or group.

For pupils

- Sites of web communities that provide users with means for expression and interaction.
- Messaging and social media sites.

8.6 Further information about categories of blocked sites can be given by the Cognita IT team, and staff are directed towards the school IT Policy for further details about this, including further detail around our filtering and monitoring systems.

8.7 Should staff, pupils, parents/carers or visitors find or gain access to unblocked extremist content online they must report it **immediately and verbally** to the DSL and Headteacher/ Principal, who will raise this urgently with the HOS, Head of IT, **and** Head of Cybersecurity. We are aware that some pupils have access to unfiltered internet when using their mobile phones in school and staff are alert to the need for vigilance when pupils are using their personal phones, reporting any observations, or concerns. Please see Behaviour Policy for use of Mobile Phones in the school.

9 Visiting Speakers

The Headteacher/Principal has ultimate responsibility for ensuring that all visiting speakers, particularly those in relation to Preventing radicalisation and extremism, are suitable.

The DSL/Preventing Radicalisation Lead/other staff member delegated will make enquiries (due diligence) of the agency/person; this diligence **must** be recorded in writing and be completed before final booking and contact with pupils

(see Safeguarding and Child Protection Policy for further details of requirements).

10 Signs of Susceptability

All pupils may be vulnerable in certain ways that could make them more susceptible to a range of harms, including radicalisation and extremism. Whilst there are no known definitive indicators that a pupil is susceptable to radicalisation, there are a number of signs that **together** increase the risk.

Signs of susceptability include:

- unmet emotional/social needs
- underachievement
- being in possession of extremist literature
- poverty
- social exclusion/isolation
- traumatic events and/or adverse life experiences
- significant life changes or persoanl difficulties
- global or national events
- religious conversion
- online influences and exposure to harmful content and/or extremist influences
- conflict with family over lifestyle
- confused identity
- emotional and mental wellbeing difficulties
- feelings of grievance or injustice
- vulnerability to other forms of exploitation
- victim or witness to race or hate crimes; and
- bullying/ rejection/ostracism/prejudice/discrimination by peers, family, social groups or faith

The presence of one or more susceptibility factors does not mean a learner is being radicalised. These factors are common across many safeguarding contexts and should not be viewed as indicators of radicalisation in themselves.

11 Recognising Extremism

As part of our wider safeguarding responsibilities to identify signs of abuse, we will be alert to early indicators of radicalisation or extremism which may include, but not limited to a pupil/staff member/parent/carer:

- increasing use of divisive, intolerant, dehumanising or 'us and them' language
- expressions of grievance directed toward particular groups, communities or perceived injustices
- growing interest in extremist ideologies, groups, individuals or causes and/or showing sympathy for extremist causes
- engagement with conspiracy theories that appear to reinforce or encourage extremist narratives
- glorifying, justifying, supporting and/or being fascinated by the use of violence or acts of terrorism, towards religious, racial, political, or ideological purposes

- repeated discussion of violence, conflict, mass casualty attacks or extremist narratives
- making remarks or comments about being at extremist events or rallies outside school
- possessing of illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- sudden, signicant and/or out of character changes in dress, behaviour and/or presentation
- social withdrawal, isolation or changes in friendship groups and social networks
- increased secretive behaviour, including online
- online searches, sharing or promoting extremist content or social profiles (out of school on personal devices/ on school devices in/out of school)
- accessing or distributing terrorism-related or violent extremist material
- intolerance/prejudice/discrimination regarding difference, in relation to faith/belief, culture, ethnicity, gender, race or sexuality
- graffiti, artwork etc associated with extremist themes or movements
- attempting to impose extremist views or practices on others, including misogny/misandry
- verbalising anti-Western or anti-British views; and
- advocating violence towards others

Understanding context

Concerns should always be considered within the wider safeguarding context. When assessing potential Prevent concerns, you should consider an individual's circumstances, relationships and environment, including:

- previous safeguarding concerns
- family influences and dynamics
- peer relationships and social networks
- environmental and community factors
- online activity and influences
- any SEND or neurodiversity considerations
- protective factors and sources of support (see below)

Protective factors

Protective factors may help reduce susceptibility and increase resilience. These can include:

- positive relationships with trusted adults
- supportive family and peer networks
- strong engagement with education
- positive activities and interests
- a sense of belonging and inclusion
- access to appropriate support services

12 Reducing permissive environments

Established terrorist narratives exhibit common themes such as antisemitism, misogyny, anti-establishment, anti-LGBT grievances and religious or ethnic superiority. Radicalisers create and take advantage of permissive environments to promote or condone violence and to spread poisonous ideologies that undermine our values and society. Radicalisers use extremist ideas and narratives to encourage people into participating in or supporting terrorism. This includes in instances where the exact ideology is unclear.

Therefore, in term of prevention, one way to tackle the ideological causes of terrorism is by limiting pupil exposure to radicalising narratives, both online and offline.The school aims to create an environment where radicalising ideologies are challenged and are not permitted to flourish.

13 Resources

- Educate Against Hate- main resource page
- Educate Against Hate – advice and training
- ETF Learners from the Education and Learning Foundation
- ACT - Action Counters Terrorism
- Notice, check, share procedure
- The Stages of Radicalisation

14 Monitoring and Review

The effectiveness and implementation of this policy will be monitored by the Proprietor within their annual safeguarding review or before as required.

Version control:

Ownership and consultation	
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Document Author / Reviewer	Regional Safeguarding Lead -June 2023 Regional Safeguarding Lead -June 2024 Regional Safeguarding Lead -May 2025 Regional Safeguarding Lead -June 2026 Head of Safeguarding –UK, Europe, and USA- September 2026
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Related documentation	
Related documentation	Safeguarding and Child Protection Policy Anti-Bullying Policy Code of Conduct Children Absent from Education, Children Missing Education, and Attendance Policy Equality and Diversity Policy Behaviour Policy RSHE Policy Suspension, Exclusion and Required Removal in Other Circumstances Policy Staff Code of Conduct IT Policy AI Policy Whistleblowing Policy

	Curriculum Policy