

# Anti-Radicalisation Policy



Reviewed by J. Leonard - September 2025  
Approved by Curriculum 14<sup>th</sup> October 2025  
**Review date: September 2027**

| Reviewed by | Section Number / Appendix Name                     | Date of Amendment |
|-------------|----------------------------------------------------|-------------------|
| JL          | Procedure for Referrals – change of contact number | September 2025    |
|             | Appendix added – Prevent Risk assessment           |                   |
|             |                                                    |                   |
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# **The Valley Community School**

## **Our Vision Statement**

***“A world class centre of outstanding learning”***

To achieve this we:

- are embracing the principles of lifelong learning, best use of new technology and “visible learning”
- are developing an international understanding of our place in the world
- are developing leaders and critical thinkers of tomorrow
- are meeting the requirements of the National Curriculum 2014

## **School Mission Statement**

***“Together we’re better”***

Our guiding principles are:

- we work closely with our community
- we broaden our pupils’ perspectives
- we teach understanding and respect for others
- we value everyone’s abilities and support each other

**Our core values:**  
**Acceptance**  
**Fairness**  
**Trust**  
**Equality**

# Respect

## **Background**

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children 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.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

## **Ethos**

At The Valley Community Primary School we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also 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 children's welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Children who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

## **Aims**

Our key aim is to protect children from the risk of radicalisation and ensure that we have the appropriate support mechanisms in place in order to protect children from this risk.

As a school, we will:

- Ensure staff are able to identify children who may be vulnerable to radicalisation
- Ensure staff know what to do if children have been identified;
- Protect children from the risk of radicalisation as part of our safeguarding duties, whether these risks come from within the family or are the product of outside influences;
- Build pupils' resilience to radicalisation by promoting fundamental British values and enabling pupils to challenge extremist views. (We will be a safe space where pupils can understand the risks associated with terrorism and

develop the knowledge and skills to be able to challenge extremist arguments);

- Within our early years, we will follow the statutory framework for the Early Years Foundation Stage which will ensure we assist our pupil's personal, social and emotional development and understanding of the world.

### **Related Policies**

- Child Protection and Safeguarding Policy
- Equality Policy
- Anti-Bullying Policy
- Behaviour Policy
- Online Safety Policy

The following national guidelines should also be referred to when working with this policy:

- Prevent Duty Guidance for England and Wales
- The Prevent Duty: Departmental Advice for schools and childcare providers
- Inspecting safeguarding in early years, education and skills setting
- Keeping children safe in education;
- Working together to safeguard children;
- Statutory Framework for the Early Years Foundation Stage: setting the standards for learning, development and care from birth to five.

### **Definitions**

**British Values** are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

**Extremism** is defined in the Prevent Strategy as 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

### **Roles and Responsibilities**

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The governing body has a nominated person who will liaise with the Head Teacher and other staff about issues to do with protecting children from radicalisation.

### **Role of the Head Teacher**

It is the role of the head teacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,

- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation.

### **Role of Designated Safeguarding Lead**

It is the role of the Designated Safeguarding Lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters

### **Role of staff**

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

### **Curriculum**

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.

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools 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.

### **Online Safety**

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technician will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, children or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones.

The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the AUP annually to confirm they have understood what is acceptable.

Pupils and staff know how to report internet content that is inappropriate or of concern. As in line with our Computing Policy, children will be taught how to stay safe online, both in school and outside. This is integral to both our Computing and PSHE/SRE curriculums.

### **Staff Training**

Staff are given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly staff meetings.

### **Safer Recruitment**

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education (2018). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

### **Signs of Vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk.

Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

### **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures

- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

### **Procedures for Referrals**

If a member of staff has a concern about a particular pupil then they will follow the school's normal safeguarding procedures. This would include a discussion with the Designated Safeguarding Lead and if necessary children's social care.

For concerns about radicalisation in Bolton, contact the GMP Prevent Police Team at 0161 856 6362 or [channel.project@gmp.police.uk](mailto:channel.project@gmp.police.uk) for advice or to make a referral.

### **Monitoring and Review**

This policy will be monitored by the governing body at least annually by receiving a report from the Designated Safeguarding Lead or the Head Teacher.

This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the governing body.

### **Appendix 1 – Prevent Risk Assessment**

## Prevent risk assessment for schools - The Valley Community School

Person completing: Mrs. Leonard (DSL/DHT)

A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Providers may choose to have a specific separate risk assessment to better communicate to staff and document actions taken to mitigate any risks. The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, type of provision, size and phase of education.

This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.

### National Risks – risk of radicalisation generally

What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation

The current UK terrorism threat level is SUBSTANTIAL; an attack is likely.

The UK continues to face a persistent threat from Islamist terrorism and Extreme Right Wing Terrorism (ERWT). Left Wing, Anarchist and Single Issue Terrorism (LASIT) accounts for a small percentage of Counter Terrorism Police North West caseload.

### Local Risks – risk of radicalisation in your area and institution

What specific local risks are you aware of that could impact to your area, setting, students or families? E.g. local extremist activity (groups active in the area)

**Islamist extremism** is the greatest ideological threat within the North West. The accessing and dissemination of extremist material is a common theme. This is a direct result of the easily and readily accessible material online. The nature of the online space transcends geographical boundaries and facilitates access to wider networks.

**Extreme Right Wing Terrorism (ERWT)** is the second highest ideological threat within the North West. The accessing of extremist materials online is also a common theme within ERWT caseload. Counter Terrorism Police North West observes activity indicative of an ERW mindset (such as banner drops) which does not meet the threshold for TACT (Terrorism Act) prosecution. This trend is not observed within the Islamist extremist space.

**Whilst Left Wing, Anarchist and Single Issue Terrorism (LASIT) & 'Other'** accounts for a small minority of Counter Terrorism Police North West caseload, it still presents a significant Counter Terrorism threat.

## Leadership and Partnership

| Risk                                                                                                                                                                                                                                        | Hazard                                                                                                                                                                | Risk management                                                                                                                                                                                                                                                                                                                                                  | Rag | Further action needed                                              | Lead officer | Date for completion |
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| <b>Leadership</b><br><br>The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective. | Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that | 175 audit carried out annually. Action plan shared with safeguarding governors. Safeguarding governors meet with DSL termly to carry out safeguarding monitoring.<br><br>The head teacher is part of the safeguarding team and is nominated Prevent lead. Training has been undertaken, and staff and governors are regularly informed of any incidents arising. |     | Prevent risk assessment (2025 – 2026) to be shared with governors. | DSL          | April. '25          |

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|                                                                                                                                                                                                                                             | staff implement the duty effectively.                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                    |                                     |            |
| <b>Leadership</b><br><br>The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective. | Leaders (including governors) within the organisation do not understand and the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level. | All staff have received regular KCSIE updates and safeguarding reviews. This is completed face to face termly. Staff have completed prevent training via the school's online resource and the accredited programme School May 2024 updated training and DfE Prevent and Channel training May 2024. The school's safeguarding governors are Charlii Bryant (previous DHT and DLS) and Nafisha Bax. There are 4 level 3 trained staff, all of which are members of the SLT. All staff and governors understand their role and the importance of "Prevent". Where any incidents have arisen the Prevent protocols in school have been followed |  | Prevent training as part of whole staff training.                                                                                                                  | HT (nominated Prevent lead) and DSL | May. '25   |
| <b>Leadership</b><br><br>The setting does not place sufficient priority to Prevent and risk assessment/action plans (or                                                                                                                     | Leaders do not communicate and promote the importance of the duty.                                                                                                                                                                    | Prevent risk assessment in place and shared with staff.<br><br>Staff receive Prevent training. Sufficient leadership/ownership in safeguarding policies and related policies are ratified by governors and shared with SLT                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Prevent risk assessment (updated) 2025 – 2026 to be shared with governors and staff.<br><br>Safeguarding policies continue to be shared and ratified by governors. | DSL                                 | April. '25 |

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| does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.                                                                                                                         |                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                               |                 |           |
| <b>Leadership</b><br><br>The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective. | Leaders do not drive an effective safeguarding culture across the institution.                      | <p>There is a strong safeguarding culture across school in which it is recognised that it is everyone's responsibility. The school promotes British values: these are embedded and identified in the curriculum</p> <p>Leadership have clear understanding of reporting and referral mechanisms. Safeguarding noticeboard in staffroom, including flowcharts for referral are clearly visible. Flowcharts and key Safeguarding contact numbers are displayed in the DHT/DSL office.</p> |  | Any changes to reporting procedures or mechanisms (based on annual changes to KCSIE) to be shared with staff. | DSL             | Sept. '25 |
| The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate                                                                                         | The school does not establish effective partnerships with organisations such as the Local Authority | The school has strong partnerships with: <ul style="list-style-type: none"> <li>• Local Safeguarding Children's Partnership</li> <li>• DSL drop-in sessions</li> <li>• LADO</li> <li>• Supervising DSL programme meetings</li> <li>• Police Prevent Team</li> <li>• Local PCSO</li> <li>• Channel panel</li> <li>• Child and family</li> </ul>                                                                                                                                          |  | Maintain links and DSL/DDSLs to continue to attend relevant training/forums.                                  | DSL, DDSLs, SLT | Termly    |

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| risks and meet the requirements of the Duty are not effective.                                                                                                                                                                              | ty and Police Prevent Team.                                                                                                  |                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                              |                   |           |
| <b>Leadership</b><br><br>The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective. | Leaders do not provide a safe environment in which children can learn.                                                       | Pupils feel safe in school, this is evident from all consultation data (2024: 100% of children feel safe in school)<br><br>Curriculum Golden Threads (Feeling Safe & Nurtured)<br><br>Zero tolerance to bullying. Anti-bullying 'drop-ins'<br><br>Safeguarding related policies in place (behaviour/anti-bullying)<br><br>Keyworker system in place |  | Updated Safeguarding related policies shared with all staff.                                                                 | DSL               | Sept. '25 |
| <b>Working in Partnership</b>                                                                                                                                                                                                               |                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                              |                   |           |
| <b>Working in Partnership</b><br><br>The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisa                                                             | The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent | The school has strong partnerships with: <ul style="list-style-type: none"> <li>• Local Safeguarding Children's Partnership</li> <li>• DSL / headteacher forums</li> <li>• LADO</li> <li>• Community Safety Partnerships</li> <li>• Police Prevent Team</li> <li>• Channel panel</li> <li>• Child and family</li> </ul>                             |  | Regular checks on community groups who use school premises (SDI – community mosque sessions, 'family learning' and midwives) | HT<br>DSL/D<br>HT | Termly    |

|                                                                                                                                                             |                                                                                                                                                     |                                                                                                                                                                                                                                                                   |  |                                                                                      |     |           |
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| tion, and does not have access to good practice advice, guidance or supportive peer networks.                                                               | Team.                                                                                                                                               |                                                                                                                                                                                                                                                                   |  |                                                                                      |     |           |
| <b>Capabilities</b>                                                                                                                                         |                                                                                                                                                     |                                                                                                                                                                                                                                                                   |  |                                                                                      |     |           |
| <b>Staff training</b><br><br>Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.  | Frontline staff including governors, do not understand and what radicalisation means and why people may be vulnerable to being drawn into terrorism | This is completed either as face-to-face refreshers termly, a dedicated element of level 1 training and accredited online Prevent training last completed in March 2024<br>Weekly safeguarding updates (staff briefings)<br><br>Prevent risk assessment in place. |  | Prevent risk assessment (updated) 2025 – 2026 to be shared with governors and staff. | DSL | April '25 |
| <b>Staff training</b><br><br>Staff do not recognise signs of abuse or vulnerabilities, and the risk of harm is not reported properly and promptly by staff. | Frontline staff including governors, do not know what measures are available to prevent people from being drawn into                                | All staff attend safeguarding training and are familiar with key school safeguarding and statutory policies.<br><br>The Designated safeguarding lead regularly receives updates and these are distributed, where appropriate to staff and safeguarding governors. |  | Update for governors on Prevent as part of Safeguarding report.                      | DSL | April '25 |

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|                                                                                                                                                            | terrorism and do not know how to obtain support for people who may be exploited by radicalising influences. Staff do not access Prevent training or refresher training. |                                                                                                                                                                                                                                                                 |  |                                                                                                                                                                                                                    |           |                        |
| <b>Staff training</b><br><br>Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff. | Staff do not access Prevent training or refresher training.                                                                                                             | Staff complete dfe Prevent Awareness training:<br><a href="https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal#awareness-course">https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal#awareness-course</a> |  | Staff receive Prevent training with a focus on Notice, Check, Share                                                                                                                                                | All staff | To be reviewed May '25 |
| <b>Information Sharing</b><br><br>Staff do not share information with relevant partners in a                                                               | Staff do not feel confident sharing information with partners                                                                                                           | The school has a culture of safeguarding that supports effective arrangements<br><br>CPOMS reporting system in place. DSL/DDSL monitors CPOMS.                                                                                                                  |  | <ul style="list-style-type: none"> <li>• identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation</li> <li>• help children reduce their risk of harm by</li> </ul> | All staff | ongoing                |

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| timely manner.                                                                                              | regarding radicalisation concerns.                     |                                                                                                                                                   |  | securing the support they need, or referring in a timely way to those who have the expertise to help                                                                                                                                                                                                                                                                                                                                                                                                              |                               |         |
| <b>Information Sharing</b><br><br>Staff do not share information with relevant partners in a timely manner. | Staff are not aware of the Prevent referral processes. | The school has clear processes for raising radicalisation concerns and making a Prevent referral.                                                 |  | DSL to follow the process for Bolton referrals:<br><br>NOTICE: Person vulnerable Identified Person in immediate danger or immediate risk to public - PHONE POLICE<br>CHECK: If no immediate danger or risk: Discuss with team manager/designated safeguarding lead (DSL) or Channel single point of contact (SPOC) for your service or organisation.<br>SHARE: If you decide to make a referral then use the Bolton Prevent referral form and send to the following email address: channel.project@gmp.police.uk. | DSL                           | ongoing |
| <b>Reducing Permissive Environments -</b>                                                                   |                                                        |                                                                                                                                                   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |         |
| <b>Building children's resilience to radicalisation</b><br><br>Children                                     | The setting does not provide a safe space in which     | The school has a code of conduct for all staff (teaching and non-teaching staff)<br><br>Jigsaw PSHE scheme of work<br><br>Online safety scheme of |  | Jigsaw scheme and online safety scheme of work embedded and taught weekly<br><br>Monitoring carried out by                                                                                                                                                                                                                                                                                                                                                                                                        | DSL, PSHE and computing leads | termly  |

|                                                                                                                                                                                       |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                             |          |                 |
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| and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.    | children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. | work                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | subject leaders                             |          |                 |
| <b>Building children's resilience to radicalisation</b><br><br>Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by | The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development                                                            | The school carries out safer recruitment checks on all staff<br><br>Teaching is monitored by senior leaders through observations, book checks and is quality assured<br><br>The school provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills<br><br>British Values are taught across school as part of weekly Jigsaw lessons<br><br>SMSC gridmaker |  | Review wider opportunities documents (SMSC) | Teachers | Summer term '25 |

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| terrorist organisations and extremist ideologies that underpin them.                                                                                                                                                                 | of students and fundamental British values and community cohesion.                                   |                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                                                                    |                    |           |
| <b>IT policies</b><br><br>Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up. | Students can access terrorist and extremist material when accessing the internet at the institution. | Appropriate internet filtering is in place through Bolton SICT (Sophos)<br><br>Fastvue alerts received through Encompass - monitored by the DSL<br><br>SWGFL – weekly checks carried out (Testfilter)                                                                       |  | Changes to filtering and monitoring by the LA service provider/school switched from Sophos to Watchguard for firewall and from Fastvue to Lightspeed.<br><br>Systems in place to record Lightspeed alerts. DSL to feed back to governors on alerts as part of safeguarding report. | DSL                | Termly    |
| <b>IT policies</b><br><br>Ineffective IT policies increases the likelihood of students and staff being drawn into                                                                                                                    | Students may distribute extremist material using the institution IT system.                          | Pupils have individual log-ins for devices.<br><br>There is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns.<br><br>The school equips pupils with the skills to stay safe online, both in school and outside. |  | Online safety workshop for parents.                                                                                                                                                                                                                                                | DSL/computing lead | Sept. '25 |

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| extremist material and narrative s online. Inappropriate internet use by students is not identified or followed up.                                                                                                                   |                                                                                                                                               |                                                                                                                                                                                                                                    |  |                                                                                 |                    |           |
| <b>IT policies</b><br><br>Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narrative s online. Inappropriate internet use by students is not identified or followed up. | Unclear linkage s between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content . | The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety).                                                                                                        |  | Safeguarding/safeguarding related and online safety policies reviewed annually. | DSL/computing lead | Sept. '25 |
| <b>Visitors</b><br><br>External speakers or visitors being given a platform to radicalise children and                                                                                                                                | Leaders do not provide a safe space for children to learn.                                                                                    | A process is in place to manage site visitors, including sub-contractors.<br><br>Individual log-ins for all pupils staff and adults<br><br>Wi-fi access for visitors is available (provided on arrival at the office, if required) |  | N/A                                                                             | N/A                | N/A       |

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| young people or spread hateful or divisive narratives.                                                                                                        |                                                                                                                         | Supply log-in is in place (provided on arrival at the office)                                                                                                                                                                                                                                        |  |                                                                        |                   |        |
| <b>Visitors</b><br><br>External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives. | Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. | The school does not use many visiting speakers - where they are used we ask that political and personal beliefs are not espoused. No children are ever alone with visitors. A "red" lanyard indicates the adult must be accompanied at all times.                                                    |  | N/A                                                                    | N/A               | N/A    |
| <b>Visitors</b><br><br>External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives. | The setting does not conduct any due diligence checks on visitors or the materials they may use.                        | The school only hires its premises to local sub group of a mosque (SDI)-we have asked for all insurances, evidence of DBS, for the group to ensure fire procedures are followed and for the group to hold registers with names of children, staff and volunteers. Spot checks have been carried out. |  | Continue with checks on community groups who use school premises (SDI) | HT<br>DSL/D<br>HT | Termly |