Connect Alliance Trust

Excellence - Collaboration - Respect

Prevent Duty Policy

Adopted by

Brookburn Primary School

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Version Control Table

Version	Date	Author	Rationale / Summary of changes	Ratified
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Contents:

Statement of Intent
1. Legal Framework
2. Definitions
3. Roles and Responsibilities
4. Safeguarding from extremism
5. Channel and Prevent
6. Preventing Radicalisation
7. Making a judgement
8. Making a referral
9. Community Links
10. Promoting fundamental British Values
11. Training
12. Policy Review
13. Appendix

Statement of intent

Schools within Connect Alliance Trust recognise that pupils can be vulnerable to extremist ideology and radicalisation, and we are committed to protecting pupils from this risk as part of our safeguarding responsibilities.

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

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

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

1. Legal framework

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

- Children Act 1989
- Education Act 1996
- Counter-Terrorism and Security Act 2015
- Childcare Act 2006
- Equality Act 2010
- Data Protection Act 2018
- UK GDPR
- Home Office (2023) 'Prevent duty guidance: England and Wales'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2023) 'The Prevent duty: safeguarding learners vulnerable to radicalisation'
- DfE (2018) 'Working Together to Safeguard Children'

- Home Office (2021) 'Channel Duty guidance: protecting people vulnerable to being drawn into terrorism'

1.2 This policy operates in conjunction with the following school policies:
- Safeguarding Policy
- Digital Safeguarding Policy
- Data Protection Policy
- Invacuation, Lockdown and Evacuation Policy / Procedures
- Equality Information and Objectives Statement

2. Definitions

For the purpose of this policy:

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

2.2. Radicalisation – is defined as the process by which an individual or group comes to support terrorism and extremist ideologies associated with terrorist groups.

2.3. Fundamental British values – is defined as violent threats or actions designed to influence government or intimidate the public with the purpose of advancing a political, religious or ideological cause. This includes endangering or causing serious violence to a person or people, serious damage to property, and seriously interfering or disrupting an electronic system.

3. Roles and responsibilities

3.1 The Trust Board will be responsible for:

- Ensuring the appropriate measures are in place to protect pupils from radicalisation.

3.2 The School's Governing Board will be responsible for:

- Ensuring the Prevent duty is seen as part of the school's wider safeguarding duties.

3.3. The headteacher will be responsible for:

- The overall implementation and management of this policy.
- Report any Prevent referrals to CEO
- Ensuring every staff member is familiar with the scope of this policy.
- Ensuring pupils are taught about British values through the curriculum.
- Ensuring the school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- Undertaking a risk assessment to determine whether pupils are at risk of being drawn into terrorism.
- Identifying extremist risks in the local area.
- Ensuring any visitors and speakers at the school are appropriate and vetted prior to them having access to pupils.
- Ensuring appropriate Prevent training is undertaken by each member of staff.

3.4. The DSL, and any deputies, will be responsible for:

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

3.5. All staff members will be responsible for:

- Being alert to the risk factors of extremism and radicalisation and any changes in a pupil's behaviour which could indicate that they may be in need of help or protection.
- Raising any concerns with the DSL (or any deputies, in their absence).
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to the Channel programme.
- Engaging in staff training on the Prevent duty.
- Using their professional judgement to identify pupils who may be at risk of radicalisation and acting proportionately.

4. Safeguarding from extremism

4.1. Schools in Connect Alliance Trust protect the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

4.2. The school has a dedicated DSL who deals with any incidents of extremism and or terrorism within our school community.

4.3. As is the trust and school's responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.

4.4. The school has strong relationships with our local safeguarding partners, and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise.

4.5. The school encourages any pupil, parent, staff member or member of the wider school community to let our DSL know if they have concerns about:

- Pupils becoming radicalised.
- Groups, clubs or societies with extremist or radical views.
- Friends and/or families of pupils becoming radicalised or involved in extremism.
- Pupils planning to visit known areas of conflict.
- Members of the school and wider community attempting to draw young and/or vulnerable pupils into extremism.

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

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

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

5. Channel and Prevent

5.1. Channel, a key element of the Home Office's Prevent strategy, is a multiagency approach to protect people at risk from radicalisation.

5.2. As a school, we will work with the LA, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to challenge extremism if it arises. This includes identifying pupils to whom any of the following criteria applies:

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Who have a desire for status amongst their peers
- Who have a desire for excitement and adventure
- Displaying a need to dominate and control others
- Who have a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Who are susceptible to opportunistic involvement
- Who have family or friends involved in extremism
- Susceptible to being influenced or controlled by a group
- With relevant mental health issues

5.3. Referrals made to Prevent will first be handled by Prevent Case Management, which will screen for genuine vulnerabilities. The Prevent Case Management will decide whether further action is required and, if so, will either refer the issue to mainstream services as required or carry the investigation forward to a Channel panel which will gather further information from partners and agree on the support required. The school will ensure that information is shared as required.

5.4. The school will cooperate with local panels involved in the Channel process. A representative of the school will attend meetings as required to aid the mitigation of identified risk and vulnerabilities. This includes contributing towards the support plan and sharing information necessary and proportionate to the effective working of the panel.

6. Preventing radicalisation

6.1. The school will assess the risk of pupils being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.

6.2. The school always takes allegations and concerns of radicalisation and/or terrorism seriously and staff will act proportionately, which may include making a Prevent referral.

6.3. When appropriate, the school will help pupils channel their desire for excitement and adventure into suitable and healthy activities.

6.4. Extremist propaganda is widely available online – the school will ensure that British values are promoted regularly to encourage pupils to develop an appreciation of society.

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

6.6. The school recognises that pupils' parents and families are best-placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

6.7. The school will record all internet activity that takes place on site, and on any school computers, laptops and tablets off site, and establish appropriate filters to protect children from terrorist and extremist material online, in accordance with the Digital Safeguarding Policy.

6.8. In accordance with Keeping Children Safe in Education and our Safeguarding Policy, pupils will be taught about the importance of staying safe online through PSHE lessons.

6.9. The school is stronger thanks to our open, multi-faith and multi-racial community. We will always aim to integrate and engage every child within the school community, and in the wider community.

6.10. The school will celebrate a range of different religious and cultural festivals across the year giving every child the opportunity to take part.

6.11. The school will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging, in extremist activity and/or radicalisation.

6.12. Where a pupil has been identified as at risk of radicalisation, the school will take action proportionate to the incident or risk.

7. Making a judgement

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

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views, e.g. 'hate' language · Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which are counter to the school's Equality Policy and Objectives
- Documented concerns raised by parents or family members about the changing behaviour of the pupil
- References to an extremist narrative in pupils' work
- Disassociation from existing friendship groups

- A loss of interest in activities, which they previously engaged in
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions
- Migration
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of racism or discrimination
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

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

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

7.3. Critical indicators include where a pupil is:

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

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

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

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

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

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

7.8. Staff will be aware that ‘pull factors’ can include where extremist or terrorist groups:

- Offer a sense of community and a support network
- Promise fulfilment or excitement
- Make the pupil feel special and part of a wider missions
- Offer a very narrow, manipulated version of an identity that often supports stereotypical gender norms
- Offer inaccurate answers or falsehoods to grievances
- Encourage conspiracy theories
- Promote an ‘us vs. them’ mentality
- Blame specific communities for grievances
- Encourage the use of hatred and violent actions to get justice
- Encourage ideas of supremacy

8. Making a referral

8.1. In accordance with the school’s Safeguarding Policy, if any member of staff has any concerns about a pupil, they will raise this with the DSL.

8.2. Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to the Channel programme. In most cases, the DSL will refer the case to the Channel programme where there is a radicalisation concern, as appropriate.

8.3. Staff members may make referrals using the Prevent national referral form if they deem it necessary – the DSL will be notified in all cases and will support staff members who do so.

8.4. Following a referral made to Prevent, a Channel panel will meet to discuss the referral, assess the risk and decide whether the person should be accepted into channel. The panel will be chaired by the LA and attended by multi-agency partners including the police, education professionals, health services, housing and social services. Staff members will be notified if they are required to attend a Channel panel following a referral made to Prevent.

8.5. The DSL will follow up any referrals and the pupil will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents will be consulted during this period, unless doing so would put the pupil at further risk of harm.

8.6. If any concerns are raised, the DSL will contact the Channel programme to discuss further steps.

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

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

9. Community links

9.1. The school will engage in community discussions.

9.2. The school will include discussion about extremism and terrorism in our governing body meetings, as appropriate.

9.3. The school will operate an open-door policy for community members to report concerns.

9.4. The school will, where appropriate, partake in community festivals, religious celebrations and other events.

9.5. The school will select a range of charities to support across the year which represent our school community, including local community groups.

9.6. The school will maintain an up-to-date awareness of the risk and threat posed in the local area and the latest developments in best practice through local partnerships.

10. Promoting fundamental British values

10.1. Through the national curriculum, the school will:

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

10.2. Through our social, moral, spiritual and cultural programme, the school will:

- Enable pupils to develop their self-knowledge, self-esteem and self confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

10.3. The school will do this by:

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

11. Training

11.1. All staff will attend safeguarding training including that which concerns preventing people from being drawn into terrorism or extremist groups. Regular prevent training will be provided and updated as required. Training will focus on the importance of following the ‘Notice, Check, Share’ protocol.

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

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

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

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

11.6. Staff will be trained to be aware of and to identify concerning behaviour that may indicate a pupil is susceptible to radicalisation, e.g. voicing intolerant narratives.

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

11.8. Further advice on training will be sought from the LA safeguarding team as appropriate.

12. Policy review

12.1. This policy is reviewed annually by the trust’s executive team.

13. Appendix

School Prevent Duty Risk Assessment

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism.

We are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the Home Office's statutory guidance.

This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

Extremism is defined 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. Extremism isn't exclusive to any section of society and can take many forms.

Radicalisation is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Last Updated:

Leadership

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	OWNER	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British Values	Pupils, staff and governors	The school values clearly set out its commitment to British Values. These values include a commitment to tolerance, diversity and mutual respect and are endorsed through its Rights Respecting Gold status.			
Leaders are unaware of their responsibilities under the Prevent Duty, and of the context of the school relating to the risk of extremism	Pupils and staff	School leaders are aware of their duty to prevent pupils being drawn into terrorism, and make sure all staff know the same. School leaders stay up to date with local developments and risks.			

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	OWNER	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
The school does not have adequate safeguarding procedures in place.	Pupils, staff and governors	The school has robust procedures in place to keep all children and staff safe. The school has a Business Continuity Plan, which is reviewed regularly and includes critical incidents.			

Training and Capability

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
School staff are unaware of their responsibilities under the Prevent Duty, and the need to promote British Values	Pupils and staff	All staff have read the school's Safeguarding Policy and at least Part 1 of Keeping Children Safe in Education. The trust has a specific policy on the Prevent Duty which directly references radicalisation and its prevention. All staff have Prevent training and are aware that they can go to a DSL for advice, support, and to escalate concerns.			
Governors cannot carry out their role to monitor the school's Prevent strategy effectively	Pupils and staff	All governors have read the school's Safeguarding Policy and Keeping Children Safe in Education. They have also completed training, which includes the Prevent Duty. The school has a dedicated safeguarding link governor that oversees its compliance with the above.			

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Staff do not support the school's values and ethos, or they support and promote extremist ideas	Pupils and staff	The staff recruitment process reflects the trust's values and promotes good safeguarding practice. Safer recruitment procedures are followed and school values/ commitment to safeguarding are included in all job advertisements.			

Working In Partnership

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally	Pupils and staff	The school works and communicates with local safeguarding partners and other relevant agencies regarding concerns about extremism. School DSLs are aware of the process to contact other agencies and expedite concerns about extremism. Records of referrals are kept on a secure system (CPOMS) and are followed up appropriately.			

Speakers and Events

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Pupils are exposed to extremist ideologies by visiting speakers	Pupils	Any requests for speakers, performers and training are discussed and approved by the school's SLT. The materials that visiting speakers deliver are checked and verified prior to their visit.			
The school site is used to host events which support extremist ideologies or promote hatred	Pupils and staff	All hiring and lettings agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred.			

School Curriculum and Culture

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British Values	Pupils	Opportunities to promote British Values are clearly identified within all curriculum areas. Use of PSHE / RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies.			

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Pupils, staff, governors and parents	The school's Behaviour Policy clearly sets out that hateful behaviour is not tolerated. Staff know how to respond to witnessing harassment and abusive behaviour. Pupils are encouraged to challenge harassment or abusive behaviour among their peers.			
British Values are not promoted outside of the classroom	Pupils and staff	Pupils participate in democracy through school council and student leadership elections. Assemblies promote diversity, human rights and respect. Celebrations from multiple religions and cultures are celebrated around the school and on its social media.			

IT and Internet Safety

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Pupils use the school network or school hardware to access extremist material	Pupils	Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. The school IT network has appropriate filters to block sites deemed inappropriate or unsafe. School accounts are monitored.			

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	Pupils	The ICT curriculum includes teaching pupils how to stay safe online. Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation.			

School Security

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Non-approved visitors access the school site to spread extremist ideology	Pupils and staff	All visitors to the school must be signed in at the Main Office and wear ID badges. Visitors are accompanied around the school site by a member of staff at all times.			