



**Newall Green
Primary School**

Aiming High To Reach Our Goals

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Preventing Radicalisation Policy & Risk Assessment



| Document Control | |
|---------------------------|---|
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| Amendments | Updated and referral form added |
| Related Policies/Guidance | <ul style="list-style-type: none"> • Acceptable Use (ICT) Policy • Behaviour Policy • Safeguarding and Child Protection Policy • Equality Policy • Staff Code of Conduct • Curriculum Overview (Year group long term planning document) • KCSIE 25 • Working together • Business Continuity Plan • Critical Incident Policy |
| Review | Annually |

| | | |
|----------------------------|----------------|-----------------------|
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Preventing Radicalisation Policy

Radicalisation has a devastating effect on children and young people. Protecting them from all forms of extremist ideas, in whatever form, is a safeguarding priority. By fostering a collective responsibility and actively promoting the fundamental British value of democracy, the rule of law, individual liberty, mutual respect and tolerance, pupils will build resilience and be protected from extremist narratives. Therefore, it is essential all staff maintain an attitude of and consider it could happen here.

1. STATEMENT OF INTENT

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping becoming terrorists or supporting terrorism. This also includes non-violent extremism recognising that this can create an atmosphere conducive to terrorism and popularise views, which terrorists can exploit.

This policy is written in line with the statutory Prevent Duty guidance for England and Wales (updated December 2023), the Channel Duty guidance (latest local/ national updates), and the Department for Education's Keeping Children Safe in Education (current version). Staff must follow

DfE information-sharing advice (May 2024) and the school's filtering & monitoring standards. The policy will be reviewed at least annually and after any Prevent/Channel referral.

Extremism is defined as the '*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.*' (Counter Extremism Strategy (2015)

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. Radicalisation is a gradual process therefore early intervention offers the possibility to steer someone away from being drawn into terrorist activity.

Staff will be alert to changes in children's behaviour which could indicate that they may need help or protection. When considering indicators of vulnerability staff must take care to avoid stereotyping or profiling. Individual pupils with SEND (including autistic pupils) or mental-health needs must not be assumed to be at heightened risk without evidence; concerns should be assessed holistically, and specialist SEND/safeguarding advice sought. Safeguarding responses must be proportionate and non-discriminatory.

- Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme.
- The school will work with the Local Children's Safeguarding Board as appropriate.

2. TRAINING

The Designated Safeguarding Lead (DSL) and the members of the Senior Management Team (SMT) will organise Prevent Duty training for all staff as follows;

- All staff have Prevent awareness training at induction and annually thereafter.
- DSL/SMT: enhanced Prevent and Channel training annually and after any substantial update to guidance.
- Governors: annual briefing on Prevent responsibilities and local risk context. Training completion must be recorded (date, provider, version)

3. INFORMATION TECHNOLOGY

The school will review its filtering and monitoring provision at least annually, keep logs of system checks, and ensure risk profiling considers SEND, EAL and the use of generative AI tools. Any gaps identified will trigger remedial action and be reported to the governing body.

4. RISK INDICATORS

3.1 Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society
- Changing style of dress or personal experience to accord with the group
- Conversation increasingly focussed on a particular (potentially extremist) ideology
- Possession of materials or symbols associated with an extremist cause

3.2 Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Loss of interest in activities which they previously engaged with
- Searching for answers to questions about identity, faith and belonging
- Peer pressure
- Bullying
- Crime
- Anti-social behaviour

3.3 Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination
- Influence from other people

3.4 Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

3.5 Other indicators:

- Using derogatory language about a particular group
- Inappropriate forms of address
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with teachers/adults requests
- Condoning or supporting engagement with extremist ideologies or groups

4. MAKING A JUDGEMENT

When making a judgement, staff will ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?

- Is the child known to possess or actively seek extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

Critical indicators include where the child is:

- In contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites
- Possessing 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

5. PREVENT DUTY REFERRAL PROTOCOL

STEP 1

- When a concern is identified, as with all safeguarding concerns, the member of staff may seek clarification from the individual but must be careful not to lead or investigate. Details of the concern are shared at the earliest opportunity with one of school's designated named persons for safeguarding. If using a computerised system, a safeguarding alert should be generated.

STEP 2

- The designated named person for safeguarding will discuss the concern, (including the relevant context) with the member of staff (the referrer) and document the report. The member of staff will author, sign and date (including the time) a written statement for the safeguarding record in line with safeguarding recording requirements.

STEP 3

- The designated named person for safeguarding to check if any additional concerns are known / documented in the school's safeguarding records, then alert the Head Teacher or another designated named person. Jointly they should consider if the concern falls within general safeguarding concerns (see step 4) or if a Prevent referral should be made (see step 5). The named designated persons may wish to refer to Channel Duty Guidance Protecting Young People from being drawn into terrorism (p11,12) and Channel: Vulnerability Framework (p2,3) documents which contain guidance on vulnerability factors.

STEP4

- School to follow general safeguarding protocols taking action to support and / or make referral to social care where appropriate.

STEP 5

- The designated named person for safeguarding to make a referral to the Local Authority safeguarding team. This is usually via the Local Safeguarding partnership or the Multi-Agency Safeguarding Hub (MASH). However, some Local Authorities have designated a nominated Prevent referral lead within the authority to receive all Prevent referrals.

STEP 6

- After consideration, if warranted, the Local Authority to pass the referral to the Channel co-ordinator for management through to the Local Authority Chaired Channel panel.

STEP 7

- The Channel panel convenes to consider support options.

STEP 8

- If deemed suitable by the Channel panel a holistic package of support will be determined and delivered. Please note school may be involved as part of the multi-agency support offered.

STEP 9

- As with all aspects of safeguarding, even if Channel support is deemed suitable and offered, school retains a duty of care. As such staff should remain vigilant, reporting any new or further concerns to school's designated named persons for safeguarding.

STEP 10

- No press briefing should be made unless directed by the Police. The input of the Local Authority Media Relations Office may be sought.

STEP 11

- Under the direction of the Head Teacher all staff should ensure parents / guardians are supported.

STEP 12

- Head Teacher, SLT and Staff members who attended the visit to complete the critical incident paperwork. A case review should be conducted as a priority together with a meeting with parents / guardians.
- Head Teacher / Principal and Governance to review the critical incident paperwork and the safeguarding arrangements.

6. PREVENTING RADICALISATION THROUGH LEARNING

1. Staff are committed to the positive culture / ethos of collective responsibility visible in the everyday life of the setting under the direction of governance and leadership which is out-lined in the code of conduct.
2. Parent Support Officers have a good understanding of the context of our community through work closely with parents. This information helps us to plan events and support so that we educate and promote the respect of all faiths and cultures through our 'Peace Mala Commitments.'

3. Effective and consistent application of the range of safeguarding policies are monitored by the Safeguarding and Inclusion Team within school.
4. Effective safer recruitment and vetting processes of staff ensure all children are protected from radicalisation and/ or extremist behaviour.
5. The ICT curriculum educated children about the risks of technology use and internet use in radicalisation. The ICT curriculum promotes online and cyber safety together with appropriate use of media devices, the internet and social media.
6. Internet access filters are in place and monitored regularly.
7. Children are taught about the UN Convention On The Rights Of The Child through the Rights Respecting Schools programme. Through this context a wide range of historical and current topics are explored and discussed. We currently hold Rights Respecting Schools Bronze award.
8. The Dimensions curriculum teaches KS2 children about Extremism and Radicalisation.

7. CONTACT INFORMATION FOR MANCHESTER CITY COUNCILS PREVENT EDUCATION OFFICER

Dobir Mohammed Miah | Prevent Education Officer [PEO]
Community Safety Team | Manchester City Council
Tel:0161 245 7214 | Mobile:07970378988 E-mail:dobir-mohammed.miah@manchester.gov.uk

Prevent Referral Form

| REFERRAL PROCESS | |
|---|--|
| <p>By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities.</p> <p>Once you have completed this form, please email to: mcsreply@manchester.gov.uk AND channel.project@gmp.police.uk AND gmchannel@manchester.gov.uk</p> <p>If you have any questions whilst filling in the form call: GMP Prevent Team 0161 856 6362</p> | |
| INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS | |
| Forename(s): | First Name(s) |
| Surname: | Last Name |
| Date of Birth (DD/MM/YYYY): | D.O.B. |
| Approx. Age (where D.O.B unknown): | Please Enter |
| Gender: | Please Describe |
| Known Address(es): | Identify which address is the Individual's current residence |
| Nationality / Citizenship: | Stated nationality / citizenship documentation (if any) |
| Immigration / Asylum Status: | Immigration status? Refugee status? Asylum claimant? Please describe. |
| Primary Language: | Does the Individual speak / understand English? What is the Individual's first language? |
| Contact Number(s): | Telephone Number(s) |
| Email Address(es): | Email Address(es) |
| Any Other Family Details: | Family makeup? Who lives with the Individual? Anything relevant. |
| DESCRIBE CONCERNs | In as much detail as possible, please describe the specific concern(s) relevant to Prevent |
| <p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> How / why did the Individual come to your organisation's notice in this instance? Does it involve a specific event? What happened? Is it a combination of factors? Describe them. Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How? Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact? Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information? Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly? Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures. Please describe any other concerns you may have that are not mentioned here. | |
| COMPLEX NEEDS | Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense? |
| <p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> Victim of crime, abuse or bullying. Work, financial or housing problems. Citizenship, asylum or immigration issues. Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings. On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency. Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories. Educational issues, developmental or behavioural difficulties, mental ill health (see Safeguarding Considerations below). Please describe any other need or potential vulnerability you think may be present but which is not mentioned here. | |
| OTHER INFORMATION | Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies working with the Individual, etc. |

| PERSON WHO FIRST IDENTIFIED THE CONCERNS | |
|---|--|
| Do they wish to remain anonymous? | Yes / No |
| Forename: | Referrers First Name(s) |
| Surname: | Referrers Last Name |
| Professional Role & Organisation: | Referrers Role / Organisation |
| Relationship to Individual: | Referrers Relationship To The Individual |
| Contact Telephone Number: | Referrers Telephone Number |
| Email Address: | Referrers Email Address |
| PERSON MAKING THIS REFERRAL (if different from above) | |
| Forename: | Referrers First Name(s) |
| Surname: | Referrers Last Name |
| Professional Role & Organisation: | Referrers Role / Organisation |
| Relationship to Individual: | Referrers Relationship To The Individual |
| Contact Telephone Number: | Referrers Telephone Number |
| Email Address: | Referrers Email Address |
| REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above) | |
| Forename: | Contact First Name(s) |
| Surname: | Contact Last Name |
| Professional Role & Organisation: | Contact Role & Organisation |
| Relationship to Individual: | Contact Relationship to the Individual |
| Contact Telephone Number: | Contact Telephone Number |
| Email Address: | Contact Email Address |

| RELEVANT DATES | |
|--|--|
| Date the concern first came to light: | When were the concerns first identified? |
| Date referral made to Prevent: | Date this form was completed & sent off? |

| SAFEGUARDING CONSIDERATIONS | |
|--|----------|
| Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues? | Yes / No |
| Please describe, stating whether the concern has been diagnosed. | |
| Have you discussed this Individual with your organisations Safeguarding / Prevent lead? | Yes / No |
| What was the result of the discussion? | |
| Have you informed the Individual that you are making this referral? | Yes / No |
| What was the response? | |
| Have you taken any direct action with the Individual since receiving this information? | Yes / No |
| What was the action & the result? | |
| Have you discussed your concerns around the Individual with any other agencies? | Yes / No |
| What was the result of the discussion? | |

| INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS | |
|--|---------------------------------------|
| Current Occupation & Employer: | Current Occupation(s) & Employer(s) |
| Previous Occupation(s) & Employer(s): | Previous Occupation(s) & Employer(s) |
| Current School / College / University: | Current Educational Establishment(s) |
| Previous School / College / University: | Previous Educational Establishment(s) |

| THANK YOU | |
|---|--|
| <p>Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed.</p> <p>If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned</p> | |

The Prevent duty: Newall Green Primary School 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.

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 | <p>The school values clearly set out our commitment to British values.</p> <ul style="list-style-type: none"> • Values are displayed on the home page of our website • Values include a commitment to tolerance, diversity and mutual respect • Rights Respecting School | Exec Head | L | PHSE lessons / E Safety Policy is in place to educate children in the British Values and our commitment to them. |
| 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 | <p>School leaders undertake training to remind them of their duty to prevent pupils being drawn into terrorism.</p> <p>School leaders stay up to date with local developments and risks.</p> <ul style="list-style-type: none"> • The school is in regular communication with local police • SSS training material used for regular updates and annual training review. • IA children are at risk in the local hotels, regular communication with the IA support workers in place. | Exec Head | L | Refresh the leadership team on the school's responsibilities under the Prevent duty . |

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 our child protection policy and at least part 1 of Keeping Children Safe in Education. All staff have annual Prevent training. Staff members are aware that they can go to the Executive Head for advice, support, and to escalate concerns. | Executive Head | L | The child protection policy is updated annually. |
| Governors cannot carry out their role to monitor the school's Prevent strategy effectively | Pupils and staff | All governors have read our child protection policy and Keeping Children Safe in Education. Any referrals made using Chanel are discussed and monitored by the Safeguarding Lead Governor. | DSL & Safeguarding Lead Governor | L | |
| 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 school's values and promotes good safeguarding practice. Include specific steps taken, for example: <ul style="list-style-type: none"> • School values and commitment to safeguarding are included in job advertisements • Safer recruitment procedures are followed • Code of Conduct sets out the expectations. | Executive Head Teacher | L | The safer recruitment procedures are reviewed annually |

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 | <p>We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism.</p> <p>The DSL is aware of the process to contact other agencies and expedite concerns about extremism.</p> <p>Records of referrals are kept using the CPOMs system and referrals are followed up appropriately.</p> | DSL | L | |

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 | <p>Details of your procedures for visiting speakers, for example:</p> <ul style="list-style-type: none"> • The materials that visiting speakers deliver are discussed and approved prior to their visit • Visitors are never left alone with pupils | SLT | L | |

| HAZARD | WHO IS AT RISK? | ACTIONS IN PLACE | PERSON RESPONSIBLE | RISK LEVEL | ADDITIONAL NOTES / NEXT STEPS |
|---|------------------|--|--------------------|------------|-------------------------------|
| 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 | Business Manager | L | |

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 or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies. | SLT PHSE Coordinator | L | Current practices for promoting British values are considered as part of the Healthy Schools Award. |
| A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop | Pupils, staff, governors and parents | Our 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. | SLT | L | |

| HAZARD | WHO IS AT RISK? | ACTIONS IN PLACE | PERSON RESPONSIBLE | RISK LEVEL | ADDITIONAL NOTES / NEXT STEPS |
|--|------------------|--|--------------------|------------|-------------------------------|
| British values are not promoted outside of the classroom | Pupils and staff | <ul style="list-style-type: none"> Assemblies promoting diversity, human rights, and respect Celebrations from multiple religions and cultures are celebrated around the school We have Peace Mala Gold Accreditation We are a UNICEF Rights Respecting School | | | |

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 | <p>Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable.</p> <p>IT safety and monitoring systems, for example:</p> <ul style="list-style-type: none"> The school IT network has appropriate filters to block sites deemed inappropriate or unsafe School email accounts are monitored by IT staff | IT Coordinator | M | Review our online safety policy annually and ensure staff are aware of the risks of online extremist material. |

| 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 radicalization | Pupils | <p>The ICT curriculum includes teaching pupils how to stay safe online.</p> <p>Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation.</p> | | | <p>Share online safety factsheets with parents to help them support their children</p> |

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 | <ul style="list-style-type: none"> • All visitors to the school must be signed in at reception and wear ID badges • Visitors are to be accompanied around the school site by a member of staff at all times | | | <p>Review our visitor safeguarding protocols.</p> <p>See Critical Incident Policy</p> |

EXECUTIVE HEADTEACHER



September 6, 2024

