



Reddal Hill Primary School

Preventing Extremism and Radicalisation Guidance

Date: December 2025

Ratified by the Governing Body on:

Review date: December 2026

Signed: _____ (Chair of Governors)

Signed: _____ (Headteacher)

Date: December 2025

1. Introduction

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Reddal Hill values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Reddal Hill is committed to providing a secure environment for pupils, where children and young people feel safe and are kept safe. All adults at the school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

This Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157/S175 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Policy also draws upon DfE Guidance "Keeping Children Safe in Education, 2020", HM government document "Prevent strategy: A guide for local partners in England" and the "Counter Terrorism and Security Act 2015".

The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities, which includes all schools including academies, free schools, maintained schools and studio schools to have due regard to the need to prevent people from being drawn into terrorism. The new legislation will be measured through various inspection frameworks, with schools and Children Services measured through OFSTED. The government will be producing guidance to help schools deliver the required standards (issued under section 29 of the Act).

The Department for Education has set up a helpline for teachers who have questions and/or concerns about extremism.

Teachers can call: 0207 340 7264 or email: counter.extremism@education.gsi.gov.uk

In Sandwell Prevent enquiries should be sent to prevent_inbox@sandwell.gov.uk.

2. School Ethos and Practice

When operating this Policy, the school uses the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas.'

There is no place for extremist views of any kind in our school, whether from internal sources (pupils, staff or governors) or external sources (school community, external agencies or individuals). Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this Policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, the school will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Please see notes on associated terminology on **appendix 3**

3. The Counter Terrorism and Security Act July 2015

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. The duty also applies to children's homes. Statutory guidance has been published and comes into force on 1st July 2015.

Schools leaders (including governors) must:

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively

Other duties on schools include:

- effective partnership working with other local agencies, e.g. LSCB, police, health, etc.
- information sharing
- maintaining appropriate records
- assessing local risk of extremism (including Far Right extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers
- safeguarding policies that take account of LSCB policies and procedures
- training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist materials
- school buildings must not be used to give a platform to extremists

Ofsted are responsible for monitoring how well schools are implementing this duty.

See **appendix 1** for optional school's audit

4. Recognising the indicators of vulnerability to radicalisation

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement /reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct/Staff Behaviour policy for staff.

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. All staff will receive WRAP training (Workshop to Raise Awareness of Prevent) and radicalisation and extremism will be an integral part of annual staff safeguarding training.

Our school is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for **Reddal Hill** is **Mrs. Ann Bashir-Pugh**.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC or head/principal. We will help support pupils who may be vulnerable to such influences as part of our wider

safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences, we will ensure that that pupil is helped. Additionally, in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Our school will closely follow the locally agreed procedure as set out by the Local Safeguarding Children Board for safeguarding individuals vulnerable to extremism and radicalisation.

5. Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via Citizenship / PSHE sessions; but also, by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011. These approaches include setting targets for young people to build a sense of ownership; creating a safe space for dialogue between staff and pupils; building resilience in pupils; improving pupil skills for collaborative work; improving pupils' ability to interact with each other and a peer mentoring scheme. We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. The school will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

We will also work with local partners, families and communities in our efforts to challenge extremist views and to assist in the broadening of our pupils' experiences and horizons.

6. Use of External Agencies and Speakers

The school encourages the use of external agencies or speakers to enrich the experiences of our pupils; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. This includes checking the DBS of all external providers, viewing material that will be used beforehand and conducting a social media check on such agencies or individuals.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by the school to ensure that they are effective

Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

7. Whistleblowing

Where there are concerns of extremism or radicalisation pupils and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence.

Please refer to the separate Whistleblowing Policy.

8. Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow government guidance on safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a Single Central Record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools' character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

9. Role of Governing Body

The Governing Body of our school will undertake annual training led by the Designated Safeguarding Lead to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our school will support the ethos and practice, as outlined in Section 2 of this policy and will support the school in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education', September 2020 the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly prior to the start of a new academic year (on an annual basis) but may amend and adopt any amendments outside of this timeframe in accordance with any new legislation or guidance.

10. Standards for Teachers

The 2011 (updated 2013) Standards for Teachers (part two) states:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements, define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways that exploit pupils' vulnerability, or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. They must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities.

NB the phrase 'fundamental British values' refers to the definition of extremism as articulated in the Prevent Strategy, which was launched in June 2011 and updated recently in the Counter Terrorism and Security Act 2015. It includes the need for schools to explore with pupils and students 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.'

11. Policy Adoption, Monitoring and Review

This Policy was considered and adopted by the Governing Body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education' September 2020 and duties as set out in the Counter Terrorism and Security Act 2015.

Parents / carers will be issued with a hard copy of this policy on request. This policy will also be made available to parents / carers via the school's website.

Governors will review this policy annually prior to the start of a new academic year but may adopt any amendments outside this timeframe in accordance with any new legislation or guidance.

12. Supporting children who are travelling/ have travelled abroad to specific locations

If a student / parent / carer seeks permission to travel abroad and this falls within the academic school term then the family should be provided with the letter as set out in **appendix 2**. The Dangers of travelling for terrorism (or Forced Marriage or Female Genital Mutilation) are becoming increasingly apparent and concerning. While this guidance refers to children and young people returning; there is an absolute desire to stop them travelling wherever possible. School staff must also be alert and refer cases of potential concern if they become aware that a student / pupil is intending to travel during school holidays.

If you have concerns either post travel or pre-travel and / or identify any concerns in relation to extremism as identified above please refer to your local MASH. If any of the indicators of concern are noted upon return / extremism risk identified, then consideration via the MASH will give to making a referral to Channel; the Channel panel will suggest appropriate intervention. This will be from a safeguarding perspective around a number of issues that will encompass extremism vulnerabilities. If any responses / discussions give further indicators for concern around extremism, then the Local Security and Partnership Officer will be contacted.

13. LINKS AND SUPPORTING DOCUMENTS

HO Foreign Travel Advice -

<https://www.gov.uk/foreign-travel-advice>

How social media is used to encourage travel to Syria and Iraq (schools briefing note)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

Promoting British Values through SMSC

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Tackling extremism in the UK - Task Force report (see pages 5 – 7) <https://www.gov.uk/government/publications/tackling-extremism-in-the-uk-report-by-the-extremism-taskforce>

Channel Guidance

<https://www.gov.uk/government/publications/channel-guidance>

Prevent Duty (new guidance and consultations documents)

Departmental Advice for Schools and Childcare Providers

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Prevent Consultation

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/388934/45584_Prevent_duty_guidance-a_consultation_Web_Accessible.pdf

Keeping Children Safe in Education – updates in force September 2020

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2#history>

Appendix I – Prevent audit for primary and secondary schools

This is the updated version of the Prevent self-assessment template for schools, it has been reviewed and updated in line with the revised Prevent Duty Guidance, which was published in September 2023 and came into effect on 31st December 2023. The changes include updated language, terminology and structure to reflect the new themes within the guidance

Key
 When assessing the school's level of compliance use the following codes
 1 secure evidence
 2 partial evidence
 3 no evidence

Further support and guidance to help you meet these requirements can be found in the second tab of this spreadsheet 'Further_support_links' found at the bottom of the page		
<u>Prevent Duty Requirement 1 - Leadership & Partnership</u>	<u>Score 1 to 3</u>	<u>Evidence</u>
<p>1A. The school ensures appropriate capabilities at senior level to understand and manage risk of radicalisation. School leaders and those responsible for governance should be aware of their responsibilities and requirements under the Prevent Duty and be able to confidently demonstrate good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's and Adult Partnerships and Police. Partnership working should include as a minimum access to Prevent training, risk assessment and awareness and implementation of developing good practice.</p>	1	<p>Prevent training provided for all staff annually. Radicalisation and Extremism Policy reviewed and updated annually and shared with all staff and governors. The school receives a monthly Prevent Newsletter. This is shared with all staff and governors.</p>

<p>1B. Through partnership arrangements the school's Prevent lead and wider safeguarding team have access to effectively Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the school's Safeguarding policy.</p>	<p>1</p>	<p>As above</p>
<p>1C. The school has a designated strategic Prevent lead in a senior management role who is responsible for delivery of Prevent and who understands the expectations and key responsibilities set on schools by the Prevent Duty. The identified lead works with key stakeholders to understand and manage risk of radicalisation and communicates to relevant staff importance of Prevent.</p>	<p>1</p>	<p>Headteacher and Parent Support Advisor</p>
<p>1D. Leaders and those responsible for governance have a secure understanding of the potential risk in the local area of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.</p>	<p>1</p>	<p>Information is received via annual training and a monthly Prevent Newsletter.</p>
<p>1E. The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation. There should be a clear information sharing pathway taking into consideration size and type of school, with a clear point of contact for operational delivery of Prevent. These policies should also be inclusive of guidance for cooperation with Channel Panels where a Prevent referral is adopted.</p>	<p>1</p>	<p>Within Policy. Notice, Check, Share, check list is shared with all staff. All referral forms are available to all staff in a designated safeguarding Folder in Staff Share.</p>
<p>1F. Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours.</p>	<p>1</p>	

<p>1G. Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns. Clear internal processes are in place for sharing concerns regarding radicalisation, strongly embedded into an effective wider safeguarding approach in the setting.</p>	<p>1</p>	
<p><u>Prevent Duty Requirement 2 - Capabilities</u></p>	<p><u>Score</u> <u>1 to 3</u></p>	<p><u>Evidence</u></p>
<p>2A. A Prevent risk assessment has been undertaken which assesses how learners or staff may be at risk of being radicalised into terrorism, including online. Where specific risks are identified an action plan has been developed that sets out the steps taken to mitigate the risks.</p>	<p>2</p>	<p>Although we don't do a specific assessment, we consider this through the implementation of the curriculum. The school has purchased SENSO, which is an online monitoring tool, which flags up any inappropriate wordings used by staff and children via online searches.</p>
<p>2B. The school has sufficient awareness and is well informed to be alert to understand the risk and threat posed by international, national and local incidents & how this may affect local community including learners & staff. Where appropriate these are discussed with pupils.</p>	<p>1</p>	<p>Through staff Prevent and Safeguarding training.</p>
<p>2C. Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to understand the factors that lead people to support terrorist ideologies or engage in terrorist related activity identify those who may be susceptible to radicalisation, and know what action to take in response.</p>	<p>1</p>	<p>Annually.</p>
<p>2D. The Designated Safeguarding Lead (& Deputy) or Prevent lead has received more in-depth Prevent training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels. This higher-level training has been refreshed at least every two years.</p>	<p>1</p>	<p>Bi-annually Level 3 Safeguarding training. Prevent training for DSLs/ Prevent Lead. Counter Terrorism Local Profile briefings. Half termly DSL Briefings</p>
<p>2E. The impact and effectiveness of the organisation's Prevent training has been tested and the findings have informed the CPD offer for staff and been recorded in any School Improvement Plan. The training specifically informs staff of how to respond to concerns & the material is suitable & appropriate, i.e. it promotes a positive message regarding Prevent & does not undermine or frustrate its purpose.</p>	<p>2</p>	<p>We feel confident that the training received would allow us to deal with such an event effectively.</p>

<p>2F. The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures for handling & sharing concerns.</p>	<p>1</p>	
<p>2G. Safer recruitment training has been carried out by leaders, managers and those responsible for governance.</p>	<p>1</p>	
<p>2H. The Designated Safeguarding Lead (DSL) has access to up-to-date risk information about extremism and terrorism risks that may affect pupils in the local area, the phase of education, and the size and type of setting, to enable completion/update of an effective Prevent risk assessment.</p>	<p>1</p>	<p>See training outlined in 2D</p>
<p><u>Prevent Duty Requirement 3 - Reducing Permissive Enviroments</u></p>	<p><u>Score 1 to 3</u></p>	<p><u>Evidence</u></p>
<p>3A. The setting has adopted robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying or securing employment or volunteering opportunities.</p>	<p>1</p>	<p>All SMT partake in Safer Recruitment training, as well as the Chair of the BG and also the SBM.</p>
<p>3B. The setting has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised, including any materials or weblinks that they share with learners. Invited speakers do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</p>	<p>1</p>	<p>Visiting speakers are supervised by staff at all times.</p>

<p>3C. The setting has appropriate safeguards in place to limit exposure to radicalising narratives and extremist and terrorist content online, creating an environment where radicalising ideologies are challenged and are not permitted to flourish.</p>	<p>1</p>	<p>Monitoring is conducted via SENSO</p>
<p>3D. The setting provides a safe environment for dialogue about challenging and sensitive topics, including where appropriate terrorism and the extremist ideas that are part of terrorist ideology, supporting pupils to understand how they can challenge these ideas.</p>	<p>1</p>	<p>Any concerns regarding sensitive topics are always recorded on CPOMS, the schools safeguarding platform, and is addressed accordingly.</p>
<p>3E. The setting encourages learners (staff and visitors) to respect one another, with particular regard to the protected characteristics.</p>	<p>1</p>	
<p><u>Wider Requirements and Responsibilities - Online safety</u></p>	<p><u>Score 1 to 3</u></p>	<p><u>Evidence</u></p>
<p>4A. Leadership - Governors, trustees and DSLs understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE) and the Prevent Duty.</p>	<p>1</p>	<p>Prevent training provided for all staff annually. Radicalisation and Extremism Policy reviewed and updated annually and shared with all staff and governors. The school receives a monthly Prevent Newsletter. This is shared with all staff and governors.</p>

<p>4B. Staff - All staff receive appropriate online safety training (including cyber awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of online trends and developments related to extremism.</p>	<p>1</p>	<p>All staff partake in Cyber awareness training. Online training is part of the annual safeguarding training. The Online Safety Policy is reviewed and updated annually and shared with all staff and governors.</p>
<p>4C. Filtering and monitoring - The school has appropriate filtering and monitoring systems in place to limit exposure to terrorist and extremist content, and networking with like-minded people. The provider's submission to the UK Safer Internet Centre is properly understood and these systems comply with the DfE standards on filtering and monitoring.</p>	<p>1</p>	<p>The school completed a termly review of the LGfL filtering and monitoring audit checklist.</p>
<p>4D. Policy and procedure - The school's approach to online safety is reflected in the child protection and Safeguarding policy and other relevant policies including mobile, social media, smart technology and remote learning. Acceptable use agreements make specific mention of the Prevent duty</p>	<p>1</p>	
<p>4E. Parental engagement - The school proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated.</p>	<p>1</p>	<p>Webinars on online safety have been shared with families. Online safety meetings for parents/ carers have been provide. There is a dedicated webpage for online safety which is accessible to all stakeholders.</p>
<p>4F. Curriculum and learning (1/2) - Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools, the Prevent duty and other current guidance including how to share concerns.</p>	<p>1</p>	
<p>4G. Curriculum and learning (2/2) - Online safety principles are aligned with British Values and implemented in an age appropriate way to encourage and support pupils to interact online in a respectful and tolerant way and limit the potential harm and influence of radicalisers, extremist narratives and content.</p>	<p>1</p>	

<u>Wider Requirements and Responsibilities - School Security</u>	<u>Score 1 to 3</u>	<u>Evidence</u>
<p>4H. The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these, they are tested for effectiveness and lessons learned are incorporated into improved policy and practice.</p>	<p>1</p>	<p>The school has a School Emergency and Business Continuity Plan – including Lockdown Procedures and Fire Emergency Plan in place and this is reviewed and updated on an annual basis and shared with all stakeholders. Evacuation/lockdown/invacuation procedures are conducted annually.</p>

Appendix 2 - Supporting children who are travelling / have travelled abroad to specific locations

Dear Parent

Travel Abroad

Reddal Hill has advised us that he / she will be travelling to **destination** on **Date** to **Date**.

Travel abroad can be a fantastic learning experience and we encourage pupils to broaden their life experiences to give them a deeper understanding of how other people live around the world. Any trip during term time is discouraged so that it does not negatively impact children's education, but we do consider any requests on a case by case basis.

We are aware that in some countries travel for British Nationals can mean increased risk of terrorist attack. Please see the link below of the latest advice and risks associated to a number of destinations. <https://www.gov.uk/foreign-travel-advice>

There have been numerous incidents of young UK nationals travelling abroad which breached current UK legislation, and also legislation of the country of destination if arriving illegally through unsupervised border crossings.

In a handful of cases parents were unaware of their child's plans to travel so this is one of the reasons that we have contacted you to confirm you are fully aware and are happy with the proposed travel arrangements.

Your child's safety is paramount to the school and travel abroad is covered within safeguarding protocols and current legal duties placed upon educational institutions.

Please do not hesitate to contact ***insert name*** on any issues relating to the content of this letter

Yours sincerely

Insert name

Appendix 3 – Associated terminology

- **Al-Qaeda** – An international organization of loosely affiliated groups/cells that carry out attacks and bombings in the attempt to disrupt the economies and influence of Western nations and advance Islamic extremism
- **British** – People who are the inhabitants of Britain (e.g. citizens of England, Scotland, Wales, Northern Ireland, the Isle of Man or one of the Channel Islands, collectively known as the United Kingdom) or an inhabitant of a British overseas territory
- **Channel** – A key element of the Prevent Strategy; Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs
- **English Defence League (EDL)** – The English Defence League is a far right, street protest movement, which opposes what it considers to be a 'spread of Islamism', and Islamic extremism in the United Kingdom.
- **Ethnicity** – This is linked to distinctive shared social, linguistics, physical (e.g. skin colour) cultural and geographical heritage and norms. Religious belonging may be part of these norms. Every person has an ethnicity. To belong to an ethnic group, an individual must see themselves as a member and be seen as others as being a member of the group
- **Extremism** – One who advocates or resorts to ideologies and measures beyond the norm, in politics and religion often using violence and terror tactics to make their views known, or to gain power.
- **Ideology** – A set of ideas and beliefs of a group, religious or political party
- **Identity** – An umbrella term used to describe an individual's understanding of him or herself; identity is influenced by many factors, gender, ethnicity, religion, nationality, culture, family etc.
- **Media** – The means of communication that reaches large numbers of people e.g. the television, newspapers, and the internet
- **Propaganda** – Ideas or statements that are often false or exaggerated and that are spread in order to help a cause
- **Islamophobia** – A hatred or fear of Muslims, their religion and sometimes-related politics or culture.
- **Islamist** – A western term used to describe an extreme Muslim usually politicised.
- **Jihad** – Personal struggle in everyday life; striving to achieve a goal; also used to mean taking up arms if necessary.
- **Nationalism** – a feeling that people have of being loyal to and proud of their country often with the belief that it is better and more important than other countries.
- **Nationality** – The status of belonging to a particular nation by origin, birth, or naturalization.
- **Racism** – This term refers to the deeply rooted but groundless belief that certain groups are inherently inferior to others. Racism is expressed through attitudes, behaviours and institutional policies and procedures. It disadvantages certain groups in terms of housing, job opportunities and education. Some White people experience racism (for example people from Irish, Jewish or Traveller backgrounds).
- **Radical** – A word that describes a person who favours extreme or fundamental change in existing institutions or in political, social, or economic conditions.
- **Resilience** – The ability to recover quickly from change, or misfortune.
- **Right wing** – A conservative or reactionary element in a political party or other organization, often associated with fascism, nationalism and racism.
- **Social media** – Forms of electronic communication (web sites, social networking and blogging) through which users create online communities to share information, ideas, personal messages, and other content e.g. videos.
- **Stereotypes** – This involves making generalised assumptions about a person or group; applying these assumptions; expecting people to conform to them.
- **Terrorism** – The unlawful use or threatened use of force or violence by a person or an organised group against people or property with the intention of intimidating individuals, coercing societies or governments, often for ideological or political reasons.
- **Terrorist** – One that engages in acts or an act of terrorism.
- **Xenophobia** – An unreasonable fear or hatred of foreigners or strangers, or of that, which is different, foreign or strange.