



Policy and Procedures for Preventing Radicalisation

Kensington Wade constitutes a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty.

In the context of local, national and international events arising from the radicalisation of individuals and their subsequent involvement in extremist or terrorist activity, schools now have a statutory duty to be aware of and ready to respond to any signs that individuals are vulnerable to radicalisation or being influenced towards supporting terrorism and forms of extremism leading to terrorism.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined in the *Prevent* strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This includes calls for the death of UK armed forces, whether at home or overseas.

Some key guidance that this Policy supports are:

[The Prevent duty: for schools and childcare providers](#)

[Keeping children safe in education](#)

[Promoting fundamental British values as part of SMSC in schools](#)

[Prevent Strategy](#)

[Counter-Extremism Strategy](#)

[Working Together to Improve School Attendance](#)

The school is committed to working with others to prevent vulnerable people, including children, being drawn into terrorism or activity in support of terrorism. It does this through:

1. School culture

The school promotes the spiritual, moral and cultural development of its pupils. This includes the encouragement and exercise of free speech, and the articulation and discussion

of opinions. But with rights come responsibilities. If a pupil were to express discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.

Mutual respect is central to the ethos of the school, and is modelled by pupils and staff alike. The school promotes respect for others in the classroom and in all other activities. Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions. They are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the school community.

There is no place at the school for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with different political views; in these cases, we undertake to ensure a balanced presentation of those views. Teaching cannot involve the promotion of partisan political views. In discussing political issues, pupils are offered a balanced presentation of opposing views.

2. Curriculum

The school actively promotes the British values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Its curriculum incorporates the desired learning outcomes published by the DfE (below). Pupils gain these understandings through PSHE programmes (where questions about extremism may arise), assemblies and schemes of work in relevant curriculum subjects.

3. Safeguarding framework

Identifying and acting appropriately on any evidence that an individual is vulnerable to extremism or radicalisation is part of the broader safeguarding role of the school and its staff. The *Child Protection and Safeguarding Policy* sets out in detail the framework, which is supported by other policies, such as *Whistleblowing*, *Behaviour*, *Anti-bullying* and the *ICT Acceptable Use Agreement*.

With regard to preventing radicalisation, the school:

- **Understands it has a legal duty** to 'have due regard to the need to prevent people being drawn into terrorism'. This is addressed within the school's safeguarding procedures.
- **Prohibits extremist speakers/events at the school**; and has established clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised
- **Promotes fundamental British values** to build pupils' resilience to radicalisation and enabling them to challenge extremist views
- **Manages access to extremist material** – including through the **Internet and social media**. (Every effort is made to filter extremist sites, and ensure that pupils are safe from terrorist and extremist material when accessing the Internet in school. The key word here is 'appropriate', given that pupils need to be educated in the use of the Internet, and too high a level of filtering would impede wider educational aims.)

- **Trains its staff** to recognise signs of radicalisation/extremism, and to know what to do; with the result that staff have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. Staff know where and how to refer children and young people for further help. Staff should be alert to the role of social media in grooming and to changes of behaviour that could indicate radicalisation. Staff review the policy annually and all completed Educare Prevent Training as part of the induction process. Staff can access e-learning at any time online [here](#).
- **Works in partnership:** risk assessments and referrals are made in liaison with other local agencies. *Channel* is the multi-agency process designed to safeguard vulnerable people from being drawn into extremist behaviour, and works in a similar way to existing safeguarding partnerships (see below). The School will begin Workshops to Raise Awareness of Prevent training, provided by the local authority Prevent team, every two years. Parents are offered Online Safety sessions every two years.
- **Has established referral mechanisms** to identify individuals who are vulnerable to extremism or radicalisation, and works with local partners to develop appropriate support strategies. Staff can make an anonymous report online [here](#).

The Prevent process

In the case of concerns about a pupil being at risk of radicalisation, school staff will use their professional judgement and act proportionately, which may include making a referral through the Prevent programme.

The Prevent referral process requires that concerns should be passed on to the school's Designated Safeguarding Lead, who may consult with the local authority Prevent team before making a referral. Contact details for the Prevent team are found at the end of this policy. If further action is considered appropriate, the Designated Safeguarding Lead will complete the National Prevent Referral Form.

The primary route for individuals identified as having Prevent relevant vulnerabilities is support through local authority-led, multi-agency Channel panels. Channel focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Channel uses a multi-agency approach to:

- Identify individuals at risk
- Assess the nature and extent of that risk
- Develop the most appropriate support plan for the individuals concerned

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It involves early intervention to protect vulnerable people and divert them away from the risk they face before illegality occurs. The framework for referral, review and action is not intended to criminalise individuals, but to set a course to avoid precisely that.

An individual's engagement with the *Channel* programme is entirely voluntary at all stages.

Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm. Indicators for vulnerability to radicalisation overlap with those which underlie other vulnerabilities that might give rise to safeguarding concerns, including:

- o Family tensions
- o Sense of isolation
- o Distance from cultural heritage
- o Experience of racism or discrimination either personally or as a witness to the event
- o Feeling of failure.

The risk of radicalisation may be the product of a number of factors. Identifying this risk requires that we exercise professional judgement, seeking further advice as necessary. Staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Anyone with concerns about a pupil being vulnerable to radicalisation or extremism should contact the school's Designated Safeguarding Lead - Kathryn Bailey.

The levels of risk are:

- low risk
- at risk
- medium risk
- high risk

Low risk

Low risk means there's no evidence to suggest the child, young person or adult learner is vulnerable to radicalisation. Low risk behaviours, when seen alone, would not necessarily need to be explored further.

Low risk behaviours include:

- holding strong opinions or values (non-violent or non-extremist)
- criticising government policies
- adopting visible signs, for example wearing clothing (non-violent or non-extremist), to express identity or sense of belonging
- being active on social media
- taking a keen interest in national and international affairs
- taking a stand and supporting causes, for example animal rights (non-violent)
- showing new interest in a political ideology or religion
- holding or expressing conservative values or practices, whether traditional, cultural or religious (unless they cause harm to a child or others, for example female genital mutilation)

Low risk: what to do

Where there is low risk, you should think about:

- talking informally to the child, young person or adult learner about the changes in their behaviour
- providing an opportunity to debate controversial issues in a safe space
- offering information about how to keep safe online

At risk

A child, young person or adult learner at risk may be showing behaviours that could increase their risk and vulnerability to radicalisation.

If a child, young person or adult learner is showing at risk behaviour, you should explore this further to see if you need to make a Prevent referral.

At risk behaviour includes:

- being drawn to conspiracy theories
- beginning to isolate themselves from family and friends
- viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet
- expressing concerns about being victimised, for example feeling under attack
- discriminating against other individuals or groups of people
- a sudden change in behaviour
- showing interest in extremists or extreme groups
- expressing views that divide us, for example talking about 'us' and 'them'

At risk: what to do

If you think a child, young person or adult learner is at risk, you should look at their behaviour and gather all the information you need to make a full assessment of risk and harm.

You should ask yourself:

- if you have enough information to make a comprehensive assessment
- what's happened in the past to trigger the incident
- if this is an isolated incident or a pattern of behaviour
- what else you know and if there any relevant vulnerability factors
- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance, attainment, general wellbeing
- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

You should:

- talk to the child, young person or adult learner in a safe space - see [how to speak to a child, young person or adult learner vulnerable to radicalisation](#)
- talk to the parents or carers (if under 18) about your concerns - see 'informing the child, young person, parents or carers' in [making a referral to Prevent](#)
- make a holistic assessment of vulnerability, examining risk and protective factors as set out on page 15 of [working together to safeguard children](#)

Medium risk

Medium risk means a child, young person or adult learner is at heightened risk of radicalisation. There may be several indicators of risk.

If the child, young person or adult learner is at risk of harm, you must [make a Prevent referral](#) immediately.

Medium risk behaviour includes:

- legitimising the use of violence to defend ideology or cause
- accessing extremist or terrorist websites, forums and publications
- expressing dehumanising views
- expressing an interest to travel to a conflict zone
- being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life
- targeting a 'perceived other' of some kind (perhaps based on gender or another protected characteristic), but not otherwise identifying with one particular terrorist ideology or cause
- being obsessed with massacre, or extreme or mass violence, without targeting a particular group (for example, high school shootings)

Medium risk: what to do

If you suspect a child, young person or adult learner is at medium risk, you should assess their vulnerability and examine the risk and protective factors as set out in the statutory guidance on [working together to safeguard children](#).

You should ask yourself:

- if there's reasonable cause to suspect that the child, young person or adult learner is suffering or likely to suffer significant harm
- what the risks are and what would happen if these needs are not met - what the impact will be on the child, young person or adult learner - what you're worried about
- what else you know and if there are any relevant vulnerability factors
- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance and attainment records and general wellbeing
- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

If the child, young person or adult learner is suffering from or is at risk of harm, you must [make a Prevent referral](#) immediately. This is a statutory requirement.

High risk

High risk means a child, young person or adult learner is at significant risk. There's evidence that they're currently exposed to terrorist or extremist activity and there's a significant risk to their safety.

If they're showing high risk, criminal behaviour, tell the police immediately.

High risk, criminal behaviour includes:

- verbally or physically attacking someone due to their race, religion, sexuality and so on
- committing violent acts guided by a violent extremist ideology or group
- taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others and so on)
- having a 'kill list' or detailed plan to carry out mass violence
- producing or sharing terrorist material offline or online
- recruiting others to a proscribed terrorist group or organisation

High risk: what to do

You should ask yourself if the child, young person or adult learner:

- needs support from more than one agency
- is about to put themselves or others in danger
- is at risk due to actions of their parents or carers, or wider family members
- has made violent threats to your setting

Tell the police immediately if you suspect a child, young person or adult learner:

- is about to put themselves or others in danger by travelling to join a proscribed organisation, or
- appears to be involved in planning to carry out a criminal offence

If you suspect a child, young person or adult learner is likely to commit an attack on your setting, contact the police and local authority for immediate support.

The *Channel* guidance describes the **possible indicators of vulnerability** to extremism and radicalisation, around the three dimensions of engagement, intent and capability:

1) Engagement

1. spending increasing time in the company of other suspected extremists
2. changing their style of dress or personal appearance to accord with the group
3. their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
4. loss of interest in other friends and activities not associated with the extremist ideology, group or cause
5. possession of material or symbols associated with an extremist cause (e.g. the swastika for far-right groups)
6. attempts to recruit others to the group/cause/ideology
7. communicating with others in a way that suggest identification with a group/cause/ideology.

2) Intent

1. clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
2. using insulting or derogatory names or labels for another group

3. speaking about the imminence of harm from the other group and the importance of action now
4. expressing attitudes that justify offending on behalf of the group, cause or ideology
5. condoning or supporting violence or harm towards others
6. plotting or conspiring with others.

3) Capability

1. having a history of violence
2. being criminally versatile and using criminal networks to support extremist goals
3. having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)
4. having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

External Speaker Protocol

External agencies or speakers can enrich the experiences of our students providing them with information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience. Our responsibility is to ensure that:

- All staff and pupils have the right to study without fear of intimidation, harassment and threatening or extremist behaviour.
- The school promotes tolerance and respect for diversity, and respect for alternative views.
- The school promotes reasoned, informed discussion of sensitive issues.
- The protocol complements the school's Safeguarding Policy and Procedures, and other policies such as Anti-Bullying, Equal Opportunities and ICT Acceptable Use Agreements.
- Speakers are expected to abide by the principles set out by the school, i.e. avoiding:
 - Gratuitously offensive or intolerant use of language
 - Intentional demeaning of individuals or groups defined by ethnicity, race, religion, sexuality, gender, disability, age.

The "Prevent" statutory guidance (The Prevent Duty Guidance", DfE, June 2015, updated March 2021) requires schools to have clear protocols for ensuring that any visiting speakers whether invited by staff or pupils, are suitable and appropriately supervised.

Policy

We will endeavour to ensure that we do not unwittingly use agencies that are inconsistent with, or are in complete opposition to these values.

All visiting speakers will be subject to a risk assessment (see separate policy document) in order to ensure that we identify potential situations in which the content of a visiting

speech is likely to undermine the values and aims of the school, and the policy on British Values; or if the speaker is associated with any organisation that advocates terrorism.

The risk assessment will be carried out by the nominated point of contact (member of staff responsible for the talk – the organiser). Once completed the risk assessment will be passed to the Head for approval.

Prevent	Hammersmith & Fulham and Kensington and Chelsea Prevent Team Prevent Education Officer 020 8763 1100 Email: prevent@lbhf.gov.uk Counter-extremism@education.gsi.gov.uk
----------------	--

HM September 2026

Review September 2027

Appendix 1

Prevent Risk Assessment

Risk being assessed? Prevent - Online Safety – Monitoring and Filtering

Department: Whole School

Severity:

1 =
Insignificant
2 = Minor
3 =
Moderate
4 = Major
5 =
Catastrophic

Who is at risk? Staff/pupils/visitors

Date: September 2026

Risk scoring matrix

This risk scoring matrix can be used to give your setting a **RAG** rating (red/amber/green rating) for each hazard listed below. To work out a **RAG** rating, simply multiply the potential 'impact' of a hazard **if left unchecked** by the 'likelihood' of it happening **with your mitigation in place**.

RAG rating		Likelihood					
Green (1-4)	Low risk	Impact	1. Rare	2. Unlikely	3. Possible	4. Likely	5. Almost certain
		5. Extreme	5	10	15	20	25
Amber (5-15)	Medium risk	4. Major	4	8	12	16	20
		3. Moderate	3	6	9	12	15
Red (16-25)	High risk	2. Minor	2	4	6	8	10
		1. Insignificant	1	2	3	4	5

Hazard	Why is this a hazard?	Impact	Existing Control Measures	Likelihood	Risk Rating: Impact x Likelihood 1=low,25=high	Acceptable or Tolerable 1-8. Action Required 9 or above.	Improvements/ Action Required
Leadership							
Leaders (including governors and trustees) within the school do not	The school does not give sufficient priority	4	Prevent training/briefing for all staff (including SLT) once every two years.	1	4	Tolerable	

understand the requirements of the statutory Prevent duty or the risks faced by the school. The duty is not managed or enabled at a sufficiently senior level.	to Prevent and its risk assessment/action plan (or does not have one), and therefore action to mitigate risks and meet the requirements of the Prevent duty are not effective.		Governors to complete Prevent training, with termly scenarios. Safeguarding scenarios for Prevent to ensure that staff know the processes in place on how to identify prevent and the processes for reporting prevent.				
Leaders do not have understanding or have ultimate ownership of their internal safeguarding processes, nor do they ensure that all staff have sufficient understanding and that staff implement the duty effectively.		4	Lead governor for safeguarding/Prevent lead is at appropriate seniority. Lead member of staff for safeguarding/Prevent lead is at SLT level.	1	4	Tolerable	
Leaders do not communicate and promote the importance of the duty.		4	Sufficient leadership ownership – risk assessments and safeguarding policies signed off by SLT. Regular safeguarding scenarios to promote the importance of the duty.	1	4	Tolerable	
Leaders do not drive an effective safeguarding culture across the school.		4	Leadership has clear understanding of reporting and referral mechanisms. Leaders share the importance of an effective safeguarding culture through meetings and scenarios. DDSL meeting every term to go through scenario-based cases.	1	4	Tolerable	
Leaders do not provide a safe environment in which children can learn.		4	Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies at the beginning of the year/when they start throughout the year. Clear induction for new members of staff and trainee teachers. Leaders give children and staff questionnaires to complete to identify areas for improvement.	1	4	Tolerable	
Working in Partnership							

The school does not establish effective partnerships with organisations such as the local authority and, where required, the local police Prevent team.	The school is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation and does not have access to good practice advice, guidance or supportive peer networks.	4	The school has strong partnerships with: • Parents/carers • The local authority Prevent team • Children’s Services and the Local Safeguarding Children Partnership (LSCP) • The police (where required) • The local authority-led Channel panel (where required)	2	8	Tolerable	Receipt of newsletters : Education against hate School has built strong partnership s with relevant authorities and built relationships with them since December 2025.
The school does not see poor attendance as a safeguarding concern.		4	• Regular attendance numbers given at AGB • Regular attendance discussed at DSL/Head’s meeting • Attendance emails sent to parents • Attendance Policy has been updated	1	4	Tolerable	School Senior Attendance Champion appointed and is the DSL.
Staff Training							
Frontline staff, including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism.	Staff do not recognise signs of abuse or vulnerabilities, and the risk of harm is not reported properly and promptly by staff.	4	Training is broader than face-to-face or e-Learning. Regular prevent scenarios and language used.	1	4	Tolerable	
Frontline staff, including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support		4	Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies. If staff are not able to attend the safeguarding training, all efforts will be made to do another session with the staff. However, if they cannot attend then	1	4	Tolerable	

for people who may be exploited by radicalising influences.			they are required to read the powerpoint/scenario and sign stating that they have read the updates. Prevent training/refresher training is regularly available. Safeguarding scenarios are regularly given to staff to identify the signs of prevent, and the processes to follow. Training is quality assured and evaluated for effectiveness on a regular basis.				
Staff do not access Prevent training or refresher training.		4	Ensure all staff attend Prevent training with a focus on Notice, Check, Share. Maintain records for all staff and governor training. Refresher training to take place every two years with regular safeguarding scenarios in the meantime.	1	4	Tolerable	
Building resilience through the curriculum							
The school does not provide a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.	Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.	5	The school has codes of conduct for all staff (teaching and non-teaching staff) and pupils. The school provides opportunities within the curriculum to discuss controversial issues and for pupils to develop critical thinking and digital literacy skills. The school embeds British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.	1	5	Tolerable	
The school does not teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and fundamental British values and community cohesion.		5	The school carries out safer recruitment checks on all staff when staff join. Staff sign a “disqualification declaration of childcare” form every year. Teaching is monitored and quality assured by senior leaders through observations and book checks.	1	5	Tolerable	
Information Sharing							

Staff do not feel confident sharing information with partners regarding radicalisation concerns.	Staff do not share information with relevant partners in a timely manner.	5	The school has a culture of safeguarding that supports effective arrangements to: Identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation Help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help	1	5	Tolerable	
Staff are not aware of the Prevent referral process.		5	The school has clear processes for raising radicalisation concerns and making a Prevent referral.	1	5	Tolerable	
IT Policies							
Exposure to inappropriate online content including pornography, extremist, violence and hateful content not in line with KCSIE 2026 for children in Year 1 – 6.	-Exposure to inappropriate online content through adverts, span, personal information, extremist/violent and hateful content. - Sexual pornographic or unwelcome sexual content. - Ineffective IT policies increase the likelihood of pupils and staff being drawn into extremist material and narratives online. Inappropriate internet use by pupils is not identified or followed up.	4	Appropriate Use Policy/Agreement Appropriate filtering Parent workshops E-safety and online safety lessons Safer Internet Day Staff to walk round the classroom to check the children’s screens and content. Put KS1/2 behind any searching they do. Any potential children might have previously searched outside of the topic parameters should be at the front with the teacher. Use kiddle or staff create direct QR code for link where appropriate. Bookmark key apps and website links on children’s iPads Firewall that blocks inappropriate sites, appropriate filtering and monitoring reports reported to DSL and Head inappropriate sites Use safe share instead of YouTube (staff are allowed to use YouTube if no ads) Use of Senso to monitor the children’s searches	1	4	Tolerable	Senso monitored to be looked into so that the DSL can have someone triaging the concerns. Creation of cyber security policy Consultation with LgFL to ensure safe usage of youtube to ensure

			Use of Apple's Classroom Management app to monitor the screens in lessons.				no adverts and appropriate content shared.
Inappropriate online contact including aggressive behaviour, sexual harassment, self harming that are not in line with KCSIE 2026 for children in Year 1 – 6.	-Aggressive behaviour – being bullied, harasses or stalked - Sexual – harassment, meeting strangers, being groomed - Values – self harm, unwelcomed persuasions Children at risk of being harmed in line with KCSIE 2025. - Ineffective IT policies increase the likelihood of pupils and staff being drawn into extremist material and narratives online. Inappropriate internet use by pupils is not identified or followed up.	4	Appropriate Use Policy/Agreement Appropriate filtering Parent workshops E-safety and online safety lessons Safer Internet Day Staff to walk round the classroom to check the children's screens and content. Put KS1/2 behind any searching they do. Any potential children might have previously searched outside of the topic parameters should be at the front with the teacher. Use kiddle or staff create direct QR code for link where appropriate. Bookmark key apps and website links on children's iPads Firewall that blocks inappropriate sites, appropriate filtering and monitoring reports reported to DSL and Head inappropriate sites Use safe share instead of YouTube (staff are allowed to use YouTube if no ads) Use of Senso to monitor the children's searches Use of Apple's Classroom Management app to monitor the screens in lessons.	1	4	Tolerable	Train staff on how to use AI effectively
Inappropriate online behaviour not in line with KCSIE 2026 for children in Year 1 – 6.	Commercial – illegal downloading, hacking, terrorism - Aggressive behaviour – bullied or harassment	4	Appropriate Use Policy/Agreement Appropriate filtering Parent workshops E-safety and online safety lessons Safer Internet Day Staff to walk round the classroom to check the children's screens and content.	2	8	Tolerable	

	- Sexual – peer harassment, creating and uploading inappropriate material, grooming - Misleading information and advice - Ineffective IT policies increase the likelihood of pupils and staff being drawn into extremist material and narratives online. Inappropriate internet use by pupils is not identified or followed up.		Put KS1/2 behind any searching they do. Any potential children might have previously searched outside of the topic parameters should be at the front with the teacher. Use kiddle or staff create direct QR code for link where appropriate. Bookmark key apps and website links on children's iPads Firewall that blocks inappropriate sites, appropriate filtering and monitoring reports reported to DSL and Head inappropriate sites Use safe share instead of YouTube (staff are allowed to use YouTube if no ads) Use of Senso to monitor the children's searches Use of Apple's Classroom Management app to monitor the screens in lessons.				
Harmful contract risks not in line with KCSIE 2026 for children in Year 1 – 6.	-Contractual arrangements that may be unfair or exploitative, or which pose security, safety or privacy to children and adults. - Ineffective IT policies increase the likelihood of pupils and staff being drawn into extremist material and narratives online. Inappropriate internet use by pupils	4	Appropriate Use Policy/Agreement Appropriate filtering Parent workshops E-safety and online safety lessons Safer Internet Day Staff to walk round the classroom to check the children's screens and content. Put KS1/2 behind any searching they do. Any potential children might have previously searched outside of the topic parameters should be at the front with the teacher. Use kiddle or staff create direct QR code for link where appropriate. Bookmark key apps and website links on children's iPads	2	8	Tolerable	

	is not identified or followed up.		Firewall that blocks inappropriate sites, appropriate filtering and monitoring reports reported to DSL and Head inappropriate sites Use safe share instead of YouTube (staff are allowed to use YouTube if no ads) Use of Senso to monitor the children's searches Use of Apple's Classroom Management app to monitor the screens in lessons.				
Phishing scams not in line with KCSIE 2026 for children in Year 1 – 6.	Paying fraudulent people, divulging sensitive information, allowing infiltration. - Ineffective IT policies increase the likelihood of pupils and staff being drawn into extremist material and narratives online. Inappropriate internet use by pupils is not identified or followed up.	4	Testing staff Secure firewall to prevent junk mail Staff to walk round the classroom to check the children's screens and content. Any potential children might have previously searched outside of the topic parameters should be at the front with the teacher. Use kiddle or staff create QR code for direct link where appropriate Bookmarks key apps and website links Firewall that blocks inappropriate sites, appropriate filtering and monitoring reports reported to DSL and Head Use of Senso to monitor the children's iPads	2	8	Tolerable	
Cyber and Information Security not in line with KCSIE 2026 for children in Year 2 – 6.	-Data Protection – data loss or compromised -Security intrusion – information or access is compromised e.g. hack or virus/malware. - Ineffective IT policies increase the likelihood of pupils and staff being drawn	5	Data protection policy Password policy Data Protection Officer Firewall security that blocks inappropriate sites, appropriate filtering and monitoring reports reported to DSL and Head Staff to walk round the classroom to check the children's screens and content. Any potential children might have previously searched outside of the topic parameters should be at the front with the teacher.	1	5	Tolerable	

	into extremist material and narratives online. Inappropriate internet use by pupils is not identified or followed up.		Use kiddle or staff create QR code for direct link where appropriate Bookmarks key apps and website links. Use of Senso to monitor the children's iPads Firewall that blocks inappropriate sites, appropriate filtering and monitoring reports reported to DSL and Head				
Lack of appropriate safeguarding not in line with KCSIE 2026 for all children	-Staff don't recognise, respond to and resolve issues -Staff don't report issues -Staff are not aware of what is appropriate and what is not appropriate content for children -Monitoring does not give immediate alerts to the DSL. -Filtering might not block everything. - Ineffective IT policies increase the likelihood of pupils and staff being drawn into extremist material and narratives online. Inappropriate internet use by pupils is not identified or followed up.	5	Professional Development Programme including induction Staff to walk round the classroom to check the children's screens and content. Any potential children might have previously searched outside of the topic parameters should be at the front with the teacher. Use kiddle or staff create QR code for direct link where appropriate/possible Bookmarks key apps and website links. Firewall that blocks inappropriate sites, appropriate filtering and monitoring reports reported to DSL and Head SLT and DSL responsibilities – reporting of monitoring and filtering and review monitoring checks annually Appropriate filtering and Clear line of escalation UKSIC helpline	1	5	Tolerable	
Visitors							

Leaders do not provide a safe space for children to learn.	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	5	A process is in place to manage site visitors, including sub-contractors. The school has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share. The private/commercial use of the school’s spaces is effectively managed and due diligence checks are carried out on those using/booking and the organisations they represent.	1	5	Tolerable	
The school do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.		5		1	5	Tolerable	
The school does not conduct any due diligence checks on visitors or the materials they may use.		5		2	10	Action Required	RA for visitors. Some companies do not send resources due to copyright, ensuring a member of staff is present at all times with the visitor.
To date, the DSL has not been reported of any of the above. 09.09.2026. Assessor: K. Bailey Date: September 2026. Next review: September 2027.							