

Prevent Self-Assessment – Schools

Understanding how and where young people can be put at risk of extremism and radicalisation is the critical first step in addressing the threat. Schools are required to carry out risk assessments that will them to measure the responses that they need to implement in order to protect their pupils. This document is designed as a guide to help schools assess themselves.

Every school is different and you must make sure that you have considered what it appropriate to your school based on your risk assessment, taking into account not only your school but your local community.

Schools should always also refer to Government statutory guidance and the Ofsted Common Assessment Framework.

Red (R): not able to evidence

Amber: (A): evidence of some but not all

Green (G): evidence of all and more

Clear Safeguarding leadership and accountable structures are in place and visible throughout the organisation		
Evidence	Tick as appropriate	Self-assessed rating
There is an identified strategic Prevent lead within school and the Governing Body/ Academy Council	/	
The strategic lead understands the expectations and key priorities to deliver Prevent and these are embedded within Safeguarding procedures	/	
The Senior Leadership Team are aware of the Prevent Strategy and its objectives	/	
There is a clear awareness of roles and responsibilities regarding Prevent	/	

Prevent safeguarding responsibilities are explicit within the school Safeguarding Team	Make explicit at next meeting	
The Prevent agenda and its objectives has been embedded within the appropriate Safeguarding processes	Discuss at next safeguarding meeting	
Relevant policies have been updated to reflect the Prevent Duty (Safeguarding, Safer Recruitment, Venue hiring, disciplinary, behaviour, visitors/speakers, IT etc.)	Check highlighted policies	
The school have a policy regarding referrals to Channel identifying a recognised pathway and threshold for referrals	/	

Staff and Governing Body have been appropriately trained according to their role		
Evidence		
A plan is in place to include WRAP (Workshop to Raise Awareness of Prevent) training so that all staff and Governors/Councillors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable	/	
There is appropriate guidance and literature available to staff on the Prevent agenda	/	
All staff understand their own and institutional responsibilities in relation to Prevent	/	
	All staff completed the Key prevent	

	training as refresher Jan 22.	
The school regularly assess Prevent training needs to raise awareness of Prevent issues with staff and the Governing body	/	
All staff have sufficient knowledge and confidence to exemplify British Values in their management, teaching and through general behaviours in the institution	/ Displays and part of PSHE and day to day teaching/ethos	

An appropriate reporting and referral process is in place and referrals are being managed effectively		
Evidence		
Preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures	/	
There is a single point of contact for any Prevent concerns raised by staff within the school	/	
An appropriate internal Prevent referral process has been developed	/ Prevent tab added to CPOMS	

An audit trail for notifications reports/referrals exists	/	
Prevent referrals/notifications are being managed or overseen by Designated Safeguarding Lead	/	
A process is in place to evaluate the referrals made and develop best practice	Set up process with governors and cluster DSLs	

A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion		
Evidence		
School can identify a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences	/	
Opportunities to promote British values are identified and utilised within the curriculum and enrichment activities	/	
Opportunities within the hidden curriculum are identified when pupils could explore issues in a safe environment; school council, debating groups	/	

The school delivers training that helps staff develop critical thinking skills around the power of influence, particularly on-line and through social media	INSET ideas to be researched	
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Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations	/	
Staff are confident in managing discussions about controversial issues if opinions are expressed that are contrary to fundamental British Values and promotion of community cohesion and encourage the development of pupils critical thinking skills	Guidance given needs embedding	

Safety Online		
Evidence		
The school has filtering/firewall systems to prevent staff/pupils and visitors from accessing extremist websites and material	/	
Processes and procedures are in place to ensure children use the internet responsibly	/	
Staff and pupils receive Internet Safety Awareness, this includes the increased risk of online radicalisation presented by extremist groups who use social media and the internet to recruit young people	/	
The school have a policy relating to the use of all IT and it includes reference and inclusion of the Prevent Duty	/	
The IT system monitors serious breaches and or repeat breaches or attempted breaches of the policy	/	

Partnership		
Evidence		
Safeguarding arrangements take into account the policies and procedures of the local safeguarding board (LSCB). Schools engage with local Prevent officers, the Police and the LA when appropriate	/	
Staff and students are made aware of the Prevent Duty, current risks and appropriate activities in this area		
Safeguarding sharing protocols are in place to facilitate information sharing with Prevent partners	/	