

## **PREVENT: School Self-Assessment.**

**PREVENT OBJECTIVE 1:** Clear leadership and accountable structures are in place and visible throughout the organisation.

**PREVENT OBJECTIVE 2:** Workforce including management has been appropriately trained according to their role. All staff consider the risks of radicalisation and extremism in the course of their work.

**PREVENT OBJECTIVE 3:** An appropriate reporting and referral process is in place and referrals are being managed effectively.

**PREVENT OBJECTIVE 4:** A broad and balanced curriculum/service approach that helps protect individuals against extremism and promotes community cohesion.

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| <b>SCHOOL NAME:</b>         |  |
| <b>Name of assessor(s):</b> |  |
| <b>Date of assessment:</b>  |  |
| <b>To be reviewed on:</b>   |  |

**OBJECTIVE 1.** Clear leadership and accountable structures are in place and visible throughout the organisation.

|    | REQUIREMENT                                                                                        | EVIDENCE FOUND/<br>PARTIAL/NONE | COMMENTS/ACTIONS |
|----|----------------------------------------------------------------------------------------------------|---------------------------------|------------------|
| 1. | The identified PREVENT lead within the school is.....<br>Name/Designation.                         |                                 |                  |
| 2. | The PREVENT lead understands the expectations and key priorities to deliver PREVENT in the school. |                                 |                  |
| 3. | The Senior Leadership Team is aware of the PREVENT Strategy and its objectives.                    |                                 |                  |
| 4. | There is clear awareness of roles and responsibilities throughout the school regarding PREVENT.    |                                 |                  |
| 5. | PREVENT safeguarding responsibilities are explicit in the                                          |                                 |                  |

|    |                                                                                                                 |  |  |
|----|-----------------------------------------------------------------------------------------------------------------|--|--|
|    | school's safeguarding policies and procedures.                                                                  |  |  |
| 6. | The governing body has a clear awareness of roles and responsibilities throughout the school regarding PREVENT. |  |  |

**OBJECTIVE 2:** Workforce including management has been appropriately trained according to their roles.

|    | REQUIREMENT                                                                                                                                              | EVIDENCE<br>FOUND/PARTIAL/NONE | COMMENTS/ACTIONS |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------|
| 1. | Staff have received training appropriate to their role.<br><br>PREVENT training has been delivered in the timescale identified in the training strategy. |                                |                  |
| 2. | Staff are aware of the risks of radicalisation and extremism and know how to recognise and refer children, young people and adults who are vulnerable.   |                                |                  |
| 3. | All staff have received Channel Awareness training.<br><br>Details of training, who receives the training and the frequency to be listed.                |                                |                  |

**OBJECTIVE 3.** An appropriate reporting and referral process is in place, with referrals being managed effectively.

|    | EVIDENCE                                                                                                      | EVIDENCE<br>FOUND/PARTIAL/NONE | COMMENTS/ACTIONS |
|----|---------------------------------------------------------------------------------------------------------------|--------------------------------|------------------|
| 1. | All staff are aware of the reporting process for PREVENT concerns and their responsibilities in this respect. |                                |                  |
| 2. | An audit trail for notification of concerns/reports and onward referrals is in place.                         |                                |                  |
| 3. | Collaboration takes place with local partners on                                                              |                                |                  |

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|--|----------------------------|--|--|
|  | PREVENT where appropriate. |  |  |
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**OBJECTIVE 4:** A broad and balanced curriculum/service approach that helps protect individuals against extremism and promotes community cohesion.

|    | REQUIREMENT                                                                                                                                                                                                                                                                             | EVIDENCE<br>FOUND/PARTIAL/<br>NONE | COMMENTS/ACTIONS |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------|
| 1. | Provision promotes the spiritual, moral, social and emotional needs of individuals and their personal development learning; this should help to protect them specifically from radicalisation and extremist influences. (British values).                                               |                                    |                  |
| 2. | The school uses resources and curriculum activity based on good practice guidance to educate and increase pupil awareness of the risks of radicalisation and extremism.                                                                                                                 |                                    |                  |
| 3. | There is appropriate IT filtering which has been checked to confirm that it will stop internet access to extremist material.                                                                                                                                                            |                                    |                  |
| 4. | There is an awareness throughout the whole school community of the benefits of community cohesion and the damaging influence of extremism on community relations.<br><br>An inclusive school culture supports children and young people to feel part of the school and wider community. |                                    |                  |
| 5. | Guest speakers and outside visits are appropriate, including in their supervision.                                                                                                                                                                                                      |                                    |                  |
| 6. | The school has systems in place to ensure that its premises are not used by extremist speakers or associated organisations.                                                                                                                                                             |                                    |                  |
| 7. | Staff are able to appropriately challenge opinions expressed that are contrary to fundamental                                                                                                                                                                                           |                                    |                  |

|    |                                                                                                                                                    |  |  |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|    | British values or promotion of community cohesion.                                                                                                 |  |  |
| 8. | The school has processes in place to help evaluate the impact of its work in safeguarding pupils in respect of extremism and radicalisation.       |  |  |
| 9. | The school has mechanisms in place which enable and encourage children and young people to raise PREVENT concerns about their peers in confidence. |  |  |

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| <b>Would the school benefit from further training, information or guidance on the PREVENT strategy and duty?</b>                                           |  |
| If so, please use the suggestions below to help clarify the areas for development. Use this to underpin further action planning, including training needs. |  |
| PREVENT Duty guidance & responsibilities.                                                                                                                  |  |
| Policies/ procedures.                                                                                                                                      |  |
| PREVENT training.                                                                                                                                          |  |
| Channel Awareness training.                                                                                                                                |  |
| School lockdown/critical incident assessments and plans.                                                                                                   |  |
| Audit and curriculum development.                                                                                                                          |  |
| Other:<br>Please specify.                                                                                                                                  |  |