

SCHOOL SELF ASSESSMENT for PREVENT

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| *PREVENT OBJECTIVE 1:* LEADERSHIP - structures are in place and visible throughout the school |
| *PREVENT OBJECTIVE 2:* CAPABILITIES – staff and governors are adequately trained on Prevent Duty |
| *PREVENT OBJECTIVE 3:* RISK ASSESSMENT - Risks around extremism are understood and appropriate referral process is in place |
| *PREVENT OBJECTIVE 4:* WORKING IN PARTNERSHIP – develop multi-agency approaches to address safeguarding issues and deliver quality curriculums |
| *PREVENT OBJECTIVE 5:* TEACHING and LEARNING – develop effective learning opportunities to safeguard children from extremism and promote community cohesion |
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| SCHOOL NAME: ………………………………………………………………………………………………………………………………………………… Name of assessor(s):………………………………………………………………………………………………………………………………..  Date of assessment:………………………………………………………………………………………………………………………………… To be reviewed on: ……………………………………………………………………………………………………………………………………………… |

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| 1. LEADERSHIP - structures are in place and visible throughout the school | | |
| Evidence | Red/Amber/ Green | Self Assessed Rating |
| The Senior Leadership Team and Governors are aware of the Prevent Strategy and its objectives and have a good understanding of their own and school responses in relation to Prevent. |  | **Red (R): not able to evidence any**  **Amber (A): evidence of some but not all**  **Green (G): evidence of all and more** |
| There is an identified strategic Prevent lead within the school who understands the expectations and key priorities to deliver the Prevent Duty |  |
| Supporting young people vulnerable to radicalisation is embedded within Safeguarding Policies and Procedures and other relevant policies. |  |
| Prevent safeguarding responsibilities are explicit within the School’s Safeguarding Team and take into account the policies and procedures of the Local Safeguarding Children Board (LSCB) |  |
| There is a clear awareness of roles and responsibilities throughout organisation regarding Prevent |  |
| The Senior Leadership Team drives the implementation of the Prevent Duty |  |
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| 2. CAPABILITIES –staff and governors adequately trained on Prevent Duty | | |
| Evidence | Red/Amber/ Green | Self Assessed Rating |
| A training plan is in place to deliver Workshop to Raise Awareness of Prevent (WRAP) so that key staff and Governors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable. This training is updated regularly to take into account staff turnover. |  | **Red (R): not able to evidence any**  **Amber (A): evidence of some but not all**  **Green (G): evidence of all and more** |
| Further training on the Prevent agenda is made available to the Strategic Prevent lead, Safeguarding leads and other relevant staff where appropriate and safeguarding training is renewed every two years. |  |
| There is appropriate staff guidance and literature available to staff on the Prevent agenda and staff have a good understanding of their own and school’s responsibility in relation to the Prevent duty. |  |
| 3. RISK ASSESSMENT – Risks around extremism are understood and appropriate referral process is in place | | |
| Evidence | Red/Amber/ Green | Self Assessed Rating |
| All key staff show understanding of risks affecting children and how to support individual children who may be at risk |  | **Red (R): not able to evidence any**  **Amber (A): evidence of some but not all**  **Green (G): evidence of all and more** |
| A single point of contact [SPoC] for any Prevent concerns raised by staff, students or parents within the school has been identified |  |
| SPoC understands when it is appropriate to make a referral to the Channel programme |  |
| Prevent referrals/notifications are being managed or overseen by relevant staff |  |
| An audit trail for notification reports/referrals exists |  |
| A process is in place to identify and develop ‘lessons learnt’ |  |
| Staff (including sub contracted staff) and governors are carefully selected and vetted according to statutory requirements to ensure they have no links to extremism and no potential to put children and learners at risk of radicalisation. |  |  |
| Reasonable checks are carried out on visitors and volunteers to the schools who are intending to work with children, learners and/ or staff to ensure they have no links with extremism. |  |  |
| There is a policy covering the distribution, including electronic, of leaflets and other materials on school premises. |  |  |
| Off -site events are assessed for risk under the framework of the Prevent duty |  |  |

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| 4. WORKING IN PARTNERSHIP – develop multi-agency approaches to address safeguarding issues and deliver quality curriculums | | |
| Evidence | Red/Amber/ Green | Self Assessed Rating |
| Partner agency communication channels have been developed – Prevent Lead at Bradford Council and West Yorkshire Police are first port of call when outside agencies need to be consulted or for making a Channel referral. |  | **Red (R): not able to evidence any**  **Amber (A): evidence of some but not all**  **Green (G): evidence**  **of all and more** |
| SPOC identified in Children’s Services to liaise on a range of safeguarding issues |  |
| Effective links established with Children’s Services for support on radicalisation and extremism |  |
| School has policy/procedure for working with partner organisations, individuals and external users of school premises |  |  |

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| 5. TEACHING and LEARNING – develop effective learning opportunities to safeguard children from extremism and promote community cohesion | | |
| Evidence | Red/Amber/ Green | Self Assessed Rating |
| School has 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 |  | **Red (R): not able to evidence any**  **Amber (A): evidence of some but not all**  **Green (G): evidence of all and more** |
| The school delivers training that helps students develop skills to critically assess information, particularly on-line and through social media – supporting students to recognise risk and make safe choices. |  |
| School has systems in place to safeguard students from accessing extremist websites, including on their own devices via Wi-Fi e.g. IT filters/firewalls in place and digital footprints monitored so repeated breaches of the policy can be detected. |  |
| Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations |  |
| Schools are able to provide a safe environment for dialogue around controversial issues and support students to understand how they can influence and participate in decision-making. |  |
| Staff have sufficient knowledge and confidence to exemplify British Values in their leadership, teaching and through general behaviours in school. |  |  |
| Staff understand the factors that make students vulnerable to being drawn into terrorism and have the confidence to challenge extremist ideas used by terrorist groups, when working with young people. |  |  |

For further guidance please contact:

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