

SCHOOL SELF ASSESSMENT for PREVENT

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

SCHOOL NAME:

Name of assessor(s):.....

Date of assessment:.....

To be reviewed on:

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		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		
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		
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		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		
There is appropriate staff guidance and literature available to staff on the Prevent agenda		

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'		

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		

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 e.g. IT filters/firewalls in place and digital footprints monitored		
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.		

For further guidance please contact: Alina Khan, Interim Head of Diversity and Cohesion

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