



PREVENT SELF ASSESSMENT - Schools

This document is designed as a guide to schools to help them assess themselves as to their compliance with key Prevent objectives. Institutions should always also refer to Government statutory guidance and the Ofsted Common Assessment Framework.

PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation
PREVENT OBJECTIVE 2: Staff and the Governing Body have been appropriately trained according to their role
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 that helps protect students against extremism and promotes community cohesion

SCHOOL NAME:
Name of assessor(s):
Date of assessment:
To be reviewed on:

1. Clear 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 the school		Red (R): not able to evidence any Amber (A): evidence of some but not all Green (G): evidence of all and more
The strategic lead understands the expectations and key priorities to deliver Prevent and that this is embedded within Safeguarding procedures		
The Senior Leadership Team are aware of the Prevent Strategy and its objectives		
There is awareness of roles and responsibilities throughout organisation regarding Prevent		
Prevent safeguarding responsibilities are explicit within the School's Safeguarding Team		
The Prevent agenda and its objectives has been embedded within the appropriate Safeguarding processes		

2. Staff and the Governing Body have been appropriately trained according to their role		
Evidence	Tick as appropriate	Self-assessed Rating
A plan is in place to include Workshop to Raise Awareness of Prevent (WRAP) training 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
Measures are in place to adequately train new starters or provide refresher training		
Further training on the Prevent agenda is made available to the Strategic Prevent lead and Safeguarding leads where appropriate		
There is appropriate staff guidance and literature available to staff on the Prevent agenda		
3. An appropriate reporting and referral process is in place and referrals are being managed effectively		
Evidence	Tick as appropriate	Self-assessed Rating
Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures.		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 within the school has been identified		
An appropriate internal Prevent referral process has been developed		
An audit trail for notification reports/referrals exists		
Prevent referrals/notifications are being managed or overseen by relevant staff		
A process is in place to identify and develop 'lessons learnt'		
Recording process is in place to monitor low level concerns or incidents in order to identify patterns over time or with different staff members.		

4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

Evidence	Tick as appropriate	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		<p>Red (R): not able to evidence any Amber (A): evidence of some but not all Green (G): evidence of all and more</p>
The school delivers training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.		
Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations		
Staff are able to provide appropriate challenge to students, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion		