**PREVENT: School Self-Assessment.**

*This self-assessment has been developed from the Hampshire Prevent education team documentation. Southampton City Council request this is completed alongside the safeguarding self-evaluation processes within each school, and specific reference to this will be included in the education settings safeguarding self-evaluation tool 2021-2022.*

**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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| **SCHOOL NAME:** |  |
| **Name of lead assessor(s):** |  |
| **Other staff involved in the assessment:** |  |
| **Name of governor with oversight of:** |  |
| **Date of assessment completed:** |  |
| **To be reviewed on:** |  |

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

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| **RED/ Amber/ Green**  **(add RAG)** | **REQUIREMENT** | **EVIDENCE FOUND/ PARTIAL/NONE** | **COMMENTS/ACTIONS** |
| 1. | The identified PREVENT lead within the school is…..  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. |  |  |
| 7. | If after-school/ holidays hire/ use facilities occurs the school has clear communication to hirers/users, and systems in place, to ensure that its premises are not used by extremist speakers or associated organisations. |  |  |
| 7. | If after-school/ holiday use of facilities occurs there are clear procedures in place and communicated to all hirers for managing any emergency PREVENT related situation. |  |  |
| 8. | The PREVENT lead have all shared their lockdown processes with the police as requested to inform of communication lines and safe spaces especially |  |  |

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

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| **RED/Amber/ Green**  **(add RAG to column)** | **REQUIREMENT** | **EVIDENCE FOUND/PARTIAL/NONE** | **COMMENTS/ACTIONS** |
| 1. | Staff have received training appropriate to their role.  PREVENT training has been delivered in the timescale identified in the training strategy and KCSiE.  Training records are held and checked. |  |  |
| 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 relevant staff have received Channel Awareness training.  Details of training, who receives the training and the frequency to be held. |  |  |

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

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| **RED/Amber/ Green**  **(add RAG to column)** | **EVIDENCE** | **EVIDENCE 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 PREVENT where appropriate. |  |  |

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

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| **RED/Amber/ Green**  **(add RAG to column)** | **REQUIREMENT** | **EVIDENCE FOUND/PARTIAL/ 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.  There is an inclusive school culture that supports children and young people to feel part of the school the wider community. |  |  |
| 5. | Guest speakers and outside visits are appropriate, including in their supervision. |  |  |
| 6. | Staff are able to appropriately challenge opinions expressed that are contrary to fundamental British values or promotion of community cohesion. |  |  |
| 7. | The school has processes in place to help evaluate the impact of its work in safeguarding pupils in respect of extremism and radicalisation. |  |  |
| 8. | The school has mechanisms in place which enable and encourage children and young people to raise PREVENT concerns about their peers in confidence. |  |  |
| 9. | Children and Young people have a voice in ensuring that learning in this area is appropriate and meeting their needs for understanding, confidence and behaviours |  |  |

Actions as a result of completion of self-assessment

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| Action required | By who and by when | Monitoring check action is complete |
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**Further advice and guidance sought:**

School NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person to contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you have identified that you require additional support from the sections or school own identified needs – please submit this section of the form to: [alison.philpott@southampton.gov.uk](mailto:alison.philpott@southampton.gov.uk). Education Prevent Board Representative, School Improvement Team, SCC

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| **Would the school benefit from further training, information or guidance to meet their responsibilities on the PREVENT strategy and duty?** | |
| 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:  Please specify. |  |