

Prevent Duty Guidance  
and Self Assessment Template  
Safeguarding Children in Education

**Self Assessment Template  
and Action Plan**

	<p><b>Schools</b></p> <p><b>‘PREVENT people from being drawn into terrorism’</b></p> <p><b><u>SELF ASSESSMENT</u></b></p> <p><b>SAFEGUARDING CHILDREN IN EDUCATION</b></p>		
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**This assessment should be presented to your Governing Body**

<b>Name of School/Academy/ /Provider</b>	New Park School	<b>Term/ Year</b>	2017/18
<b>Head Teacher / Principal</b>	Mrs Almut Bever-Warren	<b>Contact details</b>	Almut.bever-warren@salford.gov.uk
<b>Senior Leadership Team Member with accountability for Safeguarding (inc Prevent)</b>	Mrs Almut Bever-Warren	<b>Contact details</b>	
<b>Designated Lead/Co-ordinator/ Manager with responsibility for Safeguarding (inc Prevent)</b>			
<b>Designated Lead/Co-ordinator/Manager with responsibility for Prevent (if separated from above role)</b>	Dr Ian Thomas	<b>Contact details</b>	ian.thomas@salford.gov.uk
<b>Chair of Governors</b>	Yvonne Luckin	<b>Contact details</b>	Via school
<b>Governor responsible for Safeguarding (inc Prevent)</b>	Yvonne Luckin	<b>Contact details</b>	Via school
<b>Governor responsible for Prevent (if separated from above role)</b>	As above	<b>Contact details</b>	

Prevent Duty Theme	Activities	Evidence	RAG Red- Not yet in place Amber- Developing Green- Well established
<b>1. Leadership &amp; Values</b>	<b>Commitment and Promotion</b>		
	1.1 School's Senior Leadership Team has oversight, a clear understanding and commitment to Prevent and the statutory requirements placed on schools including risk assessment and safeguarding	<i>e.g. Prevent briefing submitted to SLT setting out requirements of the duty and an action plan for implementation / areas of development (include date briefing was delivered)</i> Whole School Training to be delivered on 10.05.16	Green
	1.2 SLT recognise that in Greater Manchester, vulnerable individuals being targeted for radicalisation/recruitment into violent extremism is viewed as a safeguarding issue.	<i>All actions are carried out within the context of Safeguarding</i>  Evidenced from designated lead training (13.10.15) and whole school training (10.05.16) Also, recognition in last Ofsted inspection (2013) that safeguarding is good, and recent mock inspection by ex-Ofsted inspector that safeguarding is outstanding.	Green
	1.3 School's Governing Body has an understanding of the risks related to radicalisation and extremism and know how and where to refer	<i>e.g. Minutes of Governor's meeting when Prevent briefing submitted to Governors Board setting out requirements of the duty and the safeguarding arrangements in place along with the Channel (include date briefing was delivered)</i>  Chair of gov is a trainer for Prevent Training in schools Overview to be given to gov body in summer 16	Green
1.4 Statement of Values is created or reviewed	<i>Statement should include reference to respect of pupil and staff diversity, mutual respect and tolerance and promote local sense of sense of belonging, critical thinking in a learning environment (linked to British values)</i>	Green	

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		School's Equality Policy; Prevent Policy	
	<b>Assigning Responsibilities</b>		
	1.5 Senior Leadership Team includes a strategic lead for Prevent	<p><i>Clear role description and responsibilities have been developed and endorsed by governors and SLT (including details of where some of this responsibility is delegated to other staff)</i></p> <p>Lead has been identified: Deputy Head, Ian Thomas</p>	Green
	1.6 A lead Prevent Governor has been identified from within the schools Governing Body	<p>Chair of gov is a trainer for Prevent Training in schools Overview to be given to gov body in summer 16 and role to be confirmed</p>	Green
	<b>Embedding Safeguarding into Practices and Values</b>		
1.7 Prevent associated risks are embedded into existing school policies and practice	<p><i>e.g. Provide examples of school policies where radicalisation and extremism have been incorporated</i></p> <p><i>All school policies reviewed and Prevent actions included where considered appropriate.</i></p> <p>There is a discrete Prevent Policy, which is also incorporated into the Safeguarding policy and the Equality Policy. All policies are reviewed annually</p>	Green	

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	<p>1.8 Broad and balanced curriculum which embeds Prevent into learning e.g. through developing critical thinking skills around the power of influence; particularly the persuasion of on line sources and social media</p>	<p><i>e.g. Embedding the lesson plans available on the Prevent Cloud into school lessons, developing PSHE modules etc</i> <i>Can use some of the existing legal responsibilities within the curriculum/ethos (e.g. broad and balanced, promote community cohesion, SMC etc.to report on fulfilment of Prevent Duty</i> <i>Ensure school is a safe place for discussion of sensitive topics with staff who are confident to hold discussions both within the curriculum and as they arise. Avoiding popularising of extremist views and mindful of existing duties which forbid political indoctrination.</i></p> <p>Curriculum Policy SMCR Policy Discrete policies for PHHE, RE Nurture programmes Teacher Planning and Recording – Planning Journals, Lesson Plans, curriculum plans Pupils’ workbooks/portfolios</p>	Green
<b>Monitoring</b>			
	<p>1.9 Structure for monitoring of values is in place</p>	<p><i>e.g. Identification of mechanisms within school which promote values through curriculum and events.</i> <i>Identification of monitoring methods and appropriate actions for when values are not adhered to (staff and pupil)</i> <i>Dates for review of progress set and followed</i></p> <p>Regular monitoring of quality of teaching and learning (which incorporates curriculum content) through scrutiny of teacher planning, lesson observations, learning walks, portfolios of pupils work, PMR</p>	Green

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		Action-planning for improvement strategies in place if support and further monitoring is required.	
	1.10 SLT and Governing body are aware of who Lead for Prevent is and receive regular briefings on any concerns/ Progress	<p><i>Dates of meetings when Prevent has been discussed. Meeting agendas and minutes with actions taken forward.</i></p> <p><i>Briefings should include; Risk Assessment, Concerns and follow up, Staff confidence and training, Progress on embedding of values across school.</i></p> <p>SLT meetings agenda and minutes Governing Body meetings agenda and minutes Staff briefing notes</p>	Green
<b>2. Risk Assessment</b>  (See section 3 of this	2.1 Conduct a risk assessment which allows school to give due regard to the act and place the <b>appropriate amount of weight</b> on resulting actions/strategies	<p><i>Risk assessment should focus on ability to support individual children in school and overall risk for children in the area in the relevant age group to allow for any actions to be proportionate (including judgement of no action needed)</i></p> <p><i>Reviews should be regular as level of risk can change.</i></p> <p>Risk assessments in place for each child. Reviewed annually, or as a result of significant changed circumstances, whichever comes first.</p>	Green

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document for good practice examples)	2.2 Schools should have mechanisms in place to assess the risk of children in their school being drawn into terrorism	e.g. regular updates from police and partners re community tensions and extremist activity in area. Good relationships with external agencies, including police, YOS, Social Services, EHWP partnership, LA Children's Services Good relationships with parents and carers	Green
	2.3 School has robust risk assessment and safeguarding policies in place to identify children at risk of being drawn into terrorism, and safeguarding as appropriate	e.g. safeguarding against radicalisation and extremism is part of schools existing safeguarding policy  <i>Understanding of how parental attitude can influence child behaviour and support structures in place to allow for non confrontational supportive discussions with individual parents relating to any particular issues.</i>  Safeguarding Policy Prevent Policy Up to date risk assessments for each child# Regular contact with parents	Green
	2.4 School has the appropriate understanding and mechanisms in place to consider the level of risk to identify the most appropriate referral,	e.g. Existing risk assessment forms incorporate radicalisation and extremism and a mechanism is in place to refer to Channel if appropriate to do so  school has the understanding but has not had the need to make appropriate referrals; risk assessments will be	Green

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	which could include Channel	updated by Sep 16	
	2.5 Clear protocols are in place for ensuring that any visiting speakers / teachers (whether invited by staff or by pupils) are suitable and appropriately supervised	<i>e.g. Protocol and template for due diligence</i>  DBS checks made where appropriate Clear protocols for supervision of visiting speakers	Green
	2.6 School has a mechanism in place to support staff booking events on the premises to ensure that these are not in support for extremist purposes	<i>e.g. Responsible bookings protocol, which includes due diligence checks</i> Booking protocol in place	Green
<b>3. Working in Partnership</b>  (See useful contacts in section 1 of this document and the	3.1 Risk Assessment has benefitted from experience and input of partners	<i>e.g. relevant partners have been consulted in assessment of risk and identify who these are</i> Individual Risk assessments for each child Statements/EHCPs for each child	Green
	3.2 Schools safeguarding arrangements take into account the policies and procedures	Safeguarding Policy	Green

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MSCB website)	of the Salford Safeguarding Childrens Board (SSCB)		
	3.3 Schools have an identified single point of contact for safeguarding issues relating to radicalisation and extremism (Channel)		Green
	3.4 School is aware of who their Local / Regional Prevent Coordinator and local authority Prevent Safeguarding Leads are	Gemma Rice, Salford Prevent Coordinator  Cathy Starbuck, Schools Safeguarding Lead  Dave Wells, Regional Prevent Coordinator (NWCTU)  Gaynor Egerton, Regional Channel Coordinator (NWCTU)	Green
	3.5 School engages with other schools (primary and secondary) and Prevent practitioners across the city and is aware of any Prevent Champions Networks	<i>e.g. representation on the Greater Manchester/Salford Prevent Champions Network</i>	Amber
	4.1	<i>e.g. Dates and titles of training delivered, delivery of</i>	

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<b>4. Staff Training</b>  (See Prevent workforce development in section 1 of this document)	Staff within the school have received Prevent related training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism	<i>WRAP, access to Prevent Cloud and use of materials on offer.</i> Designated lead training (13.10.15) Whole school training (10.05.16)  Current, ongoing and dynamic risk assessment for each child Close working relationships with parents and carers	Green
	4.2 Impact of staff training is monitored and training needs regularly reviewed.	Staff feedback from training is sought and incorporated into training delivery plan.  Monitoring of curriculum and values delivery is also incorporated into plan.	Green
	4.3 Staff within the school are aware and engaged in the Channel process and know where and how to refer children		Green

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	and young people for further help		
	4.4 Single Point of Contact from the school is part of the Prevent Champions Network – commitment to ongoing learning and building expertise		Amber
<b>5. IT Policies</b>  (See section 3 of this document for good practice)	5.1 Reference to terrorism and extremist material is included within schools ICT usage policy for users (staff and pupils)		Green
	5.2 School's internet filter policies include appropriate controls around		Green

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	extremism related searches and websites		
	5.3 School's Twitter and Face Book accounts also have the appropriate controls and monitoring arrangements in place	Facebook account to be re-checked for filter	Green
	5.4 Policy on IT use is comprehensively engaging of staff, pupils and parents. It includes both school and personal devices	Staff and students are encouraged to use critical thinking with all online content.  Staff, students and parents are involved in monitoring of online content  Staff and students know how to raise concerns and be sensitive in their own use	Green

<b>&lt;School Logo&gt;</b>	<b>Schools</b> <b>‘PREVENT people from being drawn into terrorism’</b> <u><b>ACTION PLAN</b></u> <b>SAFEGUARDING CHILDREN IN EDUCATION</b>	<b>&lt;School Logo&gt;</b>
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<b>Prevent Duty Theme</b>	<b>Action(s)</b>	<b>Responsible School Lead</b>	<b>Timescales</b>
<b>Leadership and Values</b>	Present Prevent Policy to Governors, raising awareness and understanding of the Prevent agenda	<b>Designated Lead (IT) for policy Head for presenting to Governors</b>	Summer 2016 meeting of governors: completed
	Identify a lead governor for Prevent	<b>Governing Body</b>	Summer 2016 meeting of governors; completed
<b>Risk Assessment</b>	Investigate appropriate referral routes, and learn about Channel	<b>Designated Lead (IT)</b>	Summer term 2016; completed and revisited in Sep 17
<b>Working in Partnership</b>	Identify single point of contact for safeguarding issues relating to radicalisation and extremism	<b>Designated Lead (IT)</b>	Summer term 2016; completed
	School to investigate engagement with other appropriate provision and Prevent practitioners across the city, and investigate any Prevent Champions Networks	<b>Designated Lead (IT)</b>	Academic year 2017-18
<b>Staff Training</b>	Develop strategies for monitoring impact of staff training, and for reviewing of staff training needs	<b>Designated Lead (IT) SLT</b>	Academic year 2016-17 Revisited Sep 17

	Ensure that staff within the school are aware and engaged in the Channel process and know where and how to refer children and young people for further help	<b>Designated Lead (IT) SLT</b>	Autumn term 2017 INSET Sep 17
	Ensure that Safeguarding Lead from the school is part of the Prevent Champions Network – commitment to ongoing learning and building expertise	<b>Safeguarding Lead</b>	Autumn term 2017
<b>IT Policies</b>	Ensure that reference to terrorism and extremist material is included within schools ICT usage policy for users (staff and pupils)	<b>SLT; ICT lead;</b>	Spring term 2017