# Prevent Self-Assessment Checklist for Schools

This self-assessment checklist has been developed for schools for the Senior Leadership Team and governors to assess if Prevent has been adopted and embedded into their school’s mainstream policies and procedures. A checklist of this nature is a useful form of evidence for inspecting bodies such as Ofsted; it is also a useful self- assessment tool for leadership teams and staff to map what they are already doing well and what could be done to improve ‘good practice’ further. In the

past, schools have used Community Cohesion audits in a similar way, with favourable comments from both leadership teams and Ofsted.

Appropriate members of the Senior Management Team, the Prevent Lead and a Governor who has responsibility for this area should carry out the audit; its findings should be shared with the whole staff. The audit must be reviewed at the very least bi – annually and a record of each audit filed and kept in school.

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| **Area** | **Owner** | **Guidance** | **Evidence** | **RAG status** |
| **Does your safeguarding policy make explicit that the school sees protection from radicalisation**  **and extremists narratives as a safeguarding issue?** |  | **DfE advice states that it is not necessary for schools to have distinct policy on implementing the Prevent duty but it should at least be incorporated into the existing safeguarding policy. The Prevent duty requires schools to be compliant around risk assessment; working in partnership; staff training; IT policies; and building children’s resilience to radicalisation. Do you have**  **a specific risk assessment for Prevent or is it included as part of your wider risk assessment procedures?** |  |  |
| **Are the lead Prevent responsibilities clearly identified in the policy?**   * **Prevent Safeguarding Lead** * **Prevent Governor Lead** * **Prevent Curriculum Lead** * **Responsibility for checking visitors to the school** * **Responsibility for checking premises use by outsiders?** * **Responsibilities for record keeping** |  | **It is important that the school’s senior leadership team and all staff are aware of the Prevent duty and what it means for schools,**  **As well as nominating a safeguarding/curriculum lead it is important to recognise who has responsibility for school**  **security - with responsibility for checking visitors to the school premises and school premises used by outsiders, ensuring record keeping is compliant and appropriate checks are done.** |  |  |

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| **Area** | **Owner** | **Guidance** | **Evidence** | **RAG status** |
| **Have ALL staff received appropriate training on Prevent approved by the DfE and Home Office, such as WRAP (Workshop to Raise Awareness of Prevent); Home Office e-learning on Prevent**   * **Does this include support staff?** * **Are there provisions for new staff induction?** |  | **The Government has launched educate against hate** [**educateagainsthate.com**](http://educateagainsthate.com/) **a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people.**  **The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning** [**www.elearning.prevent.homeoffice.gov.uk**](http://www.elearning.prevent.homeoffice.gov.uk/) |  |  |
| **Have Governors received a Governor Prevent briefing?** |  | **See above – Training resources aimed at parents, teachers and school governors/leaders and links to other resources.** |  |  |
| **Has the designated Safeguarding Officer/team received Prevent training?** |  | **Contact the Coventry Prevent Education Officer to enquire about free training for staff.** |  |  |
| **Is there appropriate staff guidance and literature available to staff on the Prevent agenda?** |  | [**Display Appendix 1**](#_bookmark10) **in relevant places (e.g. school staff room) which sets out Coventry’s referral map for reporting a Prevent concern for a vulnerable pupil.** |  |  |
| **Does your Safeguarding Policy make explicit how Prevent concerns should be reported within school?**  **Does an audit trail for notification reports or referrals exists, and are Prevent referrals/notifications being managed or overseen by relevant staff?** |  | **Ensure staff are aware that Prevent referrals involve following your school’s existing child protection procedures, using the notice - check - share guidance set out in detail in Coventry’s referral map for reporting a Prevent concern for a vulnerable child and/or adult -** [**see Appendix 2**](#_bookmark11)**.** |  |  |
| **Do you have a clear statement about how the Prevent agenda is addressed preventatively through the curriculum and other activities?** |  | **The school’s curriculum helps protect pupils against extremism and promotes community cohesion.** |  |  |

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| **Area** | **Owner** | **Guidance** | **Evidence** | **RAG status** |
| **Does your policy specify British values are addressed though the curriculum and other activities?** |  | **The Prevent duty guidance states that schools should promote he fundamental British values of democracy, the rule of**  **law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. You will find Departmental advice on promoting basic important British values as part of pupil’s spiritual, moral, social and cultural (SMSC) development:** [**www.gov.uk/government/publications/promotingfundamental-**](http://www.gov.uk/government/publications/promotingfundamental-british-values-through-smsc)[**british-values-through-smsc**](http://www.gov.uk/government/publications/promotingfundamental-british-values-through-smsc)  **This guidance describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values and provides a list of different actions that schools can take.**  **Please also refer to** [**Appendix 7**](#_bookmark16) **Approaches that schools can take to promote British Values.** |  |  |
| **Have Prevent curriculum interventions been mapped across age range and subject?** |  | **Schools will have a range of initiatives and activities that promote the SMSC needs of children aimed at protecting them from radicalisation and extremist influences. Pupils also need to be aware of the benefits of community cohesion and the damaging effects of extremism on community relations.** |  |  |

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| **Area** | **Owner** | **Guidance** | **Evidence** | **RAG status** |
| **Are key staff confident to hold difficult conversations with pupils, or discuss incidents that could give rise to fears and grievances?** |  | **Staff should be able to provide appropriate challenge to pupils, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion. School should also deliver training that helps develop critical thinking skills around power of influence, particularly on-line and through social media.**  **Please request advice, support and training from Coventry Prevent Education Officer who could assist teaching staff in holding conversation and discussing specific incidents with pupils.** |  |  |
| **Is there a clear statement about the range of interventions the school can offer to individuals at risk?** |  | **The school can offer safeguarding interventions to individuals at risk the same way it would with any safeguarding concern. The school should always make a Prevent referral for anyone at risk of radicalisation.** [**Access referral form on page 41.**](#_bookmark18)  **Relevant information is then gathered and shared to determine if there is any vulnerability to radicalisation. An initial safeguarding plan can be put in place and consideration will be given to the Channel Programme thresholds. Channel focuses on providing support at an early stage to people**  **who are identified as being vulnerable to being drawn into terrorism.** |  |  |

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| **Area** | **Owner** | **Guidance** | **Evidence** | **RAG status** |
| **Has the school ensured its internet security systems prevent access to unauthorised or extremist websites?** |  | **The statutory guidance says schools in England and Wales are required to “ensure children are safe from terrorist and extremist materials when accessing the internet in school, including appropriate levels of filtering.” Any online security system will need to be supported with good teaching and effective supervision. More generally, schools have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety will usually be integral to a school’s ICT curriculum and**  **can also be embedded in other subjects (Citizenship/PSHE/ RSE. General advice and resources for schools on internet safety are available on** [**https://assets.publishing.service.gov.**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/6838)[**uk/government/uploads/system/uploads/attachment\_data/**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/6838)[**file/683895/Education\_for\_a\_connected\_world\_PDF.PDF**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/6838)  **As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.** |  |  |

# Coventry School Risk Assessment

**A risk assessment is: The need for a risk assessment:**



* **A systematic method of identifying, analysing actual and potential risks**
* **Considering what could go wrong and its impact**
* **Deciding on suitable control measures (an action plan)**

An action plan will identify and manage the control measures put in place to mitigate the identified risks.

The Counter-Terrorism & Security Act 2015, Section 26 Prevent Statutory Duty states that designated specified authorities are:

# “To have due regard to the need to prevent people from being drawn into terrorism.”

Identify risks 5

1 Determine who may be at risk

Education is a specified authority defined in paragraph 65 of the Statutory guidance and is expected to demonstrate activity in the following areas:

■ Risk assessment

■ Working in partnership

Review

# Five Stage

# Risk Assessment Process:

4 3 Recor

2 Assess the risk and agree mitigation

d findings

* **Staff training**
* **IT Policies**

# Creating a risk assessment:



The general risks affecting pupils will vary depending on your local area and their age, and you must understand these risks so you can respond in an appropriate and proportionate way.

If your school decides to produce a risk assessment for radicalisation and extremism, It could cover:

* **Signs of racist or sexist attitudes**
* **The likelihood of racist incidents**
* **The socioeconomic status of the community**

■ Indications of gang culture

* **Whether the school is in a Prevent priority area**
* **The referral pathways to be followed if concerns are raised**
* **Online radicalisation**

You should base a risk assessment on:

* **Knowledge of your community**
* **Evidence from behaviour records and other internal monitoring systems**
* **Evidence gathered from pupil and parent voice activities**

Take a multi-agency approach to your risk assessment; consult with other agencies in your area such as the local safeguarding board, the police and other schools in your area.

# Risk assessment and action planning model

Management:

* + **Annual or as required**
  + **SMT/Governor’s ownership**

Action Planning:

* + **Identify mitigation measures**
  + **Future actions and internal oversight/governance**

■ Compliance with duty

Consultation:

* + **Prevent Coordinator and PEO**
  + **Students, other identified stakeholders**

■ School and Police panel

■ Local intelligence

Sources:

* + **Institution held information**

■ Sector data, guidance i.e. Ofsted

# Prevent Risk Assessments - Areas to cover

#### Risk Assessment:

The Duty says:

#### “Specified authorities are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology”

* **Robust safeguarding policies**
* **Consideration of referrals to Childrens Social Care or Channel**
* **Prevent risk assessment**
* **The need to demonstrate that they are protecting children at risk**

#### Working in Partnership

The Duty says:

#### “governing bodies … of all schools and registered childcare providers should ensure that their safeguarding arrangements take into account the

**policies and procedures of the Local Safeguarding Children Board (LSCB)”**

* **Partnership informs risk and understanding of good practice.**
* **Links to local Prevent partnerships, forums and networks**
* **DfE, Local Authority, Police, Safeguarding networks**

#### Staff Training

The Duty says:

#### “should make sure that staff have 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 and are shared by terrorist groups ….

**“know where and how to refer children and young people for further help”**

* **Link to safeguarding training and local risk awareness/context**
* **Understand how/when to make a Prevent/safeguarding referral**
* **Challenge extremist ideas and narratives**

#### IT Policies

The Duty says:

#### “expected to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering”

* **Robust oversight of access to unlawful, extremist material**
* **Effective monitoring systems to inform safeguarding oversight**
* **Online safety understanding and resilience for students**

#### Other Areas which may be included are:



**Leadership**

* + **Who has responsibility for Prevent? SMT lead &/or Governor lead?**
  + **Ownership of the risk assessment and action plan**

#### Speakers & Events

* + **School security**
  + **A policy to manage external visitors (outside of agency teaching staff)**
  + **Supervision on site – link to visitors’ policy**
  + **Sharing of materials, ideas with students**

#### School Security

* + **On site security – ID lanyards,**
  + **Visitors – contractors, parents,**
  + **Critical incident plans – “lockdown”**
  + **External messaging**

#### What should a Risk Assessment look like?

There is no prescriptive format or style for a Prevent risk assessment or action plan and institutions have the flexibility to utilise existing corporate models or devise one to suit their own needs.

It is acceptable and often useful to combine the Prevent risk assessment with the action plan.

However

* + **It should reflect the specifics of your institution and not obviously be a generic document**
* **It should clearly identify when it was last updated, reviewed, authorship and importantly executive oversight**
* **It should demonstrate how risks have been identified and assessed**

#### A view from Ofsted

Risk assessments

* **“As ‘specified authorities’ under schedule 6 schools should ‘demonstrate an awareness and understanding of the risk of radicalisation in their area, institution or body and assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology’**
* **This doesn’t have to be a written risk assessment. We would ask leaders about their awareness of risk and what they do about it”**

#### Local risks

* **“we would expect schools to be aware of these (for example through their work with the local authority or where such exists the local prevent coordinator)”**

#### Staff training

* **“We look at Prevent as part of the inspection of safeguarding more widely. We might ask, for example, about staff training - again as part of a wider discussion on safeguarding”**

**The following is an example of a template you may wish to use. It’s essential to evaluate the risks of your own school’s context, so you shouldn’t rely on other schools’ risk assessments to create your own. You should work with the Coventry Prevent Team who will be able to provide contextual information to help you understand the risks in your area.**

**Please refer to the** [**Coventry Prevent Duty Toolkit**](https://www.coventry.gov.uk/downloads/file/31095/prevent_duty_toolkit) **for further guidance.**

**Template - Prevent Risk Assessment And Action Plan**

|  |  |
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| School: | Date of Assessment: |
| Safeguarding Manager/Assessor: | Date for review: |
| **School Profile**  Complete with a pen picture or profile of the school, its demographics, its teaching principles or school ethos; describe in summary your educational, social or cohesion challenges. | |
| **Coventry - Situational Analysis**  (This should include your knowledge of risk and threat in the local area) | |
| **School Strategies, Policies and Procedures**  A shortlist of existing school policies and procedures which seeks to address or reduce the risks associated with extremism. E.g. Safeguarding policy, Prevent policy (if you have one). Procedures (safeguarding, school security management, disciplinary, behaviour, room booking, external speakers). | |

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| **Risk area** | **Hazard** | **Severity (A)**  **1 (Low) 5 (high)** | **Likelihood (B)**  **1 (Low) 5 (high)** | **Risk Rating A X B** | **Existing Measures** | **Proposed Action** | **LEAD** | **DATE** | **RAG** |
| **1. Leadership** | * 1. The senior leadership team are unaware of the Prevent strategy and its objectives   2. There is no identified strategic Prevent lead within the school   3. The strategic lead does not understand the expectations and key priorities to deliver Prevent and that this is embedded within safeguarding procedures   4. Prevent safeguarding responsibilities are not explicit within the schools safeguarding team   5. There is not a clear awareness of roles and responsibilities throughout organisation regarding Prevent   6. The prevent agenda and its objectives have not been embedded within the appropriate safeguarding processes |  |  |  |  |  |  |  |  |

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| **2. Working in Partnership** | * 1. The School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally   2. Pupils are radicalised by factors internal or external to the school |  |  |  |  |  |  |  |  |
| **3. Staff Training** | * 1. Staff are not aware of the school’s procedure for handling safeguarding concerns and/or do not feel comfortable   sharing issues internally.   * 1. There is no appropriate staff guidance and literature available to staff on the prevent agenda   2. Limited staff training time available on Prevent   3. Governors do not have a shared awareness of the   importance of this issue as a safeguarding one   * 1. Limited governor training time available. |  |  |  |  |  |  |  |  |

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| **4. IT Policies** | * 1. Pupils access extremist or terrorist material whilst using school networks   2. On-line/social media communications relating to extremist or terrorist materials feature the school’s branding   3. Pupils access extremist or terrorist materials out of the school setting   4. Pupils are not equipped to identify such websites when accessing the internet out of school.   5. Parents are not equipped with IT knowledge to ensure appropriate firewalls etc on put on digital technology   6. No filtering/firewall systems are in place to prevent individuals from accessing extremist websites   7. Filtering systems have not been tested and are not up to date?   8. School is unaware if somebody has access extremist sites |  |  |  |  |  |  |  |  |

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| **5. Speaker & Events** | * 1. Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict ‘British values’   2. Extremist or terrorist related material is displayed within the setting   3. School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected characteristics |  |  |  |  |  |  |  |  |
| **6. School**  **Security** | * 1. There is no restrict access to the school site   2. Contractors and visitors are not aware of Hire and lettings agreements include the fact that the premises will not be hired out to extremist groups or those who popularise hatred or intolerance of those with protected characteristics   3. There is no Lockdown policy or procedures |  |  |  |  |  |  |  |  |