

School Prevent Duty Self-Assessment

Introduction

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children (March 2013)* and *Keeping Children Safe in Education (October 2014)*. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to ‘have “due regard to the need to prevent people from being drawn into terrorism”’.

The Prevent Strategy has three main objectives:

- Respond to the **ideological challenge** of terrorism & the threat we face from those who promote it;
- **Prevent people from being drawn into terrorism** and ensure that they are given appropriate advice and support;
- Work with **sectors and institutions** where there are risks of radicalisation which we need to address.

This self-assessment tool has been developed to aid compliance with the Prevent Duty as a health check for the Senior Leadership Team within a school to assess if Prevent has been adopted into their institution’s mainstream processes.

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Objective: Adoption of Prevent into Mainstream Processes

Governance				
No		Owner	Evidence	RAG
1.1	Does the Institution have a nominated Staff (and Governor) Prevent Lead			
Risk Assessment				
No		Owner	Evidence	RAG
2.1	Do the Senior Leadership team and Governors have an understanding, shared with partners, of the potential risk in the local area to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are terrorist ideology?			
2.2	Is Prevent included within the Institution's Safeguarding Policy?			
2.3	Is Prevent included within the Institution's Safer Recruitment Policy?			
2.4	Is Prevent included within the Institution's venue hiring policy? Are due diligence checks conducted on groups/individuals seeking to hire/use school premises?			
2.5	Is Prevent included within the Institution's Visitor's Policy? Are due diligence checks conducted on visitors to the school? Does the policy set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by pupils themselves – are suitable and appropriately supervised within school?			
2.6	Is Prevent included within the Institution's Contractor's Policy? Are due diligence checks conducted on contractors working at the school or providing extracurricular activities? Does the policy set out clear protocols for ensuring that any visiting contractors are suitable and appropriately supervised within school?			
2.7	Is Prevent an agenda item of relevant meetings/planning processes?			
2.8	Is there a clear referral route for vulnerable individuals to receive support through the Channel process?			
2.9	Are fundamental British values promoted in the delivery of the curriculum and extra curriculum activities and reflected in the general conduct of the school?			

Working in Partnership				
No		Owner	Evidence	RAG
3.1	Does the Institution have engagement with the wider Prevent work through a regional Prevent Partnership?			
3.2	Is Prevent included within information sharing protocols/MOU?			
3.3	Is the Institution included in a regional Prevent Partnership Communication Policy?			
3.4	Do the safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the locally agreed inter-agency procedures put in place by the Local Safeguarding Children Board LSCB?			
3.5	Do the child protection policies describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB?			
Staff Training				
No		Owner	Evidence	RAG
4.1	Does the Institution have an annual policy and training review process in place?			
4.2	Does the Institution regularly assess Prevent Training needs to raise their awareness of Prevent issues with staff and the Governing body? Do staff members have sufficient training to give them knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups?			
4.3	Are staff members aware of Prevent issues and the referral process into the Channel process?			
Safety Online				
No		Owner	Evidence	RAG
5.1	Does the School IT system have appropriate levels of filtering to ensure children are safe from terrorist and extremist material when accessing the Internet in school?			
5.2	What processes and procedures are in place to ensure children use the Internet responsibly? Do staff, pupils and carers receive any Internet Safety Awareness training?			

