



Prevent Self-Assessment and Action Plan

From 1st July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. Schools must have regard to the statutory guidance.

The statutory guidance on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. This advice focuses on those four themes.

In an education context Prevent is a safeguarding issue for schools aimed at supporting and protecting children and young people who are vulnerable and at risk of being radicalised. The statutory guidance makes it clear that schools are expected to assess the risks of children being drawn into terrorism and or supporting extremist ideas. Understanding how and where young people can be put at risk of extremism and radicalisation is the critical first step in addressing the threat. Schools are expected to take a ‘risk based approach’ so to carry out a risk assessment to inform the responses needed to protect pupils. This document is designed as a guide to help schools assess the risks affecting children in the local area and identify pupils who may be at risk of radicalisation and ensure an appropriate referral process is in place, develop multi agency approaches to address safeguarding issues and ensure effective learning opportunities to safeguard children from extremism and promote community cohesion.

Every school is different and the general risks affecting pupils may vary from area to area, you must make sure that you have considered what is proportionate and appropriate to your school, taking into account not only the age of the children but your local community. The risk will vary greatly and can change rapidly.

This self-assessment and action plan signposts useful links and resources, the majority of these are from the Department for Education and Home Office website ‘Educate against Hate’, the purpose of this website is to provide practical advice, support and resources to protect children from extremism and radicalisation.

There are criteria for each section of the assessment to support schools in the development of individual areas. This assessment should be presented to your Governing Body and reviewed on a regular basis.



Leadership

Responsibility	Suggested evidence/useful resources	Evidence	Action
<p>There is an identified strategic Prevent lead within the school's senior leadership team who understands the expectations and key priorities to deliver the Prevent Duty.</p> <p>There is a single point of contact for any Prevent concerns raised by staff within the school.</p>	<p>The lead has been identified and all staff are aware who this is.</p>	<p>Head teacher, Kate Slatcher, Deputy DSL</p>	<p>Remind staff</p>
<p>The schools leadership team has an oversight, a clear understanding and commitment to Prevent and the statutory requirements, they promote the importance of the duty and ensure staff implement effectively.</p>	<p>SLT and/or an existing safeguarding forum incorporate the Prevent duty self-assessment and action plan into their regular meetings and include it as a regular ongoing agenda item.</p> <p>A Prevent briefing for SLT to include the requirements of the duty, self-assessment and action plan and key updates when appropriate.</p> <p>DFE The Prevent Duty, Departmental Advice for schools</p>	<p>SLT have clear understanding of what Prevent is and relate it to safeguarding.</p>	<p>Update SLT as information becomes available.</p>

Leadership

Responsibility	Suggested evidence/useful resources	Evidence	Action
The school Governing body are adequately trained and has an identified lead on Prevent. They are clear about their role and parameters of their responsibilities including their statutory safeguarding duties.	A record is kept of dates of Prevent training and minutes of governors meeting when Prevent has been discussed. Good practice would be to ensure the governor who is the lead on Safeguarding also leads on Prevent and is fully involved in the school's Prevent self-assessment and action plan.	Prevent is part of safeguarding. It's discussed in governor meetings. Deb Miles is the safeguarding governor lead.	Governor to continue to attend safeguarding training. Named governor does safeguarding audit with staff
Prevent safeguarding responsibilities are explicit within the school Safeguarding Team, processes, procedures and policy.	The DFE guidance states it is not necessary for schools to have a distinct Prevent policy but it should be explicit in the schools safeguarding policy. The referral pathway to the Prevent Police team is shared with all safeguarding staff. Link here	Prevent is explicit in school's safeguarding policy. The school also has an explicit Prevent Policy on the website and shared with staff.	Update policy bi-annually.

Leadership

Responsibility	Suggested evidence/useful resources	Evidence	Action
Relevant policies and procedures have been updated to reflect the Prevent Duty.	Policies have been reviewed and updated in line with Prevent where considered appropriate. Essential policies are prioritised: Child protection, Anti bullying, behaviour, E-safety and lettings.	Relevant duties include Prevent Duty	Continue to update
Effective engagement with parents/carers. It is important that families are aware that they can talk to the school if they have concerns and the school is able to assist families and support them and/or signpost them to the appropriate agencies. Ensuring that consideration is given to the sensitivity of the subject and the need to approach the issues carefully in all communities.	A clear statement about the Prevent duty is on the school website and also includes information for parents that includes point of contact. Useful information: Top tips to help parents discuss radicalisation and extremism with young children.	Prevent Policy Statement in on the school website	Continue to update

Leadership

Responsibility	Suggested evidence/useful resources	Evidence	Action
The school works with your local authority Prevent education lead who is a vital partner for all aspects of Prevent work and who can provide further advice and support on compliance with the Prevent statutory duty.	Details of the LA named lead and their contact details are shared with the Safeguarding team and the school subscribes to the Local Authority school's virtual Prevent network (email request or change of details to tradingwithschools@bristol.gov.uk)	School works with Bristol SET and DSL/ Dep DSLs attend briefings 3x a year	Continue to attend briefings
School has mechanisms in place to assess the risk of children in their school being drawn into terrorism. School engages with local Police, Avon and Somerset Prevent team, the Local Authority and other partners to ensure awareness of community tensions, hate crime and/or extremist activity in the area.	Contact your PCSO to discuss information such as; levels of reported hate crime in locality, known political, religious or gender extremism activity and any other additional practical information to help you understand the risks in your area also information and concerns expressed by parents. This can also include any national or local events/ trends/ information etc. <i>(Some of this information will also be distributed from all agencies via the LA virtual Prevent network).</i>	School engages with local police	Police officers invited into school

Leadership Self-Assessed Rating



Red



Amber



Green

Leadership

Responsibility	Suggested evidence/useful resources	Evidence	Action
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Training

Responsibility	Suggested Evidence/useful resources	Evidence	Action
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Leadership

Responsibility	Suggested evidence/useful resources	Evidence	Action
<p>A plan is in place to include sufficient training so that all staff understand the risk of radicalisation and extremism, the factors that make people vulnerable to being drawn into terrorism, how to recognise this vulnerability and are clear how to report a concern.</p>	<p>Appropriate training is provided and <u>all</u> staff attend, a record is kept of the details of training delivered. This training is updated regularly to take into account staff turnover.</p> <p>The Home Office has produced a Prevent e-Learning product here to provide an introduction to Prevent aimed at objective two of the Prevent strategy – supporting vulnerable people. It has been developed to raise awareness of and explain Prevent within the wider safeguarding context. A catalogue has also been produced by the Home Office. The training courses within this catalogue aim to support frontline staff in increasing their understanding and awareness of radicalisation and how it can be prevented.</p> <p>TWVS also offer Prevent training, please contact: tradingwithschools@bristol.gov.uk.</p>	<p>Prevent lead had WRAP training and delivered WRAP on 3.3.16, 2.1.18 and 21.1.20. All training forms sent to Halifax, included new staff, teachers/LSAs/ smsas/caretaker. New staff induction includes Home Office Channel training. Certificates kept in individual files.</p>	<p>Continue to give online training link to new staff and part of their induction (give certificates to SBM)</p>

Leadership

Responsibility	Suggested evidence/useful resources	Evidence	Action
Ensure the Designated Safeguarding Lead undertakes appropriate Prevent training to enable them to provide advice and support to staff on protecting children from the risk of radicalisation.	Ensure the DSL is aware of local and national updates that could potentially impact on the school community and is able to apply as appropriate to the setting and to also include in briefing staff. <i>(Information sent via the LA virtual Prevent network can contribute to this.)</i>	DSL attends briefings and training	Continue
Impact of staff training is monitored. Training needs are informed by the assessment of risk.	Evidence that your training has been informed by your risk assessment. Is your training effective? Do staff recognise what they are seeing and hearing? Some schools are using regular safeguarding quizzes that include Prevent. Training and staff updates are also informed by local and national events impacting on risk.	Staff receive regular updates in safeguarding training sessions in staff meetings and INSET	Continue
Sub contracted staff and volunteers have been made aware of the Safeguarding policy which includes the Prevent Duty.	Processes and monitoring is in place to ensure this happens and is recorded.	Covered in volunteer and staff handbooks and part of induction process. Contractors DBS checked.	Continue

Leadership

Responsibility	Suggested evidence/useful resources	Evidence	Action
There is appropriate guidance and literature available to all staff on Prevent.	<p>Suggested documents:</p> <ul style="list-style-type: none"> • School safeguarding policy • Keeping children safe in Education • The Prevent Duty DFE guidance • Material associated to school specific risk • Staff code of conduct • Staff handbook 	Sent to staff via email annually in Sept.	Specific information is emailed round and added to meeting agendas
All staff have sufficient knowledge and confidence to exemplify British Values in their management, teaching and through general behaviours.	<p>Staff have been trained and/or have received information on British values and are aware of how these associate with the Prevent Duty.</p> <p>The Department for Education has published non-statutory advice on the requirements to actively promote fundamental British values in schools</p>	<p>Staff trained in BVs and how to include this in their teaching. Revised March 2019</p> <p>Rights Respecting Gold standard school always referring to this.</p>	Keep rights on the agenda
Training Self-Assessed Rating <div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> Red <input type="checkbox"/> Amber <input checked="" type="checkbox"/> Green </div>			

Safeguarding - Reporting and referral process

Responsibility	Suggested evidence/useful resources	Evidence	Action
An appropriate internal Prevent referral process has been developed and the school is aware of the process of referrals to the Avon and Somerset Prevent Team as appropriate. The SPOC understands when it is appropriate to make a referral.	<p>Avon and Somerset Prevent referral form is available from the team or the LA education Prevent lead – email tradingwithschools@bristol.gov.uk</p> <p>The SPOC is able to provide sufficient evidence to support the referral.</p>	Will follow procedure	Will use form if necessary
An audit trail for notifications reports/referrals to the Avon and Somerset Prevent team exists and is overseen by the Designated Safeguarding Lead. A process is in place to evaluate all referrals made and develop practice and 'lessons learnt'.	School specific evidence of reviewing referrals and lessons learnt.	Will follow procedures	Will follow procedures

Safeguarding - Reporting and referral process

Responsibility	Suggested evidence/useful resources	Evidence	Action
<p>Effective arrangements are in place to identify and respond to national or local incidents/tensions which could impact upon staff, pupils /parents/carers and the local community.</p> <p>To ensure staff are provided with information so are able to discuss incidents that could give rise to concerns or grievances and to also enable staff to provide age appropriate advice and support to pupils when needed.</p>	<p>Following a local or national incident, the school has a process in place that ensures all staff are fully briefed and opportunities are given for pupils to discuss and share any concerns they may have.</p> <p>The school utilises the information that is shared by agencies via the LA virtual Prevent network.</p> <p>Useful resource: PSHE Association - A generic framework for discussing a terrorist attack</p>	<p>DSLs feedback after training</p>	<p>Continue to do so</p>
<p>Off site events/trips are assessed for the risk under the framework of the Prevent Duty.</p>	<p>Health and Safety for school Trips: Here</p> <p>Case study on school trips, managing transport risks on a day trip to London (PDF): Here</p>	<p>Risk Assessments done for all trips</p>	<p>Continue to do so</p>

Safeguarding - Reporting and referral process

Responsibility	Suggested evidence/useful resources	Evidence	Action
There is an effective policy for the management of visitors/speakers.	Useful guidance document ' Vetting external organisations and speakers '. Useful resource: Advice for schools on making sure that invited speakers are suitable – both during and out of school hours.	Staff vet speakers eg before inviting in for assemblies	Continue to do so
Opportunities within the informal curriculum are identified when pupils could explore issues in a safe environment.	Assemblies, international days to celebrate cultural awareness, school council and debating clubs. Useful resources: Guides and resources for setting up a debate club in your school , together with details on the Institute of Ideas' National Debating Matters Competition. Examples of Assembly Plans	Pupils can discuss in circle time, news discussions, RAG raises awareness, assemblies cover different cultures and celebrations, follow children's rights agenda	Continue to do

Safeguarding - Reporting and referral process

Responsibility	Suggested evidence/useful resources	Evidence	Action
<p>The school delivers training that helps staff develop critical thinking skills around the power of influence, particularly on-line and through social media.</p> <p>Staff are confident in managing discussions about controversial issues and help pupils understand, deliberate and develop critical thinking skills supporting pupils to recognise risk and make safer choices and promote community cohesion.</p>	<p>Useful guidance document published by the UK Council for internet safety (UKCIS) Education for a connected world, A framework to equip children and young people for a digital life.</p> <p>Examples of Teaching materials for pupils from year 6 to year 13 for teaching and practising dialogue and encourage critical thinking, plus practical guidance on managing difficult discussions.</p> <p>Examples of extreme dialogue Here</p>	<p>E-safety days, lots of online safety lessons, circle and zoom times, assemblies on keeping safe online and learning about rights</p>	<p>Continue</p>
<p>Pupils are aware of the benefits of community cohesion and the potential damaging effects of extremism on community relations.</p>	<p>Deliver through the curriculum, PSHE and Assemblies. A KS3 resource produced by Avon and Somerset Constabulary and Trading with schools, FATFACE, a short film and curriculum resource pack. Fat Face link</p> <p>Ensure racism is included in anti-bullying or behaviour policy</p> <p>Ensure pupils are aware of racism and its damaging effect.</p> <p>Hate crime primary lesson plan(KS2) Here</p>	<p>Any form of bullying is confronted and reported to the LA and governors eg racist, homophobic, disablist and protected characteristics. Assemblies and PSHE on anti-racism and anti-bullying following raised awareness in light of Black Lives Matters. Equality highlighted in Equality Action Plan.</p>	<p>Review Equality Plan annually with governors</p>

Reporting and Referrals Self-Assessed Rating

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Red

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Amber

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Green

Safeguarding - Reporting and referral process

Responsibility	Suggested evidence/useful resources	Evidence	Action
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A Broad and Balanced Curriculum

That helps protect students against extremism and promotes community cohesion

Responsibility	Suggested evidence/useful resources	Evidence	Action
Provide a broad and balanced curriculum that promotes pupils spiritual, moral, social, cultural, emotional needs and physical development. Supporting children building resilience whilst protecting them from radicalisation and extremist influences and promoting community cohesion.	Useful guidance document: DFE Promoting fundamental British Values as part of SMSC in schools. Creative curriculum – FBV lesson plans (KS1&2): Here The deliberate curriculum – lesson plans, teacher guidance (KS3,4&5): Here	Pupils can discuss in circle time, news discussions, RAG raises awareness, assemblies cover different cultures and celebrations, follow children's rights agenda. Work with individuals	Continue to do so
Opportunities to promote British values are identified and utilised within the curriculum and enrichment activities and reflected in the general conduct of the school – these are mapped across age range and subject area.	Useful resources: A mapping tool for British Values (KS3,4&5) ; Primary, secondary and Whole school	School teaches British Values and Rights of the Child across all year groups. See smsc gridmaker and BV curriculum overview on website.	Update gridmaker

A broad and balanced curriculum Self-Assessed Rating

☐

Red

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Amber

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Green

Safety Online

Responsibility	Suggested evidence/useful resources	Evidence	Action
The school has suitable filtering system in place to ensure that pupils are safe from terrorist and extremist material when accessing the internet.	The BCC web filtering system introduced in April 2016 for Bristol schools categorises websites and allows access as per each school's requirements. A default "minimum level" of filtering is blocked for all users which includes sites that are blocked as violence and Hate & discrimination. For further information	Websites filtered. Children taught to report online abuse.	Continue
The school has appropriate IT monitoring arrangements in place to also include where relevant the controls and monitoring of the schools social media accounts such as Facebook and Twitter. The IT system monitors serious, repeat and/or attempted breaches of the policy.	School specific dependent on phase and size of the setting. BCC can also action a basic level of monitoring. The system also gives Bristol schools the tools to report on certain search criteria that are entered by users, and on a daily basis, the system can be configured to email staff members relevant data to give an idea of who in the school is looking at these terms. This can be used as part of the PREVENT strategy. To set up alerts please provide search criteria and email addresses as to where reports should be sent to the Schools IT Helpdesk	Monitored by BCC	Continue

Safety Online

Responsibility	Suggested evidence/useful resources	Evidence	Action
The school has a policy relating to the use of IT that has engaged pupils, staff and parents and it includes specific reference to the Prevent Duty. Processes and procedures are in place to ensure children and staff use the internet responsibly and know how to raise a concern.	School specific dependent on size, and phase. Internet matters – A website for parents, resources to help keep children's online life fun and safe - Here	School has IT policy re keeping safe on line and child friendly online safety rules around school	Continue to update policies. Remind pupils of online safety
Pupils receive Internet Safety Awareness to equip them to stay safe online, both in school and outside. This includes the increased risk of online radicalisation presented by extremist groups who use social media and the internet to recruit young people.	Social media safeguarding is an important element of protecting young people from extremist narratives. This can be in the schools ICT curriculum and can also be embedded in PSHE and SRE. Useful resource: Radicalisation in social media - A guide for schools on how terrorist groups use social media to radicalise young people online. Lesson plans to improve awareness of online risks, including radicalisation (KS4): here Lesson plans to improve digital awareness amongst Key stage 2 pupils: Here	PSHC covers keeping safe online	Continue

Safety Online

Responsibility	Suggested evidence/useful resources	Evidence	Action
E-safety advice is offered to parent/carers.	Useful resources can be found on Educate against Hate website, Parents hub – Online Safety A website for parents backed by the UK's biggest Internet Service Providers, with resources and conversation starters to keep children's online life fun and safe . Tips and advice to help parents keep up with their children's online activity .	Lots of parentmails/newsletter links for parents. Information on the school website. Parents invited to sessions about using the internet safely. Booklets eg BT to support parent/carers support their children online	Continue
Safeguarding sharing protocols are in place to facilitate information sharing with Prevent partners.	Usual information sharing protocols would apply.	In place	Continue
There is school engagement with a range of local communities.	Cross reference here with links to other areas that cover this.	Visits to different cultural sites when not in lockdown and representatives from local communities invited in eg for RE- Sikh and Wesley Chapel visits	Continue to link
Safety Online Self-Assessed Rating <input type="checkbox"/> Red <input type="checkbox"/> Amber <input checked="" type="checkbox"/> Green			

South West Counter Terrorism unit, Avon and Somerset Constabulary 01278647466

Bristol City Council Prevent education contact: Trading with schools 0117 9222444 or tradingwithschools@bristol.gov.uk

