

Prevent Self-Assessment

Objective: Adoption of Prevent into Mainstream Processes

Governance

No		Owner	Evidence	RAG Status
1.1	Does the Institution have a nominated Staff (and Governor) Prevent Lead?	LC	Laura Connors – Staff. Governor not in touch as of yet.	

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 part of their ideology?	LC	Governors have received WRAP training All staff including SLT will receive WRAP training it in term 5	
2.2	Is Prevent included within the Institution's Safeguarding Policy?	LC	Updated version of the safeguarding policy included prevent.	
2.3	Is Prevent included the within the Institution's Safer Recruitment Policy?	PO	Not known	
2.4	Is Prevent included within the Institution's venue hiring policy?	PO	Not known	
2.5	Is Prevent included within the Institution's Visitors 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	LC	No	
2.6	Is Prevent included within the Institution's Contractors 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	PO	Not known	

2.7	Is Prevent an agenda item of relevant meetings / planning processes?	LC	Planned for staff meetings, PSHE, information sent to staff.	
2.8	Is there a clear referral route for vulnerable individuals to receive support through the Channel process?	LC	Flow diagram in safeguarding policy	
2.9	Are fundamental British values promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school?	FB	Not known	

Prevent Action Plan				
Area of responsibility	Actions to be taken	Outcomes	Deadline	Update
Leadership and Values	<ul style="list-style-type: none"> • Creation of a 'Statement of Values' that respects learner and staff diversity, encourages freedom and openness and promotes learner voice • Development of rigorous recruitment policies which include core School values • Key individuals are appointed amongst governors, managers and staff with responsibility for safeguarding and understand the risk of extremism/radicalisation • Inclusion of radicalisation or extremism within the corporate 	<ul style="list-style-type: none"> • A safe learning environment is created across the School, behaviours which harm the ability of different individuals and groups to work together are challenged • All new staff are aware of the School's expectations and subscribe to its values • The School leadership takes ownership of extremism and radicalisation concerns and appropriate oversight is provided • Extremism/radicalisation is considered as a risk at a leadership level within the organisation with concerns relating to hate crime/harassment, extremism and radicalisation being reported promptly to 	September 2016	

	risk register and the maintenance of an up to date risk assessment	SLT		
Partnership	<ul style="list-style-type: none"> • Creation of a single point of contact for radicalisation and extremism enquiries internally and arrangements to coordinate information sharing between different departments and curriculum areas • Development of links with other Schools on the agenda • Development of links between key School staff/governors and external partners, including the Local Authority and Police 	<ul style="list-style-type: none"> • School communications and the sharing of concerns relating to extremism or radicalisation are coordinated effectively • The School is able to benefit from existing best practice and resources • The School shares information and is able to access statutory assistance where necessary to support vulnerable individuals 	September 2016	
Safeguarding and pastoral care	<ul style="list-style-type: none"> • Inclusion of radicalisation and extremism within safeguarding policy and procedure including a reference to the Channel process • Development and implementation of rolling cross-organisation training plan to increase organisational awareness • Consideration of a School safeguarding panel to assess and manage concerns relating to extremism and radicalisation • Inclusion of a whistle blowing mechanism within 	<ul style="list-style-type: none"> • All are aware of the safeguarding procedure and that radicalisation is included within it • All understand what is meant by the terms radicalisation and extremism and are comfortable sharing concerns about radicalisation and extremism • A whole School approach is taken to the support of learners who may be vulnerable to violent extremist radicalisation • Staff feel confident and protected in raising any concerns which may place the safety of learners at risk • Learners are protected whilst they are 	September 2016	

	<p>the safeguarding procedures</p> <ul style="list-style-type: none"> • Inclusion of sub-contracted education providers within the safeguarding procedures 	<p>studying or working externally to the School</p>		
<p>Student and learner resilience</p>	<ul style="list-style-type: none"> • Include activities within existing lesson structure to enhance student and learner resilience for example, internet safety sessions and activities to improve critical thinking skills • Raise awareness and confidence amongst tutors and enrichment colleagues about the importance of critical thinking skills • Raise awareness of all colleagues and students or learners about their personal responsibility in the online space, particularly around freedom of speech • All staff receive appropriate training to educate and challenge on the principals of mutual respect and tolerance and encourage democratic participation • Opportunities to promote values are identified and utilised within the curriculum and within enrichment activities 	<ul style="list-style-type: none"> • Students and learners have good critical engagement skills and understand how to verify information online and the reasons why they should • Students and learners feel comfortable sharing any concerns they have about behaviour or information in the online space with colleagues at the School • All are aware of their individual responsibilities in the online space, especially regarding freedom of speech • All learners are encouraged to respect others with particular regard to protected characteristics and are educated in the options for civic engagement • Learners understand what the School values mean in practice 	<p>September 2016</p>	

<p>Internet safety</p>	<ul style="list-style-type: none"> • Inclusion of reference to terrorist and/or extremist material within ICT code of conduct, together with protections for legitimate study of this material • Deliver awareness raising training to library and ICT colleagues about what terrorist and extremist material looks like • Raise awareness of colleagues and students or learners about updated code of conduct, reasons why and an explanation of how the policy was developed • Appropriate filtering is in place to ensure that learners are unable to access terrorist and extremist material online through School servers 	<ul style="list-style-type: none"> • Colleagues understand what terrorist/extremist material looks like and are confident to share concerns through the appropriate processes if they do encounter access to this material • Learner study of extremist and terrorist material for legitimate purposes is protected • Students and learners understand the risks attached to accessing terrorist and extremist material online and understand the institution's duty and process in these areas <p>Learners are safe from accessing extremist or terrorist materials whilst using School servers</p>		
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