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| Prevent Objective 1 | **Leadership:** structures are in place and visible throughout the school | | | | |
| Prevent Objective 2 | **Capabilities:** staff and governors are adequately trained on Prevent Duty | | | | |
| Prevent Objective 3 | **Risk Assessment:** Risks around extremism are understood and appropriate referral process is in place | | | | |
| Prevent Objective 4 | **Working in Partnership**: develop multi-agency approaches to address safeguarding issues and deliver quality curriculums | | | | |
| Prevent Objective 5 | **Teaching and Learning:** develop effective learning opportunities to safeguard children from extremism and promote community cohesion | | | | |
| School Name |  | | | | |
| Name of Assessor |  | Assessment date |  | To be reviewed on |  |

If you require any support with the completion of your risk assessment, please contact one of the Prevent Education Officers

**Jill Allen**: [jill.allen@kent.gov.uk](mailto:jill.allen@kent.gov.uk) (South and East Kent) or **Sally Green**: [sally.green2@kent.gov.uk](mailto:sally.green2@kent.gov.uk) (Medway, North and West Kent)

**Red (R): not able to evidence any Amber (A): evidence of some but not all Green (G): evidence of all and more**

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| 1. Leadership 2. *structures are in place and visible throughout the school* | Completed  *(yes / no)* | Evidenced by:  *What are you already doing* | Examples of practice, progress or action to be taken.  *Do you need to do anything else to control this risk?* | Action by who? | Action by when | RAG  Rating |
| 1. SLT and Governors are aware of the Prevent Strategy and its objectives and have a good understanding of their own and school responses in relation to Prevent. |  |  |  |  |  |  |
| 1. The Senior Leadership Team drives the implementation of the Prevent Duty |  |  |  |  |  |  |
| 1. There is an identified strategic Prevent lead within the school who understands the expectations and key priorities to deliver the Prevent Duty |  |  |  |  |  |  |
| 1. There is a clear awareness of roles and responsibilities throughout organisation regarding Prevent |  |  |  |  |  |  |
| 1. Do you have a Prevent Governor Lead? |  |  |  |  |  |  |
| 1. Is there someone who has responsibility for checking visitors to the school? Staff (including sub contracted staff) and governors are carefully selected and vetted according to statutory requirements to ensure they have no links to extremism and no potential to put children and learners at risk of radicalisation. |  |  |  |  |  |  |
| 1. Is there someone that has the responsibility for checking premises use by outsiders? |  |  |  |  |  |  |
| 1. **Capabilities**   *staff and governors are adequately trained on Prevent Duty* | Completed  *(yes / no)* | Evidenced by:  *What are you already doing* | Examples of practice, progress or action to be taken.  *Do you need to do anything else to control this risk?* | **Action** by who? | **Action** by when | RAG  Rating |
| 1. A training plan is in place to deliver Workshop to Raise Awareness of Prevent (WRAP) so that key staff and Governors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable. This training is updated regularly to take into account staff turnover and emerging local or national risks. |  |  |  |  |  |  |
| 1. Further training on the Prevent agenda is made available to the Strategic Prevent lead, Designated Safeguarding leads and other relevant staff where appropriate. |  |  |  |  |  |  |
| 1. There is appropriate staff guidance and literature available to staff on the Prevent agenda and staff have a good understanding of their own and school’s responsibility in relation to the Prevent duty. |  |  |  |  |  |  |
| 1. Have Governors received training on Prevent? |  |  |  |  |  |  |
| 1. Does your induction programme cover Prevent i.e. new staff, supply, visiting and PGCE students and any other ITT programme? |  |  |  |  |  |  |
| 1. Does your safeguarding policy make explicit how Prevent concerns should be reported within the school by staff? |  |  |  |  |  |  |
| 1. Have you checked that all staff know what they should do if they have a Prevent concern and to whom it should be reported? |  |  |  |  |  |  |

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| 1. **Risk Assessment**   *Risks around extremism are understood and appropriate referral process is in place* | Completed  *(yes / no)* | Evidenced by:  *What are you already doing* | Examples of practice, progress or action to be taken.  *Do you need to do anything else to control this risk?* | **Action** by who? | **Action** by when | RAG  Rating |
| 1. Is there a clear vetting policy on the use of setting premises and facilities by outside agencies and groups? |  |  |  |  |  |  |
| 1. Are you sure your commissioned services e.g. outside agencies, speakers etc. are aware of and adhering to the Prevent Duty? |  |  |  |  |  |  |
| 1. A single point of contact [SPoC] for any Prevent concerns raised by staff, students or parents within the school has been identified |  |  |  |  |  |  |
| 1. SPoC understands when it is appropriate to make a referral to the Channel programme |  |  |  |  |  |  |
| 1. Prevent referrals/notifications are being managed or overseen by relevant staff |  |  |  |  |  |  |
| 1. An audit trail for notification reports/referrals exists |  |  |  |  |  |  |
| 1. A process is in place to identify and develop ‘lessons learnt’ |  |  |  |  |  |  |
| 1. Reasonable checks are carried out on visitors and volunteers to the schools who are intending to work with children, learners and/ or staff to ensure they have no links with extremism. |  |  |  |  |  |  |
| 1. There is a policy covering the distribution, including electronic, of leaflets and other materials on school premises. |  |  |  |  |  |  |
| 1. Off-site visits, are terrorist related incidents and security risks identified in setting trip risk assessments and are participants briefed of any emergency procedures? |  |  |  |  |  |  |

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| 1. **Working in Partnership**   *develop multi-agency approaches to address safeguarding issues and deliver quality curriculums* | Completed  *(yes / no)* | Evidenced by:  *What are you already doing* | Examples of practice, progress or action to be taken.  *Do you need to do anything else to control this risk?* | **Action** by who? | **Action** by when | RAG  Rating |
| 1. Effective links established with local Prevent team for support on radicalisation and extremism |  |  |  |  |  |  |
| 1. Is there a clear understanding of information sharing and when cases should be referred to Prevent or other support? |  |  |  |  |  |  |
| 1. Works with the wider community such as Police, children’s services, partner schools and community groups to share good practice and build resilience |  |  |  |  |  |  |

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| 1. **Teaching and Learning:**   *develop effective learning opportunities to safeguard children from extremism and promote community cohesion* | Completed  *(yes / no)* | Evidenced by:  *What are you already doing* | Examples of practice, progress or action to be taken.  *Do you need to do anything else to control this risk?* | **Action** by who? | **Action** by when | RAG  Rating |
| 1. School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences |  |  |  |  |  |  |
| 1. Can staff give examples of how they promote British Values within their work? |  |  |  |  |  |  |
| 1. Have you mapped examples of how you promote British Values? |  |  |  |  |  |  |
| 1. The school delivers training that helps students develop skills to critically assess information, particularly on-line and through social media – supporting students to recognise risk and make safe choices. |  |  |  |  |  |  |
| 1. School has systems in place to safeguard students from accessing extremist websites, including on their own devices via Wi-Fi e.g. IT filters/firewalls in place and digital footprints monitored so repeated breaches of the policy can be detected. |  |  |  |  |  |  |
| 1. Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations |  |  |  |  |  |  |
| 1. Schools are able to provide a safe environment for dialogue around controversial issues and support students to understand how they can influence and participate in decision-making. |  |  |  |  |  |  |
| 1. Staff have sufficient knowledge and confidence to exemplify British Values in their leadership, teaching and through general behaviours in school. |  |  |  |  |  |  |
| 1. Staff understand the factors that make students vulnerable to being drawn into terrorism and have the confidence to challenge extremist ideas used by terrorist groups, when working with young people. |  |  |  |  |  |  |