Prevent Guidance for Schools

Under the Prevent Duty Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. You will already be doing a lot already to mitigate the risks such as raising the awareness of staff and using internet filters on school ICT systems and this assessment is a way of evidencing how you are reducing the risks of children, young people as well as your staff being exposed to messages and influences of violent extremism and radicalisation.

This risk assessment will:

- Identify the threats in relation to the summary of local risk
- Decide who might be harmed and how
- Evaluate the risks and decide on precautions
- Record any significant findings

Schools subject to the Prevent Duty will be expected to demonstrate activity in the following areas –

- Assessing the risk of children being drawn into terrorism
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- 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
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet in school.

The following **Self-Assessment template** covers the duties and risk assessment in one document for your school. 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. This will identify if their institution requires any advice and support from partner agencies to reduce their vulnerability.

Also included is a **Prevent Duty Action Plan template** which may assist the Senior Leadership Team to deliver against the Prevent Duty

Prevent Self-Assessment

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?** (This should ideally be the DSL)			

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 terrorist ideology?** East Sussex – general themes for referrals over the past two years have continued to show tendencies to extreme right wing ideologies/ individuals with mental health conditions/ diagnosed and undiagnosed ASD / and young males. Patterns in the reporting of/and incidents of hate crime within the school should be taken into account when assessing the risk.			
2.2	**Is Prevent included within the Safeguarding Policy?**			
2.3	**Is Prevent included the within the Staff 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 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 themselves – are suitable and appropriately supervised within school?			
2.6	**Is Prevent included within the 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 any visiting contractors are suitable and appropriately supervised within school?			
2.7	**Are fundamental British values promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school?**			

Working In Partnership				
No		**Owner**	**Evidence**	**RAG**
3.1	**Is Prevent included within Information sharing protocols?** Schools should make it clear to parents that they have general duty to share information with other agencies where they have Prevent safeguarding concerns. There may be times when a Prevent issue/concern about an individual is not raised/discussed through the SPOA/safeguarding channels. The school needs to ensure they have an appropriate information sharing agreement in place which determines why and when they share certain information about a young person/family member**.**			

No		Owner	Evidence	RAG
3.2	**Does the Institution include Prevent in any Communications Policy?**			
3.3	**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 Local Safeguarding Children Board (LSCB)?**			
3.4	**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?** To note: Prevent is incorporated into the DSL initial and refresher training and the online portal has a Prevent e-learning module. https://eastsussexlearning.org.uk/ Whole school/Governor training is available at no cost via the Prevent Project Officer david.law@eastsussex.gov.uk			
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 the 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?			

Online Safety				
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?**			
5.3	**Do staff, pupils and carers receive any Internet Safety awareness training?**			

School Prevent Duty Action Plan Template

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
Leadership and values	• 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	• 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		

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
	extremism/radicalisation • Inclusion of radicalisation or extremism within the corporate risk register and the maintenance of an up to date risk assessment	a leadership level within the organisation with concerns relating to hate crime/harassment, extremism and radicalisation being reported promptly to SLT		
Partnership	• 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	• 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		
Safeguarding and pastoral care	• 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 the safeguarding procedures • Inclusion of sub-contracted education providers within the safeguarding	• 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 studying or working externally to the School		

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
	procedures			
Student and learner resilience	• 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	• 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		
Internet safety	• 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	• 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		

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
	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	• Learners are safe from accessing extremist or terrorist materials whilst using School servers		
Reputation and brand	• Development of policies which outline when the School's branding can be used and the responsibilities which come with its use • Development of a protocol for monitoring the School's online presence which includes reference to terrorism and extremism • Delivery of awareness raising training to communications colleagues • Delivery of awareness raising to all administration, teachers and students or learners advising of responsibility in the online space	• Any references to the School online are picked up quickly and referred for action if they have links to terrorist/extremist material • School administration, tutors and learners are aware of their responsibility in the online space regarding the School's brand and reputation		
School Environment	• Development of policies governing events organised by staff, learners or visitors on School premises • Creation of a code of conduct policy and communication plan for setting expectations on learner behaviour • Development of a policy governing the display of materials internally at the School • Development of a protocol to manage the	• The School does not host events or speakers supportive of, or conducive to, terrorism • Learners are aware of the conduct expected by the School in creating a safe space for all groups on site • A safe learning space is created, avoiding the display of inappropriate materials • Prayer and contemplation space is accessible to all learners on an equal basis and the School is aware		

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
	layout, access and use of any space provided for the purposes of prayer and contemplation including an oversight committee or similar	of and able to manage any risks associated with the space		