



# 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.**

**Schools should also refer to the Ofsted Education Inspection Framework 2019**



## 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>All staff aware that DSL is identified Prevent Lead and this is on school website.</p>	<p>Maintain updates.</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><a href="#">DFE The Prevent Duty, Departmental Advice for schools</a></p>	<p>Discussed in SLT and Safeguarding Team meetings. Training given to staff during inset.</p>	<p>All members of SLT and SGT have carried out Prevent Duty Training 'Referrals' course.</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.	DSL updates Safeguarding Governor at meetings three times a year. Any discussions at meetings logged in minutes,	Safeguarding Link Governor to carry out Prevent training.
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. <a href="#">Link here</a>	All members of Safeguarding Team have carried out Prevent training. Processes and procedures shared with SGT and wider staff. Information in school Safeguarding Policy. Avon and Somerset Prevent phone number on poster in staff areas.	Remind staff of processes and policy at inset.

## 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.	School Safeguarding Policy features information on Prevent, including information on making referrals. Also referred to in Online Safety policy.	Review Anti-bullying, Behaviour and Lettings policies to ensure they reflect the Prevent Duty.
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: <a href="#">Top tips to help parents discuss radicalisation and extremism with young children.</a>	Prevent Duty information on school website. This includes information for parents and point of contact.	Review website to ensure that this is easily found.

## Leadership

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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 <a href="mailto:tradingwithschools@bristol.gov.uk">tradingwithschools@bristol.gov.uk</a> )	LA lead is Su Coombes – shared with SGT. DSL/Prevent Lead is subscribed to LA virtual Prevent Network.	Share any LA school virtual Prevent network updates with SGT/wider staff group.
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 has good relationship with PCSO and local Beat Officer.	Maintain lines of communication.

**Leadership Self-Assessed Rating**

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**Red**

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**Amber**

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**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 <a href="#">here</a> 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 href="#">A catalogue</a> 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>TWS also offer Prevent training, please contact: <a href="mailto:tradingwithschools@bristol.gov.uk">tradingwithschools@bristol.gov.uk</a>.</p>	<p>Training delivered in annual Safeguarding CPD. Register is kept for this (new staff access online training). E Learning training modules undertaken by staff. SGT and SLT have undertaken Referrals training module. DSL has taken additional training via National College.</p>	<p>DSL to attend local Prevent CPD to ensure good understanding of local picture.</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 subscribes to LA Virtual Prevent network. Staff receive refresher training annually.	Ensure any new staff are directed to complete online training modules.
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 successfully completed online modules.	Prevent to be included in staff safeguarding quizzes.
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.	Handout given to all visiting staff.	Ensure this is referenced when new sign in electronic system is in place.

## 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"> <li>• School safeguarding policy</li> <li>• Keeping children safe in Education</li> <li>• The Prevent Duty DFE guidance</li> <li>• Material associated to school specific risk</li> <li>• Staff code of conduct</li> <li>• Staff handbook</li> </ul>	This is referenced in Safeguarding policy which is provided to all staff. Guidance available to staff: KCSIE, Prevent gov guidance and Educate Against Hate. 'We are Every' is used to check staff have read key documentation.	Regular checks to ensure information is accessible in staff areas. New staff directed to read policies.
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 <a href="#">non-statutory advice on the requirements to actively promote fundamental British values in schools</a></p>	British Values referenced in our 'Everyone Belongs' work – assemblies and work in classes.	Continue with Everyone Belongs work.
<b>Training Self-Assessed Rating</b> <span style="margin-left: 20px;"><input type="checkbox"/> Red</span> <span style="margin-left: 20px;"><input type="checkbox"/> Amber</span> <span style="margin-left: 20px;"><input checked="" type="checkbox"/> Green</span>			

## 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 <a href="mailto:tradingwithschools@bristol.gov.uk">tradingwithschools@bristol.gov.uk</a></p> <p>The SPOC is able to provide sufficient evidence to support the referral.</p>	Contact number provided on poster in staff areas and In SG policy. Referral form available from Keeping Bristol Safe partnership website. SGT and SLT have undertaken training in making referrals.	Ensure training updated annually.
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.	No referrals made to date.	Lessons learned process to be undertaken following any referrals.

## 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 href="#">A generic framework for discussing a terrorist attack</a></p>	<p>Local or national incidents inform staff safeguarding CPD. Staff briefed on how to respond to an incident with pupils.</p>	<p>Utilise information given by LA Virtual Network.</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: <a href="#">Here</a></p> <p>Case study on school trips, managing transport risks on a day trip to London (PDF): <a href="#">Here</a></p>	<p>Risk assessments are carried out and checked by EVC.</p>	<p>Coninue to carry out risk assessments for trips.</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 ' <a href="#">Vetting external organisations and speakers</a> '. Useful resource: <a href="#">Advice for schools on making sure that invited speakers are suitable</a> – both during and out of school hours.	Visitors are only invited in if they support school and British Values.	Use guidance for future visitors.
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: <a href="#">Guides and resources for setting up a debate club in your school</a> , together with details on the Institute of Ideas' National Debating Matters Competition. Examples of <a href="#">Assembly Plans</a>	Inquiry curriculum provides opportunities for pupils to discuss key issues. Everyone Bleongs work provides further opportunities to explore equity and British Values.	Continue to provide opportunities.

## 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) <a href="#">Education for a connected world, A framework to equip children and young people for a digital life.</a></p> <p>Examples of <a href="#">Teaching materials for pupils from year 6 to year 13</a> for teaching and practising dialogue and encourage critical thinking, plus practical guidance on managing difficult discussions.</p> <p>Examples of extreme dialogue <a href="#">Here</a></p>	<p>Staff training/briefing given in response to key issues. Inquiry curriculum provides opportunities to develop critical thinking skills.</p>	<p>Continue to offer opportunities.</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. <a href="#">Fat Face link</a></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) <a href="#">Here</a></p>	<p>Racism and other forms of discrimination are explored in our work on Equalities, our diversity case studies and Everyone Belongs work. There is an Equalities staff team and this is a focus of the school's SDP.</p>	<p>Continue with this work and other areas identified by Equalities team.</p>
<div> <b>Reporting and Referrals Self-Assessed Rating</b> <div> <input type="checkbox"/> <b>Red</b> <input type="checkbox"/> <b>Amber</b> <input checked="" type="checkbox"/> <b>Green</b> </div> </div>			

## 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: <a href="#">DFE Promoting fundamental British Values as part of SMSC in schools.</a>  Creative curriculum – FBV lesson plans (KS1&2): <a href="#">Here</a> The deliberate curriculum – lesson plans, teacher guidance (KS3,4&5): <a href="#">Here</a>	Inquiry curriculum and Everyone Belongs work (assemblies and class work/discussions). Diversity case studies in each year group linked to inquiry project.	Continue to review and develop curriculum.
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 href="#">A mapping tool for British Values (KS3,4&amp;5)</a> ; Primary, secondary and Whole school	British values are taught through our Everyone Belongs Curriculum.	Continue to engage pupils and staff.

**A broad and balanced curriculum Self-Assessed Rating**

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**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. <a href="#">For further information</a>	School utilise BCC filtering system. IT manager monitors for any concerns and reports to DSL.	IT manager to continue to update DSL with any concerns.
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 <a href="#">Schools IT Helpdesk</a>	IT manager undertakes monitoring, School Facebook page monitored by DSL.	Review current alerts in place with IT manager.

## 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 - <a href="#">Here</a>	School has Online Safety policy in place, which references Prevent. There are Acceptable Use policies for staff and pupils. These are available on the school website.	Maintain acceptable use agreements.
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 href="#">A guide for schools</a> on how terrorist groups use social media to radicalise young people online. Lesson plans to improve awareness of online risks, including radicalisation (KS4): <a href="#">here</a> Lesson plans to improve digital awareness amongst Key stage 2 pupils: <a href="#">Here</a>	Covered with all pupils in term three, in line with our Online Safety ‘Safe, Kind and Respectful’ week.	Staff to respond to any concerns raised throughout the year.

## Safety Online

Responsibility	Suggested evidence/useful resources	Evidence	Action
E-safety advice is offered to parent/carers.	Useful resources can be found on <a href="#">Educate against Hate</a> 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 <a href="#">fun and safe</a> . Tips and advice to help parents keep up with their children's <a href="#">online activity</a> .	Online use and safety information is collected from pupils and shared with parents via newsletter. Regular updates are shared via newsletter.	Carry out parent focus group.
Safeguarding sharing protocols are in place to facilitate information sharing with Prevent partners.	Usual information sharing protocols would apply.	Set out in Safeguarding policy.	Continued to use agreed protocols.
There is school engagement with a range of local communities.	Cross reference here with links to other areas that cover this.	Links with local places of worship.	Continue to foster links.
<b>Safety Online Self-Assessed Rating</b> <input type="checkbox"/> <b>Red</b> <input type="checkbox"/> <b>Amber</b> <input checked="" type="checkbox"/> <b>Green</b>			

**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](mailto:tradingwithschools@bristol.gov.uk)**