Prevent Self-Assessment and Action Plan

YOUR SCHOOL LOGO

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 it 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 is rating 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.

School should also refer to the Ofsted Common Assessment framework.

BRISTOL CITY COUNCIL

TRADING WITH SCHOOLS

Leadership

Responsibility	Suggested evidence/useful resources	Evidence	Action
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. There is a single point of contact for any Prevent concerns raised by staff within the school.	The lead has been identified and all staff are aware who this is.	DDSL, (Deputy designated safeguarding lead) is our trained and named Prevent Lead – 2022 Yearly refresher training via NIMBLE and channel awareness	All staff attended Prevent refresher training January inset day 2018. Safeguarding refresher training Sept 2018 also stated DDSL as Prevent Lead. 2019-2020 (2021-22) All staff have completed channel awareness online training and on SCR. All staff completed e-learning channel course January 2021 (Sept 2021 any new staff have completed on joining to date 2022)
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.	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. A Prevent briefing for SLT to include the requirements of the duty, self-assessment and action plan and key updates when appropriate. DFE The Prevent Duty, Departmental Advice for schools	DSL, (designated safeguarding lead) DDSL/Principal – weekly safeguarding meetings. Any concrens raised at SLT meetingsas and when required during Safeguarding slot or during Principal 1:1's weekly Jan 2022 DSL attended local authority prevent briefing	2022 Nov Action Prevent briefing shared at SLT

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.	Chair has attended safeguarding training outlining our prevent duty and has completed channel awareness training. Academy Council appointed safeguarding lead Dec 2020	
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. Details of referral contact Referral pathway	In the school safeguarding Policy. Updated Dec 2021 and on website etc. Referral and advice poster on wall in staffroom safeguariding board and staff toilet wall. Refresher NIMBLE Sept 2020 (All staff completed channel Jan 2021 NIMBLE refreshers Sept 2021-to date)	Any new staff to complete channel awareness training on joining the Academy (throughout 2022)

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.	Updated Safeguarding Policy Oct 2021 on website. Policy reviewed and updated Dec 2021 and on website/staffboard	Click here to enter text.
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. Bristol public leaflet: Keeping Bristol communities safe against radicalisation and extremism.	Statement chosen and on website. Link to parent info on website Educate against Hate. Online safety links. Trust Me lessons taught to yr 5-6 yearly Taught in term 2, 2021	

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)	LA Prevent Lead is S Coombs. DSL is a member of the virtual email group. Attended brieifing Jan 2022	Prevent network information sent to DSL/DDSL and all staff when appropriate
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. *(Some of this information will also be distributed from all agencies via the LA virtual Prevent network).*	Checking the prevent network for updates along with the BSCB website	DSL SCPO's in contact each term

Leadership Self-Assessed Rating   ☐ **Red**   ☐ **Amber**   ☒ **Green**

Training

Responsibility	Suggested Evidence/useful resources	Evidence	Action
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.	Appropriate training is provided and all staff attend, a record is kept of the details of training delivered. This training is updated regularly to take into account staff turnover. 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. TWS also offer Prevent train the trainer sessions; you will find further information on these on the TWS website.	Staff attended Prevent training January 2018 inset DAY. Channel Awareness on scr Nimble training training and refresher since/to date 2022	New staff complete on joining Sept 2021 onward to date 2022

Training

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. *(Information sent via the LA virtual Prevent network can contribute to this.)*	DDSL is named Prevent Lead. DSL -channel awareness online. Attended Jan 2022 brieifng/updates	DSL and DDSL attend Prevent training 23rd Nov 2020 DSL meeting with Su C. Attend EAST Central DSL network meetings and share relevant info.
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.	End of term reports (data from CPOMS) used to reflect training needs Staff to complete CLF Safeguarding quiz and obtain 80% pass on nimble assessment	Quiz based on Prevent to refresh staff awareness term 2. Safeguarding updates, this could be via safeguarding message or info email regularly and in weekly briefings as and when.

Training

Responsibility	Suggested Evidence/useful resources	Evidence	Action
There is appropriate guidance and literature available to all staff on Prevent.	Suggested documents: • 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	Safeguarding Policy, KCSIE, Code of conduct on safeguarding board, staff handbook emailed to all staff. Nimble training Staff notice board contains prevent duty	Reminder to all staff that they can access Nimble as a safeguarding information tool to look at guidance
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.	Sub contractors are presented with the safeguarding leaflet and the site mgr also. Inset day safeguarding training new volunteers Safeguarding policy on staff notice board All volunteers are provided with safeguarding training and info	Site Manager checked contractors receive leaflet at next site safety meeting/H&S meeting.

Training

Responsibility	Suggested Evidence/useful resources	Evidence	Action
All staff have sufficient knowledge and confidence to exemplify British Values in their management, teaching and through general behaviours.	Staff have been trained and/or have received information on British values and are aware of how these associate with the Prevent Duty.	British Values are within the curriculum Nimble training CLF Safeguarding quiz	Evidence in the curriculum – see curriculum mapping SLT

Training Self-Assessed Rating ☐ **Red** ☐ **Amber** ☒ **Green**

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.	Avon and Somerset Prevent referral form is available from the team or the LA education Prevent lead. The SPOC is able to provide sufficient evidence to support the referral.	Staff will log concerns onto CPOMS, alert DSL/DDSL straightaway and if appropriate a referral will be submitted.	Prevent referral training 23/11/2020 DSL/DDSL or 1 SLT to attend. DSL attended. Attend any briefings as and when scheduled 2021to date Feb 2022
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.	CPOMS for discussion with Prevent Officer Jan 2022	Click here to enter text.

Safeguarding - Reporting and referral process

Responsibility	Suggested evidence/useful resources	Evidence	Action
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. 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.	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. The school utilises the information that is shared by agencies via the LA virtual Prevent network. Useful resource: PSHE Association - A generic framework for discussing a terrorist attack	Information sent out by the CLF DSL to all academy DSL's of concerns and updates. Emailed to staff as and when CLF Safeguarding newsletter emailed and on staff board Safeguarding newsletter staff board/emailed. Nimble training can be used used as guidance. This contains training info and national guidance	Click here to enter text.
Off site events/trips are assessed for the risk under the framework of the Prevent Duty.	Useful resource: Guidance for off site visits and school trips following a terrorist attack, The Key	Evolve system is used across the federation and DSL's have been asked to include what they would do in the event of a terroist incident	LD/TR to review
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.	Visitors policy/procedures	Click here to enter text.

Safeguarding - Reporting and referral process

Responsibility	Suggested evidence/useful resources	Evidence	Action
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 Assemble plans from KS2 – KS5	Jigsaw NSPCC Online Trust Me Yr 5 and 6 SMART schools Council	SLT Map out safeguarding and British values across the curriculum T3 2022
The school delivers training that helps staff develop critical thinking skills around the power of influence, particularly on-line and through social media. 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.	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. 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.	NSPCC Online Safety NSPCC Share Aware Mind to be Kind	

Safeguarding - Reporting and referral process

Responsibility	Suggested evidence/useful resources	Evidence	Action
Pupils are aware of the benefits of community cohesion and the potential damaging effects of extremism on community relations.	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 Ensure racism is included in anti-bullying or behaviour policy Ensure pupils are aware of racism and its damaging effect.	Local visits local community Police visits sch	Updated evidence what could this look like?

Reporting and Referrals Self-Assessed Rating ☐ **Red** ☐ **Amber** ☐ **Green**

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. Examples of Teaching Approaches for Building Pupils' Resilience to Extremist Narratives	SCMH JIGSAW Thrive	Click here to enter text.
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: Creative curriculum, Prevent lesson plans incorporating British Values into the curriculum Years 1 – 6 A mapping tool for British Values; Primary, secondary and Whole school	Assemblies?	LD British Values board in corridor – pupil council to contribute

A broad and balanced curriculum Self-Assessed Rating ☐ **Red**   ☐ **Amber**   ☐ **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	SENSO is in place. DSL/ITC monitor	Online Lead/DDSL – to access and understand SENSO LD to support this
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	SENSO Who is going to monitor DSL/DDSL/Online Lead awareness Class Dojo Chatterbox	SENSO - Training required Class Dojo? Who monitors

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.	Online safety policy updated 2020 on website	
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.	Share Aware, Trust Me lessons, digi duck	Any national or online concerns are addressed and relevant info guidance is shared with students and staff

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.	Educate against hate link on school website. Leaflets in reception Safer Internet Day Feb 2022	
Safeguarding sharing protocols are in place to facilitate information sharing with Prevent partners.	Usual information sharing protocols would apply.	CPOMS, Safeguarding Policy, KCSiE. CJSM system	Click here to enter text.
There is school engagement with a range of local communities.	Cross reference here with links to other areas that cover this.	Pupils visit local Mosques and temples as a part of their learning.	Click here to enter text.

Safety Online Self-Assessed Rating	☐ **Red**	☐ **Amber**	☐ **Green**

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