|  |
| --- |
| *Safely Securing Your Students’ Wellbeing*Enter school name and logo |

|  |
| --- |
| LEADERSHIP – structures are in place and visible throughout school |
| Indicator | Evidence | Risk Rating | Action Required |
| The SLT and Governors are aware of the PREVENT Strategy and its objectives |  |  |  |
| There is an Identified PREVENT Lead within the school who understands expectations and key priorities to deliver the PREVENT Duty |  |  |  |
| Supporting young people vulnerable to radicalisation is embedded within the Safeguarding Policy and/or a separate PREVENT Policy |  |  |  |
| The PREVENT Lead considers the policies and procedures of the local safeguarding partners - LCSP |  |  |  |
| There is a clear awareness of role and responsibilities throughout the organisation regarding PREVENT |  |  |  |
| SLT, Governors and Trust Leaders promote British Values throughout their work |  |  |  |
| The PREVENT Lead has completed used the DfE self-assessment tool to review how well embedded their existing policies and practices are |  |  |  |
| The SEF and School/Academy Development Plan notes the status and plans for PREVENT |  |  |  |
| TRAINING – staff and governors are adequately trained on PREVENT Duty |
|  Indicator  | Evidence | Risk Rating | Action Required |
| A training plan is in place to raise awareness of PREVENT so that all staff and governors understand the risk of radicalisation and extremism, and how to recognise and refer children who might be vulnerable |  |  |  |
| The strategic lead for PREVENT has access to additional training to help them to fulfil their role |  |  |  |
| All staff have completed discrete PREVENT training  |  |  |  |
| Appropriate guidance and literature are available for staff regarding the PREVENT duty |  |  |  |
| PRACTICE AND PROCEDURE – risks around radicalisation and extremism are understood and appropriate referral processes are in place |
| Indicator | Evidence | Risk Rating | Action Required |
| All staff show an understanding of risks that may affect children and how to support individual children who may be at risk. |  |  |  |
| Staff, students, and parents are aware of who the PREVENT Lead is. |  |  |  |
| The PREVENT Lead understands when it is appropriate to make a referral for a child, young person, adult learner or for a member of staff |  |  |  |
| Individual safety plans (risk assessments) are in place for pupils identified at risk by the PREVENT Lead |  |  |  |
| The PREVENT Lead manages referrals for which there is an audit trail. |  |  |  |
| A process is in place for “lessons learnt”  |  |  |  |
| British Values are effectively promoted through the PSHE curriculum and other opportunities e.g., assemblies |  |  |  |
| Pupils have ‘safe spaces’ where controversial topics may be discussed; providing a chance for them to share their views and understand the views of others |  |  |  |
| There are adequate arrangements in place to provide relevant pastoral care to support diversity e.g., prayer room etc. |  |  |  |
| Special provision is in place to support conversations with children, young people or adult learners who:* have communication difficulties
* are too young
* are unable to communicate
* cannot or will not explain
 |  |  |  |
| ICT facilities and policy are supportive of the PREVENT duty e.g., systems have adequate filtering and monitoring |  |  |  |
| WORKING IN PARTNERSHIP |
| Indicator | Evidence | Risk Rating | Action Required |
| Links with partner agencies have been developed and are effective |  |  |  |
| There is a clear escalation policy about the appropriate time to call the police |  |  |  |
| Effective links established with Children’s Service e.g. Early Help for support where risk has been identified as radicalisation and extremism |  |  |  |
| External speakers are quality assured to ensure that they promote British Values.  |  |  |  |
| The protocols for booking and supervising visiting speakers is outlined in the Safeguarding Policy and/or other associated policy |  |  |  |