

Further support and guidance to help you meet these requirements can be found in the second tab of this spreadsheet 'Further_support_links' found at the bottom of the page

Requirement 1 - Leadership and Management	Score 1 to 4 1 - Advanced; 2 - Business as Usual; 3 - Basic; 4 - Inadequate	Evidence & actions arising from assessment
School leaders and those responsible for governance are aware of the requirements and recommendations of the Counter Terrorism and Security Act (the Prevent Duty) and the Prevent Strategy upon schools, Pupil Referral Units (PRUs) and Alternative Provision Providers (APPs). They understand their respective roles and carry these out effectively, implementing the Prevent duty in a whole school approach.	2	Prevent training is refreshed bi-annually by all leaders and governance. Prevent is a theme tested out during the annual safeguarding reviews in schools. Prevent is a theme as part of the Trust's termly safeguarding briefings for Safeguarding Governors.
The school has an identified strategic Prevent lead who understands the expectations and key priorities to deliver the Prevent Duty and has the authority to make relevant decisions on behalf of their organisation. The identified Lead works with key stakeholders to communicate the Prevent strategy.	3	DSL has received appropriate training from the Local Authority 28.11.22
Leaders and those responsible for governance have a secure understanding of the potential risk in the local area of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.	2	Training records. PSHE and Safeguarding curriculums. Tested during the Trust's annual safeguarding reviews. Safeguarding Governor briefings.
The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation.	2	Contained with Safeguarding Policy. Any referrals reported on termly Standards Form.
Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours.	2	Curriculum content, school environment with displays. Pupil surveys. British Values days 5.1.23 and 6.1.23
Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns.	2	Trust's annual Safeguarding reviews. Pupil and parent surveys. MyConcern audits.
Requirement 2 - Risk Assessment	Score 1 to 4	Evidence & actions arising from assessment

A Prevent risk assessment has been undertaken to ascertain the risk of pupils being drawn into terrorism, or supporting extremist ideas that are part of terrorist ideology.	2	Completed by DSL 24.04.23
There is a clear escalation policy about the appropriate time to call the police.	2	Safeguarding policy, DSL Prevent training.
Prevent risks are explicitly referenced in the School Evaluation Form (SEF).	2	SEF outlines role of DSL and measures in the curriculum.
The school is alert to local, national and international incidents which may affect the local community. Where appropriate these are discussed with pupils.	2	Trust and LA community notices. Media alerts. Covered in Newsround, topic and curriculum PSHE. Mini Police projects. Safeguarding Working Group - Cyber Security presentations.
Requirement 3 - Working in Partnership	Score 1 to 4	Evidence & actions arising from assessment
The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police. Partnership working should include as a minimum access to Prevent training, risk assessment and awareness and implementation of developing good practice.	2	Safeguarding annual audit (S175). Mini Police projects. Referrals reported on termly Standards Reports. Referrals reported to Trustees.
The Designated Safeguarding Lead (DSL) has access to up-to-date risk information about extremism and terrorism (and other important local community risk issues) that may affect pupils (or the school), to enable completion/update of a Prevent risk assessment.	2	DSL half termly network with Local Authority. Trust Community Incident log and alerts sent to schools where appropriate.
The school's DSL (and any deputies) have access to effective Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the school's Safeguarding policy.	2	Contained with Safeguarding Policy. Schools own link with Police. Prevent referrals and Trust Safeguarding review. Standards Form.
Requirement 4 – Training	Score 1 to 4	Evidence & actions arising from assessment

Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to identify those who may be vulnerable to radicalisation, and know what to do when such concerns are identified.	2	Bi-annual training either on SSSLearning or NOS.
The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures.	2	Induction training includes KCSIE and each safeguarding theme is covered.
The impact and effectiveness of the training have been tested and the findings have informed the CPD offer for staff and been recorded in any School Improvement Plan.	2	Tested through annual Safeguarding Review.
Safer recruitment training has been carried out by leaders, managers and those responsible for governance.	2	Single Central Record audits and termly reviews. SSSLearning or NOS training. Trust's annual Safeguarding Review - training log of all staff reviewed.
Requirement 5 – Online Safety	Score 1 to 4	Evidence & actions arising from assessment
Leadership Governors, trustees and DSL understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE).	2	Record on GovernorHub. Governor minutes. Safeguarding Governor Briefings. Safeguarding Working Group.
Staff All staff receive appropriate online safety training (including cyber awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of trends and developments.	2	School's own training log. Trust's annual Safeguarding Review - staff and children are asked about online and training.
Filtering and monitoring The school has appropriate filtering and monitoring systems in place and you understand the provider's submission to the UK Safer Internet Centre.	2	AIT services.

<p>Policy and procedure</p> <p>The school's approach to online safety is reflected in the child protection and Safeguarding policy and other relevant policies including mobile, social media, smart technology and remote learning.</p>	2	Covered in Safeguarding Policy. Online/E-Safety Policy. Trust's IT User Protocol.
<p>Parental engagement</p> <p>The school proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated.</p>	2	Newsletters, website.
<p>Curriculum and learning (1/2)</p> <p>Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns.</p>	2	Curriculum maps, assemblies
<p>Curriculum and learning (2/2)</p> <p>Online safety principles are aligned with British Values and implemented in an age appropriate way to encourage and support pupils to interact online in a respectful and tolerant way.</p>	2	Curriculum maps, PSHE, RSE.
<p>Requirement 6 – Safeguarding School Premises</p>	<p>Score 1 to 4</p>	<p>Evidence & actions arising from assessment</p>
<p>The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.</p>	2	DBS and ID checks. Issued with Safeguarding leaflet. Always escorted and supervised.
<p>There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.</p>	2	Contracts and safeguarding checks in place. Trust conducts quality assurance of providers -
<p>The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these.</p>	2	
<p>Requirement 7 – Building children's resilience to radicalisation</p>	<p>Score 1 to 4</p>	<p>Evidence & actions arising from assessment</p>

<p>The school effectively prepares pupils for life in modern Britain, developing their understanding of British Values and embedding these within curriculum and the expectations of behaviours of pupils and staff.</p>	<p>2</p>	<p>PSHE curriculum Trust Partnership Reviews. Ofsted reports (for those that have had one recently).</p>
<p>Pupils engage with views, beliefs and opinions that are different from their own in considered ways.</p>	<p>2</p>	<p>PSHE curriculum. Trips, visits and invited speakers.</p>
<p>As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and controversial issue, supporting pupils to understand how they can influence and participate in decision-making.</p>	<p>2</p>	<p>Curriculum particularly activism element.</p>
<p>The school delivers provision that helps pupils develop skills to critically assess information, supporting them to recognise risks and make safe choices online and offline.</p>	<p>2</p>	<p>Curriculum, regular sessions on staying safe online.</p>