

Prevent Duty Guidance  
and Self Assessment Template  
Safeguarding Children in Education

**SECTION 2**

**Self Assessment Template  
and Action Plan**



**Schools**  
**‘PREVENT people from being drawn  
 into terrorism’**

**SELF ASSESSMENT**

**SAFEGUARDING CHILDREN IN EDUCATION**

**This assessment should be presented to your Governing Body**

<b>Name of School/Academy/ /Provider</b>	Kings Road Primary School	<b>Term/ Year</b>	2015-16
<b>Head Teacher / Principal</b>	Darren Morgan	<b>Contact details</b>	headteacher@kingsroadschool.co.uk
<b>Senior Leadership Team Member with accountability for Safeguarding (inc Prevent)</b>	Darren Morgan Dep – Leah Grimsely	<b>Contact details</b>	headteacher@kingsroadschool.co.uk
<b>Designated Lead/Co-ordinator/ Manager with responsibility for Safeguarding (inc Prevent)</b>	Darren Morgan Dep – Leah Grimsely		headteacher@kingsroadschool.co.uk
<b>Designated Lead/Co-ordinator/Manager with responsibility for Prevent (if separated from above role)</b>	Darren Morgan Dep – Leah Grimsely	<b>Contact details</b>	headteacher@kingsroadschool.co.uk
<b>Chair of Governors</b>	John Richards	<b>Contact details</b>	Johnrichards21@talktalk.net
<b>Governor responsible for Safeguarding (inc Prevent)</b>	Rosie Trotter	<b>Contact details</b>	Rosietrotter1@gmail.com
<b>Governor responsible for Prevent (if separated from above role)</b>	Rosie Trotter	<b>Contact details</b>	Rosietrotter1@gmail.com

Prevent Duty Theme	Activities	Evidence	RAG Red- Not yet in place Amber- Developing Green- Well established
<b>1. Leadership &amp; Values</b>	<b>Commitment and Promotion</b>		
	1.1 School's Senior Leadership Team has oversight, a clear understanding and commitment to Prevent and the statutory requirements placed on schools including risk assessment and safeguarding	<p><i>Headteacher part of Local Risk Assessment meetings (from Sept 2015) incorporating Headteachers of local schools and Mosque Madrasas – to work in partnership in addressing the Prevent agenda.</i></p> <p><i>Deputy Headteacher has attended Training on Prevent / Channel during academic year 2015-16 and completed on-line Channel training.</i></p> <p><i>Governing Body agenda item Feb 2016</i></p> <p><i>The school safeguarding policy have been reviewed Sept 2015 updated to include British values, awareness of radicalisation and extremism</i></p> <p><i>Members of SLT have an oversight and commitment to Prevent.</i></p>	<b>G</b>
	1.2 SLT recognise that in Greater Manchester/Trafford, vulnerable individuals being targeted for radicalisation/recruitment into violent extremism is viewed as a safeguarding issue.	<p><i>No previous referrals to channel have been made, however, we are aware of how channel works and the process for referral, i.e. through MARAT as a Safeguarding concern.</i></p> <p><i>Local Headteacher Cluster have discussed referrals and specific local examples (Feb 2016).</i></p> <p><i>All SLT members are aware of the vulnerabilities.</i></p> <p><i>Both Deputy Headteachers and Headteacher are designated people.</i></p>	<b>G</b>
	1.3 School's Governing Body has an understanding of the risks related to radicalisation and extremism and know how and where to refer	<p><i>It is in the Safeguarding Policy that was agreed by governors in Oct 2015.</i></p> <p><i>Safeguarding is regularly an agenda item with full Governors.</i></p> <p><i>Governors are aware of questions which challenge the SLT in the school.</i></p>	<b>G</b>
	1.4 Statement of Values is created or reviewed	<p><i>Deputy Headteacher is in the process of developing whole school values. Staff meeting scheduled for 17<sup>th</sup> May 16</i></p>	<b>R</b>

Prevent Duty Theme	Activities	Evidence	RAG Red- Not yet in place Amber- Developing Green- Well established
<b>Assigning Responsibilities</b>			
	1.5 Senior Leadership Team includes a strategic lead for Prevent	<i>Headteacher is the Safeguarding and Prevent lead Clear role description and responsibilities have been developed and endorsed by governors and SLT (including details of where some of this responsibility is delegated to other staff)</i>	<b>G</b>
	1.6 A lead Prevent Governor has been identified from within the schools Governing Body	<i>A lead Prevent governor has been agreed in February 2016, this is the current governor responsible for safeguarding.</i>	<b>G</b>
<b>Embedding Safeguarding into Practices and Values</b>			
	1.7 Prevent associated risks are embedded into existing school policies and practice	<i>It is currently in some policies and embedded into practice in terms of safeguarding Policies due for review will include reference to radicalisation, where necessary and appropriate. Priority:</i> <ul style="list-style-type: none"> <li>• E-Safety Policy</li> <li>• PSHE Policy</li> <li>• Child Protection</li> <li>• Behaviour</li> <li>• Anti-Bullying Policy</li> </ul> <i>Prevent agenda is embedded into assemblies Prevent is part of PHSE sessions It is also regularly discussed in staff briefings</i>	<b>G</b>
	1.8 Broad and balanced curriculum which embeds Prevent into learning e.g. through developing critical thinking skills around the power of influence; particularly the persuasion of on line sources and social media	<i>Staff signposted to lesson plans available on the Prevent Cloud Incorporate British Values such as democracy, tolerance within Topic/curriculum Use existing structures within school such as Philosophy for Children, Circle Time, PSHCE, collaborative learning across all ages to enhance BV teaching. Children using circles of enquiry to hold 'safe discussions' about sensitive issues. Staff teach a clear</i>	<b>G</b>


Prevent Duty Theme	Activities	Evidence	RAG Red- Not yet in place Amber- Developing Green- Well established
		<i>progression of skills which develop children's abilities to build on opinions and hold safe debates.</i>	
	<b>Monitoring</b>		
	1.9 Structure for monitoring of values is in place	This is being set up by the deputy headteacher Staff and parents questionnaires were distributed and analysed – March 2016 Pupil voice – Feb 16	<b>A</b>
<b>2. Risk Assessment</b>  (See section 3 of this document for good practice examples)	2.1 Conduct a risk assessment which allows school to give due regard to the act and place the <b>appropriate amount of weight</b> on resulting actions/strategies	<i>Local Risk Assessment developed across several schools and madrasas, drawing on information from Keeping Children Safe in School July 2015 and identifying areas that relate to prevent. Local Risk Assessment team includes primary and secondary School Headteachers, Madrasas Headteachers, Prevent GMP lead, TSCB lead (C Fleming), Safeguarding Education Lead (J King), Safeguarding Training Lead (L Everton) Risk assessment focused on ability to support individual children in school and overall risk for children in the area in the relevant age group to allow for any actions to be proportionate (including judgement of no action needed)</i>	<b>G</b>
	2.2 Schools should have mechanisms in place to assess the risk of children in their school being drawn into terrorism	<i>VCG (Vulnerable Children's Group) are able to discuss cases brought up by staff Excellent pupil:staff relationships. Good communication with parents and community. Very positive feedback from parent (see March 2016 survey) The school is developing further links with the local high school and mosques.</i>	<b>G</b>

<b>Prevent Duty Theme</b>	<b>Activities</b>	<b>Evidence</b>	<b>RAG</b> Red- Not yet in place Amber- Developing Green- Well established
	2.3 School has robust risk assessment and safeguarding policies in place to identify children at risk of being drawn into terrorism, and safeguarding as appropriate	<i>VCG group – termly meetings. Safeguarding against radicalisation and extremism is part of schools existing Safeguarding policy. Staffing Structure heavily focused on Social Emotional Health and Well-Being of pupils and families. Extended Services Manager, TAs;, EAL lead, Physical &amp; Medical Needs)</i>	<b>G</b>
	2.4 School has the appropriate understanding and mechanisms in place to consider the level of risk to identify the most appropriate referral, which could include Channel	<i>The school is aware of mechanisms/guidance in place. Safeguarding staff training is a priority. Whole Staff Channel Training – on-line module (March 2016 INSET)</i>	<b>G</b>
	2.5 Clear protocols are in place for ensuring that any visiting speakers / teachers (whether invited by staff or by pupils) are suitable and appropriately supervised	<i>School has clear guidance for all staff on supervision for visitors and vetting procedures and DBS requirements. Single Central Record in place. Pre-meetings for visitors who are coming in to talk to pupils. Pre-meetings for all visitors and students Sign in book. Door Fob system.</i>	<b>G</b>
	2.6 School has a mechanism in place to support staff booking events on the premises to ensure that these are not in support for extremist purposes	<i>School Letting Policy in place. Amended to make clear expectations. All proposals are considered separately. Head and site manager meet all perspective bookers</i>	<b>G</b>
	3.1 Risk Assessment has benefitted from experience and input of partners	<i>Local Risk Assessment developed across several schools and madrasas, drawing on information from Keeping Children Safe in School July 2015 and identifying areas that relate to prevent. Local Risk Assessment team includes primary and secondary School Headteachers, Madrasas Headteachers, Prevent GMP lead, TSCB lead (C Fleming), Safeguarding Education Lead (J King), Safeguarding Training Lead (L Everton)</i>	<b>G</b>

Prevent Duty Theme	Activities	Evidence	RAG Red- Not yet in place Amber- Developing Green- Well established
<b>3. Working in Partnership</b>  (See useful contacts in section 1 of this document and the MSCB website)	3.2 Schools safeguarding arrangements take into account the policies and procedures of the Manchester Safeguarding Children's Board (MSCB)	Yes – in school policy Risk Assessment shared with GMP Prevent Led and Trafford Safeguarding leads.	<b>G</b>
	3.3 Schools have an identified single point of contact for safeguarding issues relating to radicalisation and extremism (Channel)	<i>Yes – Headteacher – Darren Morgan</i>	<b>G</b>
	3.4 School is aware of who their Local / Regional Prevent Coordinator and local authority Prevent Safeguarding Leads are	<b>Saniya Butt is the regional Prevent co coordinator. Liz Baxter is the Prevent safeguarding lead.</b> The process into Trafford is through MARAT Regional Channel Manager: Gaynor Egerton (856 6325) <a href="mailto:gaynor.egerton@gmp.police.uk">gaynor.egerton@gmp.police.uk</a> GMP Channel Lead: DS Julie Haworth <a href="mailto:juliex.haworth@gmp.pnn.police.uk">juliex.haworth@gmp.pnn.police.uk</a>  Jason Robinson <a href="mailto:jason.robinson@gmp.police.uk">jason.robinson@gmp.police.uk</a>  DC Paul Meadows Trafford Coordinator <a href="mailto:paul.meadows@gmp.police.uk">paul.meadows@gmp.police.uk</a> Ext 66373	<b>G</b>
	3.5 School engages with other schools (primary and secondary) and Prevent practitioners across the city	<i>Local Risk Assessment group (see above)</i>	<b>G</b>
	4.1 Staff within the school have received Prevent related training that gives them the knowledge and	<i>2015 – Safeguarding Training and Child Protection Level 1 for staff (Policy update)</i>	<b>G</b>

Prevent Duty Theme	Activities	Evidence	RAG Red- Not yet in place Amber- Developing Green- Well established
<b>4. Staff Training</b>  (See Prevent workforce development in section 1 of this document)	confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism	<i>Deputy Headteacher PREVENT training – Jan 2016 attended by Deputy Headteacher and online Channel Training</i>  <i>Teaching Staff (Teachers, TAs) and Office/Site staff attend INSET Feb 2016 – Channel Training</i>  <i>Annual training to be facilitated and updates as appropriate</i>	
	4.2 Impact of staff training is monitored and training needs regularly reviewed.	<i>Staff feedback/review will be collated in a similar way to safeguarding training.</i> <i>Monitoring of Teaching and Learning on-going cycle.</i> <i>Monitoring of curriculum and values delivery is also incorporated into plan.</i>	<b>G</b>
	4.3 Staff within the school are aware and engaged in the Channel process and know where and how to refer children and young people for further help	<i>Procedures in place for staff to ensure staff are aware (through policy and training) and to signpost possible concerns and referrals to Safeguarding Designated Officer (DM) in school.</i>	<b>G</b>
<b>5. IT Policies</b>  (See section 3 of this document for good practice)	5.1 Reference to terrorism and extremist material is included within schools ICT usage policy for users (staff and pupils)	<i>We are reviewing all IT policies.</i>	<b>R</b>
	5.2 School's internet filter policies include appropriate controls around extremism related searches and websites	<i>Internet filter in place. This is monitored through reports and alerts on a regular basis and any incidents are logged and investigated.</i>	<b>G</b>

Prevent Duty Theme	Activities	Evidence	RAG Red- Not yet in place Amber- Developing Green- Well established
	5.3 School's Twitter and Facebook accounts also have the appropriate controls and monitoring arrangements in place	<i>The school has no Facebook account. Twitter is closely monitored by several members of staff</i>	<b>G</b>
	5.4 Policy on IT use is comprehensively engaging of staff, pupils and parents. It includes both school and personal devices	<i>Staff and students know how to raise concerns. Staff and students have been involved in workshops which highlight opportunities and threats for IT use. Parents to attend workshops The school recognises internet safety day.</i>	<b>A</b>

	<p><b>Schools</b> <b>‘PREVENT people from being drawn into terrorism’</b></p> <p><b><u>ACTION PLAN</u></b></p> <p><b>SAFEGUARDING CHILDREN IN EDUCATION</b></p>
---	---

Prevent Duty Theme	Action(s)	Responsible School Lead	Timescales
<b>Leadership and Values</b>	Prevent associated risks to be embedded into existing school policies and practice	<b>Headteacher</b>	On-going
	Review the curriculum in relation to questioning online sources and social media. Include elements in policy	<b>Headteacher, Leadership Team</b>	On-going
	Develop vision and values	<b>Deputy Headteacher</b>	Start May 16
<b>Risk Assessment</b>	Formulate the final risk assessment and share with governing body	<b>Headteacher/Deputy Headteacher</b>	Immediate

	Clear protocols re: visitors/speakers shared with all members of staff	<b>Headteacher, staff</b>	On-going
<b>Working in Partnership</b>	Become aware of Prevent champions networks	<b>Headteacher</b>	On-going
<b>Staff Training</b>	Ensure that training becomes part of Induction	<b>Headteacher</b>	Annual
	Impact of training through referral reviews	<b>Headteacher</b>	On-going
<b>IT Policies</b>	Thorough review of the policies and procedures including Twitter and social media accounts, school website and general internet use.	<b>Computing lead</b>	Summer 2016
	Assess appropriateness of current filter controls around extremism	<b>Network lead</b>	Immediate
	Ensure vulnerable pupils are kept safe in line with school policies.	<b>Headteacher, Leadership Team, all staff, Governors</b>	On-going