



PREVENT SELF ASSESSMENT
(to be read in conjunction with our
school's Safeguarding Policy)

April 2018

What is PREVENT?

Prevent is one strand of the Government's counter terrorism Strategy, CONTEST. Its main aim is to prevent people from becoming terrorists or supporting terrorism. Theresa May, MP (Home Secretary and Minister for Women and Equalities) is in charge of the Prevent strategy nationally.

- [Protecting the UK against terrorism policy](#)
(see <https://www.gov.uk/government/policies/counter-terrorism>)

The strategy has three clear objectives;

1. Terrorist ideas should be identified and challenged.
2. Vulnerable people should be supported and protected from becoming terrorists or supporting terrorism.
3. Communities, institutions and the Government should all work together to tackle the problem of extremism.

Background

The number of people who are prepared to support violent extremism in this country is very small. However, it is much greater amongst young people. All the terrorist groups who pose a threat to us look for people to recruit to their cause. Vulnerable individuals that are at risk of being radicalised or recruited is viewed as a safeguarding issue, just as it is with other areas of risk such as drugs and sexual exploitation.

Local authorities have an important role to play through our responsibilities at a local level of safeguarding and promoting the welfare of children and vulnerable adults.

Behavioural indicators and warning signs

Behavioural indicators:

- Change in appearance
- Search for answers - identity, faith and belonging
- Desire for adventure/excitement
- Desire to enhance self esteem
- Sense of grievance triggered by personal experience of racism/discrimination/aspects of government policy etc
- Isolated from peers, associates with only 1 group of people
- Withdrawal from family members
- Additional vulnerability risk factors: Special Educational Needs, Mental Health Issues, Alcohol and Drug abuse

Warning signs:

- Graffiti, symbols or artwork promoting extremist messages
- Accessing extremist material online
- Changes in behaviour, friendship and actions
- Young people voicing opinions drawn from extremist ideologies or narratives
- Use of extremist or hate terms to exclude others or incite violence

Report issues or seek support

- We can all stop abuse. We can all make a difference by taking more notice of what is going on in our work place, in our home or neighbourhood.
- Together we can stop the abuse from happening. We can do this by looking for the signs and by telling the Police, Health Services or Kirklees Council.
- Together we can promote a "Zero Tolerance" approach to safeguarding those that are vulnerable.
- Look for the signs, and treat people with dignity and respect
- It's everyone's responsibility to speak out
- If you have heard or seen something that worries you, or if you think someone is being abused, report it to the DSL in the first instance who will then seek advice and support from:

Contact

- Lee Hamilton- Prevent Coordinator
- Telephone **01484 221000**
- Email lee.hamilton@kirklees.gov.uk

PREVENT SELF-ASSESSMENT

Introduction to the self-assessment

Prevent is just one of four elements which make up the Government's Counter Terrorism Strategy comprising of four key elements:

- **Pursue:** to stop terrorist attacks
- **Protect:** to strengthen our physical infra-structure against a terrorist attack, and
- **Prepare:** to mitigate the impact of a terrorist attack
- **Prevent:** to stop people becoming terrorists or supporting terrorism

Therefore, the purpose of this self-assessment is to ensure the following 'prevent' objectives are met:

- **Prevent Objective 1:** Clear leadership and accountable structures are in place and visible throughout the School
- **Prevent Objective 2:** Staff and the Governing Body have been appropriately Prevent trained according to their role
- **Prevent Objective 3:** An appropriate reporting and referral process is in place and referrals are being managed effectively
- **Prevent Objective 4:** A broad and balanced curriculum is developed that helps protect students against violent extremism and radicalisation and promotes community cohesion

Prevent Safeguarding Lead: Lisa Walton-Thorpe (Head Teacher)

1. Clear leadership and accountable structures are in place and visible throughout the organisation			
Checklist/ evidence	Yes	No	Details/ Action/ Date to be actioned by and by whom
There is an identified Prevent Lead, Safeguarding Lead or Single Point of Contact within the school.	X		Lisa Walton-Thorpe (DSL and PREVENT Lead) Michala Uttley (as of 6/10/16) Kerry Morgan and Diane Ellis (as of 29/11/16)
The Prevent lead has been suitable trained, understands Prevent, its key priorities, objectives and role within the School.	X		LWT and DE attended: 19/1/15: PREVENT in Education Briefing 9/2/15: WRAP (Workshop to Raise the Awareness of PREVENT) LWT attended: 28/6/17: Understanding and combating radicalisation and extremism at the local level
The Senior Leadership Team are aware of the Prevent Strategy and its objectives.	X		Training documentation and information shared and copies distributed to Senior and Middle Leaders. Self-assessment review and Safeguarding Policy issued to staff in April 2018.
There is a clear awareness of roles and responsibilities throughout the organisation regarding Prevent.	X		All staff issued with guidance and reviewed self-assessment April 2018.
Prevent is embedded within the academy's Safeguarding Policy.	X		Reviewed April 2018 and forms part of the school's Safeguarding Policy (reviewed annually according to Kirklees model)
The Prevent Lead provides regular updates to staff, SLT and Governors in relation to Prevent	X		Where necessary in liaison with Safeguarding Governor, through School Life Committee meetings and via Head Teacher's Reports to Governors.

2. Staff and the Governing Body have been appropriately trained according to their role

Checklist/ evidence	Yes	No	Details/ Action/ Date to be actioned by and by whom
The Prevent Lead has been trained in Prevent (Workshop to Raise Awareness of Prevent), understands the risk of radicalisation and extremism and how to recognise and refer children who may be vulnerable. (Including an awareness of the Channel Process)	X		As per training schedule in 1.
Key staff, SLT and Governors have been trained in Prevent and know how to recognise and refer children and young people that may be vulnerable	X		Safeguarding Governor and whole staff training undertaken on 4/11/15.
Details and opportunities to attend Prevent training is made available to all key staff	X		As per training schedule in 1 and recommendations in 2.
There is appropriate staff guidance and literature available to staff within the School on the Prevent agenda	X		All staff issued with guidance and literature in April 2018..
The Prevent Lead has attended additional Prevent Training organised by the Prevent Team (Syria Conference, Channel Table Top Exercise)	X		As per training schedule in 1.

3. An appropriate reporting and referral process is in place and referrals are being managed effectively

Checklist/ evidence	Yes	No	Details/ Action/ Date to be actioned by and by whom
Preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures.	X		Implemented as part of the school's Safeguarding Policy and all concerns and/or referrals followed according to LA guidance.
Staff are aware of the Prevent Lead/SPoC within the school and can name who they will go to for concerns	X		As per guidance issued.
An appropriate internal Prevent referral process has been developed	X		All staff issued with Preventing Violent Extremism method of referral flow chart as per Kirklees Safeguarding model
The Prevent Lead knows who to contact within Kirklees Council and West Yorkshire Police when a concern is raised or needs discussing.	X		As per flow chart, guidance from LA and self assessment
An audit trail exists in relation to concerns, reports, notifications and referrals	X		Systems follow existing procedures for safeguarding our young people in school
Prevent concerns, reports, notifications and referrals are being discussed, overseen and managed by Senior Staff	X		
A process is in place to identify and develop 'lessons learnt'	X		

4. A broad and balanced curriculum that helps protect students against extremism and promotes Community Cohesion

Checklist/ evidence	Yes	No	Details/ Action/ Date to be actioned by and by whom
School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences	X		<p>The school has a curriculum rich in nurturing the spiritual, moral, social and emotional needs of children through:</p> <ul style="list-style-type: none"> • Thrive • Nurture • PSHCE Curriculum • ICT/E-safety curriculum • RE Curriculum • Forest School Curriculum • British Values week • Safeguarding week <p>The school promotes and upholds British values through its strong links with the school, local and Church community.</p>
The school delivers sessions that helps develop critical thinking skills around the power of influence, paying attention to internet safety and social media.	X		
Students are aware of the benefits of community cohesion and the school engages with the outside community.	X		
Curriculum assist students in becoming valuable and fully members of society who treat other with respect and tolerance and are prepared for life in modern Briton upon leaving School	X		
School promotes the basic British values of democracy, the rule of law and mutual respect for those of different faiths and beliefs	X		