



Birchington CE Primary School – School Prevent Self-Assessment 2023-2024

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| PREVENT OBJECTIVE 1 | Clear leadership and accountable structures are in place and visible throughout the organisation. |
| PREVENT OBJECTIVE 2 | Staff and the Governing Body have been appropriately trained. |
| PREVENT OBJECTIVE 3 | An appropriate reporting and referral process is in place and referrals are being managed effectively. |
| PREVENT OBJECTIVE 4 | A broad and balance curriculum that helps protect students against extremism and promotes community cohesion. |
| Name of Assessor: | Ms K Barham |
| Job Role: | Headteacher & Lead DSL |
| Self-Assessment Completion Date: | September 2023 |
| Self-Assessment Review Date | September 2024 |
| PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation. | |
| Evidence: <ul style="list-style-type: none">✓ KB (Lead DSL) is identified as the Prevent Lead✓ The DSL and Deputy DSLs are aware of their Prevent responsibilities✓ All the Senior Leadership Team are either a DSL or a Deputy DSL✓ All staff are trained in Prevent every 2 years in Term 1 of the academic year✓ Our Prevent Policy is on the staff safeguarding notice board and school website✓ Safeguarding and a Staff Code of Conduct is in place which includes the accountability on staff to report concerns of any type | |

| Statements | Tick as appropriate | Self-Assessment Rating |
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| There is an identified strategic Prevent Lead within the school | ✓ | Red (R): not able to evidence any Amber (A): evidence of some but not all Green (G): evidence of all and more |
| The strategic lead understands the expectations and key priorities to deliver Prevent and that it is embedded within Safeguarding procedures | ✓ | |
| The Senior Leadership Team are aware of the Prevent Strategy and its objectives | ✓ | |
| There is an awareness of roles and responsibilities throughout the organisation regarding Prevent | ✓ | |
| The Prevent agenda and its objectives have been embedded within the appropriate Safeguarding processes | ✓ | |
| PREVENT OBJECTIVE 2: Staff and the Governing Body have been appropriately trained. | | |
| Evidence: <ul style="list-style-type: none"> ✓ All staff and Governors have received Prevent training within the last 2 years ✓ All staff and Governors complete HM Gov Prevent training as part of their induction | | |
| A plan is in place to include Prevent awareness online training so that key staff and Governors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable. | ✓ | Red (R): not able to evidence any Amber (A): evidence of some but not all Green (G): evidence of all and more |
| Measures are in place to adequately train new starters or provide refresher training. | ✓ | |
| Further training on the Prevent Agenda is made available to the Strategic Prevent Lead and Safeguarding Leads where appropriate. | ✓ | |
| There is appropriate staff guidance and literature available to staff on the Prevent Agenda. | ✓ | |
| PREVENT OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively. | | |
| Evidence: <ul style="list-style-type: none"> ✓ Reference to Prevent in a Prevent and Child Protection Policy ✓ All staff understand they complete Blue Safeguarding Forms and refer to the DSL/a Deputy DSL if they have a concern ✓ If a Prevent concern was raised DSLs are trained to follow the correct procedures | | |
| Ensure that a preventing young people from being exposed to radicalisation and extremism is part of the school's Safeguarding Policy and procedures. | ✓ | Red (R): not able to evidence any Amber (A): evidence of some but not all Green (G): evidence of all and more |
| A single point of contact for any Prevent concerns raised by staff within the school has been identified. | ✓ | |
| An appropriate internal Prevent referral process has been developed. | ✓ | |
| An audit trail for notification reports/referrals exists. | ✓ | |
| Prevent referrals/notifications are being managed or overseen by relevant staff. | ✓ | |
| A process is in place to identify and develop 'lessons learnt'. | ✓ | |
| A recording process is in place to monitor 'low level' concerns or incidents in order to identify patterns over time or with different staff members | ✓ | |

PREVENT OBJECTIVE 4: A broad and balance curriculum that helps protect students against extremism and promotes community cohesion.

Evidence:

- ✓ Different areas of our school's curriculum address this area in a range of ways (see this on our school website under 'The Curriculum' tab)
- ✓ Our pupils receive regular reminders about internet safety during IT and other lessons and involvement in Safer Internet activities
- ✓ Pupil have opportunities to explore British Values which are threaded through our curriculum and pupils' learning experiences

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| The 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 | ✓ | <p>Red (R): not able to evidence any</p> <p>Amber (A): evidence of some but not all</p> <p>Green (G): evidence of all and more</p> |
| The school delivers training that helps develop critical thinking skills around the power of influence, particularly online and in social media | ✓ | |
| Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations | ✗ | |
| Staff are able to provide appropriate challenge to students, parents or Governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion | ✓ | |