Prevent Duty Guidance and Self Assessment Template

Safeguarding Children in Education

SECTION 2

Self Assessment Template and Action Plan
Longford Park School -
‘PREVENT people from being drawn into terrorism’

SELF ASSESSMENT
SAFEGUARDING CHILDREN IN EDUCATION

This assessment should be presented to your Governing Body

<table>
<thead>
<tr>
<th>Name of School/Academy / Provider</th>
<th>Term / Year</th>
<th>Contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Taylor</td>
<td>2018/2019</td>
<td><a href="mailto:ataylor@longford.trafford.sch.uk">ataylor@longford.trafford.sch.uk</a></td>
</tr>
</tbody>
</table>

Head Teacher / Principal

| Andrew Taylor | Contact details ataylor@longford.trafford.sch.uk |

Senior Leadership Team Member with accountability for Safeguarding (inc Prevent)

| Andrew Taylor / Janet Osguthorpe | Contact details ataylor@longford.trafford.sch.uk josguthorpe@longford.trafford.sch.uk |

Designated Lead / Co-ordinator / Manager with responsibility for Safeguarding (inc Prevent)

| Andrew Taylor / Janet Osguthorpe | Contact details ataylor@longford.trafford.sch.uk josguthorpe@longford.trafford.sch.uk |

Designated Lead / Co-ordinator / Manager with responsibility for Prevent (if separated from above role)

| Andrew Taylor / Janet Osguthorpe | Contact details ataylor@longford.trafford.sch.uk josguthorpe@longford.trafford.sch.uk |

Chair of Governors

| Simon Warburton | Contact details simon.warburton1@nhs.net |

Governor responsible for Safeguarding (inc Prevent)

| Simon Warburton | Contact details simon.warburton1@nhs.net |

Governor responsible for Prevent (if separated from above role)

<p>| Simon Warburton | Contact details <a href="mailto:simon.warburton1@nhs.net">simon.warburton1@nhs.net</a> |</p>
<table>
<thead>
<tr>
<th>Prevent Duty Theme</th>
<th>Activities</th>
<th>Evidence</th>
<th>RAG</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Leadership &amp; Values</strong></td>
<td>Commitment and Promotion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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</td>
<td>The school safeguarding policy have been reviewed Sept 2018. Policy includes British values, awareness of radicalisation and extremism. Members of SLT have an oversight and commitment to Prevent. All staff have completed online training regarding Channel awareness and introduction to the Prevent Duty. All staff have received the Trafford Safeguarding Children Board Prevent Briefing</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>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. All SLT members are aware of the vulnerabilities.</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td>1.3 School’s Governing Body has an understanding of the risks related to radicalisation and extremism and know how and where to refer</td>
<td>It is in the Safeguarding Policy that was agreed by governors in November 2018. Safeguarding is regularly an agenda item with Governors meetings. The lead governor is aware of how and where to refer. Governors are aware of questions which challenge the SLT in the school.</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td>1.4 Statement of Values is created or reviewed</td>
<td>School has an approved set of Core Values – created by staff, pupils and governors. This is available on the school website and in our school guide</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td>Assigning Responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.5 Senior Leadership Team includes a strategic lead for Prevent</td>
<td>Headteacher and Assistant Headteacher are the Safeguarding and Prevent leads. Clear role descriptions and responsibilities are in place</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td>1.6 A lead Prevent Governor has</td>
<td>A lead Prevent governor has been agreed, this is the</td>
<td>G</td>
</tr>
<tr>
<td>Prevent Duty Theme</td>
<td>Activities</td>
<td>Evidence</td>
<td>RAG</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td>been identified from within the schools Governing Body</td>
<td>current governor responsible for safeguarding.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Embedding Safeguarding into Practices and Values</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7 Prevent</td>
<td>associated risks are embedded into existing school policies and practice</td>
<td>It is currently in some policies and embedded into practice in terms of safeguarding. Policies</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>due for review will include reference to radicalisation, where necessary and appropriate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Priority:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• E-Safety Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• PSHE Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Child Protection</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Staff and Pupil acceptable use policy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Behaviour</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Anti-Bullying Policy</td>
<td></td>
</tr>
<tr>
<td>1.8 Broad and</td>
<td>Broad and balanced curriculum which embeds Prevent into learning e.g.</td>
<td>School make effective use of lesson plans available on the Prevent Cloud</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td>through developing critical thinking skills around the power of</td>
<td>Incorporate British Values such as democracy, tolerance within Topic/curriculum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>influence; particularly the persuasion of on line sources and social</td>
<td>Use existing structures within school such as Philosophy for Children, Circle Time, PSHCE,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>media</td>
<td>collaborative learning across all ages to enhance BV teaching.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Children using circles times to hold ‘safe discussions’ about sensitive issues. Staff teach</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a clear progression of skills which develop children’s abilities to build on opinions and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>hold safe debates.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evidence in previous reports to Governors of wide range of SMSC embedded across school</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>practice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Collective worship and RE teaching focuses on shared values of different faith in order to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>further develop tolerance.</td>
<td></td>
</tr>
<tr>
<td>Monitoring</td>
<td>1.9 Structure for monitoring of values is in place</td>
<td>Highly effective family support approach to identifying, monitoring and supporting vulnerable</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pupils and families.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPOMS enhances this (child protection online monitoring</td>
<td></td>
</tr>
<tr>
<td>Prevent Duty Theme</td>
<td>Activities</td>
<td>Evidence</td>
<td>RAG</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pupil voice is carried out as part of the school SES – related to British Values and SMSC.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.10 SLT and Governing body are aware of who Lead for Prevent is and receive regular briefings on any concerns/ Progress</td>
<td>Safeguarding regular agenda item at Governors Meetings Governors are aware that the self-evaluation is being carried out and that we have named people on SLT and GB.</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td>2.1 Conduct a risk assessment which allows school to give due regard to the act and place the <strong>appropriate amount of weight</strong> on resulting actions/strategies</td>
<td>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</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td>2.2 Schools should have mechanisms in place to assess the risk of children in their school being drawn into terrorism</td>
<td>CPOMs and family support procedures. Excellent pupil:staff relationships. Good communication with parents and community. Very positive feedback from parents (see Dec 2016 survey, 97% pupils are happy and like school, 94.5% parents feel my child is safe in school)</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>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</td>
<td>Parent partnership group – fortnightly meetings. CPOMs tracking/monitoring. 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.</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td>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</td>
<td>The school is aware of mechanisms/guidance in place. Safeguarding staff training is a priority. Whole Staff Channel Training September 2018 &amp; Introduction to Prevent Duty – on-line modules (September 2016) and new staff complete as part of their induction and SLT complete annually.</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td>2.5 Clear protocols are in place for</td>
<td>School has clear guidance for all staff on supervision for</td>
<td>G</td>
</tr>
</tbody>
</table>

2. Risk Assessment

(See section 3 of this document for good practice examples)
<table>
<thead>
<tr>
<th>Prevent Duty Theme</th>
<th>Activities</th>
<th>Evidence</th>
<th>RAG</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ensuring that any visiting speakers / teachers (whether invited by staff or by pupils) are suitable and appropriately supervised</td>
<td>visitors and vetting procedures and DBS requirements. Single Central Record in place. Pre-meetings for visitors who are coming in to talk to pupils. Sign in system. Door Fob system.</td>
<td>Green - Well established</td>
</tr>
<tr>
<td></td>
<td>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</td>
<td>School Letting Policy in place. All proposals are considered separately.</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>3.1 Risk Assessment has benefitted from experience and input of partners</td>
<td>Local Risk Assessment developed across partner schools, drawing on information from Keeping Children Safe in School July 2015 and identifying areas that relate to prevent. Close links with the 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)</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td>3.2 Schools safeguarding arrangements take into account the policies and procedures of the Manchester Safeguarding Childrens Board (MSCB)</td>
<td>Yes – in school policy Risk Assessment shared with Trafford Safeguarding lead.</td>
<td>G</td>
</tr>
</tbody>
</table>

3. Working in Partnership
(See useful contacts in section 1 of this document and the MSCB website)
| Prevent Duty Theme | Activities                                                                 | Evidence                                                                                                                                                                                                 | RAG  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.3 Schools have an identified single point of contact for safeguarding issues relating to radicalisation and extremism (Channel)</td>
<td>Yes – Headteacher – Andrew Taylor &amp; Janet Osguthorpe – Assistant Headteacher</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td>3.4 School is aware of who their Local / Regional Prevent Coordinator and local authority Prevent Safeguarding Leads are</td>
<td><strong>Saniya Butt</strong> is the <strong>regional Prevent coordinator</strong>. <strong>Liz Baxter</strong> is the <strong>Prevent safeguarding lead</strong>. 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:julie.haworth@gmp.pnn.police.uk">julie.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</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>3.5 School engages with other schools (primary and secondary) and Prevent practitioners across the city</td>
<td><strong>Local Risk Assessment group (see above)</strong></td>
<td>A</td>
</tr>
</tbody>
</table>
|                    | 4.1 Staff within the school have received Prevent related training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism | Annually every September – Safeguarding Training and Child Protection Level 1 for staff (Policy update) online Channel Training September 2018 & Introduction to the Prevent Duty September 2016 (whole staff) September 2018 (SLT)  
Training to be facilitated and updates as appropriate and regular Prevent refreshers delivered in staff meetings | A    |
<p>| 4. Staff Training  | 4.2 Impact of staff training is monitored and training needs                  | Staff feedback/review will be collated in a similar way to safeguarding training.                                                                                                                                  | A    |</p>
<table>
<thead>
<tr>
<th>Prevent Duty Theme</th>
<th>Activities</th>
<th>Evidence</th>
<th>RAG</th>
</tr>
</thead>
<tbody>
<tr>
<td>workforce development in section 1 of this document</td>
<td>regularly reviewed.</td>
<td>Monitoring of Teaching and Learning on-going cycle. Monitoring of curriculum and values delivery is also incorporated into plan.</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>Procedures in place for staff to ensure staff are aware (through policy and training) and to signpost possible concerns and referrals to Safeguarding Designated Officers (AT) &amp; (JO) in school.</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>5. IT Policies</td>
<td>5.1 Reference to terrorism and extremist material is included within schools ICT usage policy for users (staff and pupils)</td>
<td>We are reviewing all IT policies.</td>
<td>R</td>
</tr>
<tr>
<td>(See section 3 of this document for good practice)</td>
<td>5.2 School’s internet filter policies include appropriate controls around extremism related searches and websites</td>
<td>Internet filter in place. This is monitored through reports and alerts on a regular basis and any incidents will be logged and investigated through CPOMS.</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>5.3 School’s Twitter and Facebook accounts also have the appropriate controls and monitoring arrangements in place</td>
<td>The school has no Facebook account but we are currently reviewing twitter policies and monitoring in school.</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>5.4 Policy on IT use is comprehensively engaging of staff, pupils and parents. It includes both school and personal devices</td>
<td>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 and has an annual e-Safety week.</td>
<td>A</td>
</tr>
</tbody>
</table>
### Schools
‘PREVENT people from being drawn into terrorism’

#### ACTION PLAN

SAFEGUARDING CHILDREN IN EDUCATION

<table>
<thead>
<tr>
<th>Prevent Duty Theme</th>
<th>Action(s)</th>
<th>Responsible School Lead</th>
<th>Timescales</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership and Values</strong></td>
<td>Prevent associated risks to be embedded into existing school policies and practice</td>
<td>Headteacher</td>
<td>On-going</td>
</tr>
<tr>
<td></td>
<td>Review the curriculum in relation to questioning online sources and social media. Include elements in policy</td>
<td>Headteacher, Leadership Team</td>
<td>On-going</td>
</tr>
<tr>
<td><strong>Risk Assessment</strong></td>
<td>Formulate the final risk assessment and share with governing body</td>
<td>Headteacher</td>
<td>Immediate</td>
</tr>
<tr>
<td></td>
<td>Strengthen work with other community partners including schools and parents. Attending the networks and speaking to other schools</td>
<td>Headteacher</td>
<td>On-going</td>
</tr>
<tr>
<td></td>
<td>Clear protocols re: visitors/speakers shared with all members of staff</td>
<td>Headteacher, staff</td>
<td>On-going</td>
</tr>
<tr>
<td><strong>Working in Partnership</strong></td>
<td>Become aware of Prevent champions networks</td>
<td>Headteacher</td>
<td>On-going</td>
</tr>
<tr>
<td><strong>Staff Training</strong></td>
<td>Ensure that training becomes part of Induction</td>
<td>Headteacher</td>
<td>Annual</td>
</tr>
<tr>
<td></td>
<td>Impact of training through referral reviews</td>
<td>Headteacher</td>
<td>On-going</td>
</tr>
<tr>
<td><strong>IT Policies</strong></td>
<td>Action</td>
<td>responsible</td>
<td>Frequency</td>
</tr>
<tr>
<td>----------------</td>
<td>--------</td>
<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Thorough review of the policies and procedures including Twitter and social media accounts, school website and general internet use.</td>
<td>Headteacher</td>
<td>Annually each Summer</td>
<td></td>
</tr>
<tr>
<td>Assess appropriateness of current filter controls around extremism</td>
<td>Headteacher</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Ensure vulnerable pupils are kept safe in line with school policies.</td>
<td>Headteacher, Leadership Team, all staff, Governors</td>
<td>On-going</td>
<td></td>
</tr>
</tbody>
</table>