### Suggested areas to consider for Prevent self-assessment

<table>
<thead>
<tr>
<th>School area</th>
<th>Key Prevent area/question</th>
<th>RAG</th>
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| **Leadership & Management** | There is an identified strategic Prevent lead within the school  
The strategic lead understands how to comply with the Prevent Duty  
Preventing children form radicalisation is part of the schools’ wider safeguarding culture  
Information on Prevent is accessible on the website  
Vision & Values of the school give clear guidance for conduct of pupils, staff, parents and governors |     |
| **Safeguarding & welfare** | Clear guidance in place for staff to share Prevent concerns and to whom to report it to  
Senior staff know how to refer and share information with other agencies such as the Local Authority  
Prevent referrals are overseen by strategic lead  
Policies in place for safeguarding, visitors, external visits, venue hire and safer recruitment  
Is there a statement about the range of interventions the school can offer to individuals at risk? |     |
| **Training**         | A risk assessment of staff training needs has been carried out  
HT and DSL have undertaken relevant face-to-face training approved by the DfE and Home Office  
Key members of staff have received appropriate training  
Strategic lead has details of training options available and cascades this to staff  
The Prevent agenda is made available to staff through further guidance and signposting  
There is an induction package that includes Prevent awareness for new members of staff  
The Governor Safeguard Lead has undertaken Prevent training |     |
| **Curriculum**       | Children are resilient to radicalisation  
Curriculum time is given to developing critical thinking  
Additional space given to other opportunities that can improve pupil resilience  
Staff are confident in facilitating difficult discussions and tackling extreme views  
Staff are confident in challenging opinions that are contrary to fundamental British Values  
Prevent opportunities have been mapped on the schools long-term curriculum |     |
| **Information sharing** | Clear processes in place for sharing information with internal and external partners  
Know key contacts within the Local Authority, Police and other Safeguarding agencies  
Have a working knowledge of the Channel process |     |
| **Internet and E-safety** | School filtering policy and system in place that prevents access to unauthorised and extremist websites  
Do pupils, staff, governors and parents receive training on safe internet practices?  
School has complete ownership of content on social media platforms |     |