Further support and guidance to help you meet these requirements can be found in the second tab of this spreadheet 'Further_support_links' found at the bottom of the page		
Requirement 1 - Leadership and Management	**Score 1 to 4**	**Evidence & actions arising from assessment**
School leaders and those responsible for governance are aware of the requirements and recommendations of the Counter Terrorism and Security Act (the Prevent Duty) and the Prevent Strategy upon schools, Pupil Referral Units (PRUs) and Alternative Provision Providers (APPs). They understand their respective roles and carry these out effectively, implementing the Prevent duty in a whole school approach.	2	Regular training from LA (Sarah Dyer) for all staff and governors. All staff and governors read and familiar with Child Protection Policy and Keeping Children Safe Part 1 (and Part 2 for governors).
The school has an identified strategic Prevent lead who understands the expectations and key priorities to deliver the Prevent Duty and has the authority to make relevant decisions on behalf of their organisation. The identified Lead works with key stakeholders to communicate the Prevent strategy.	2	Prevent lead is DSL who receives regular training. Further training could be undertaken
Leaders and those responsible for governance have a secure understanding of the potential risk in the local area of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.	2	Prevent lead is in contact with local PCSO and any risks are shared as necessary
The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation.	2	Clear Child Protection policy in place and all staff and governors are familiar with Keeping Children Safe
Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours.	2	British values are at the heart of the school and link closely with our school mission statement
Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns.	2	Children report that they feel safe and know who to talk to in they are worried or concerned
Requirement 2 - Risk Assessment	**Score 1 to 4**	**Evidence & actions arising from assessment**
A Prevent risk assessment has been undertaken to ascertain the risk of pupils being drawn into terrorism, or supporting extremist ideas that are part of terrorist ideology.	2	Risk assessment completed

	Score	Evidence & actions arising from assessment
There is a clear escalation policy about the appropriate time to call the police.	2	
Prevent risks are explicitly referenced in the School Evaluation Form (SEF).	4	No specific risks referenced
The school is alert to local, national and international incidents which may affect the local community. Where appropriate these are discussed with pupils.	2	In touch with PCSO
Requirement 3 - Working in Partnership	**Score 1 to 4**	**Evidence & actions arising from assessment**
The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police. Partnership working should include as a minimum access to Prevent training, risk assessment and awareness and implementation of developing good practice.	2	Good relationships with LA, safeguarding and police
The Designated Safeguarding Lead (DSL) has access to up-to-date risk information about extremism and terrorism (and other important local community risk issues) that may affect pupils (or the school), to enable completion/update of a Prevent risk assessment.	3	DSL in regular contact with PCSO
The school's DSL (and any deputies) have access to effective Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the school's Safeguarding policy.	2	Reflected in policy. DSL and DDSL know procedures
Requirement 4 – Training	**Score 1 to 4**	**Evidence & actions arising from assessment**
Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to identify those who may be vulnerable to radicalisation, and know what to do when such concerns are identified.	2	At least annual staff training

	Score	Evidence
The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures.	3	Includes prevent awareness, but not school specific
The impact and effectiveness of the training have been tested and the findings have informed the CPD offer for staff and been recorded in any School Improvement Plan.	3	Need to test impact and effectiveness
Safer recruitment training has been carried out by leaders, managers and those responsible for governance.	2	Members of GB are Safer Recruitment trained
Requirement 5 – Online Safety	**Score 1 to 4**	**Evidence & actions arising from assessment**
Leadership Governors, trustees and DSL understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE).	2	Online safety a key priority
Staff All staff receive appropriate online safety training (including cyber awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of trends and developments.	2	Online safety training given to staff at least annually
Filtering and monitoring The school has appropriate filtering and monitoring systems in place and you understand the provider's submission to the UK Safer Internet Centre.	2	Securus
Policy and procedure The school's approach to online safety is reflected in the child protection and Safeguarding policy and other relevant policies including mobile, social media, smart technology and remote learning.	2	A part of safeguarding policy, as well as remote learning, computing
Parental engagement The school proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated.	2	School shares information with parents regularly

Curriculum and learning (1/2) Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns.	2	Computing curriculum teaches E-Safety at least twice for each year group
Curriculum and learniing (2/2) Online safety principles are aligned with British Values and implemented in an age appropriate way to encourage and support pupils to interact online in a respectful and tolerant way.	2	Computing curriculum teaches E-Safety at least twice for each year group
Requirement 6 – Safeguarding School Premises	**Score 1 to 4**	**Evidence & actions arising from assessment**
The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	2	Invited visitors have references to ensure they are suitable and who they say they are
There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.	2	No outside agencies or groups use
The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these.	2	Staff are familiar with procedures, children are not familiar with lockdown procedures to avoid scaring them
Requirement 7 – Building children's resilience to radicalisation	**Score 1 to 4**	**Evidence & actions arising from assessment**
The school effectively prepares pupils for life in modern Britain, developing their understanding of British Values and embedding these within curriculum and the expectations of behaviours of pupils and staff.	2	Children are aware of British Values and the different aspects of British Values and what that means in society. Behaviour policy prepares children to be good citizens
Pupils engage with views, beliefs and opinions that are different from their own in considered ways.	2	Children are able to have discussions in a respectful way
As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and controversial issue, supporting pupils to understand how they can influence and participate in decision-making.	3	Children build strong relationships with staff to support them in having open dialogue
The school delivers provision that helps pupils develop skills to critically assess information, supporting them to recognise risks and make safe choices online and offline.	2	Children are taught how to evaluate information and also how to stay safe in the real workd and online