|  |
| --- |
| C:\Users\dbradshaw\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\logo-final-1024.jpg **Holcombe Brook Primary School Prevent Duty Audit** C:\Users\dbradshaw\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\logo-final-1024.jpg |
| **Prevent Objective 1:** Clear leadership and accountable structures are in place and visible throughout the organisation |
| **Evidence** | Action and responsibility | Date |
| There is an identified strategic Prevent Lead within the school. | G Evans | Sept 15 |
| The strategic Prevent Lead understands the expectations and key priorities of PREVENT and these are embedded and explicit within safeguarding policies. |  G Evans – prevent training | Sept 15 |
| The Senior Leadership Team have a clear understanding and commitment to the Prevent Strategy and its key objectives. |  SLT prevent training | Sept 15 |
| The PREVENT agenda and its objectives are embedded within the appropriate safeguarding processes established and used in school. | Radicalisation policy/adapted safeguarding procedures | Sept 15 |
| The leadership team has undertaken Prevent Duty training. |  | Sept 15 |
| The leadership team has the knowledge and skills to lead Prevent Duty implementation and provision. |  | Sept 15 |
| The leadership team have undertaken a through risk assessment to identify the level of risk and develop a proportionate response. |  | June 16 |
| A whole school Prevent Duty Policy (or Prevent Duty added to Safeguarding Policy) is in place and has been shared with all staff. |  | April 15 |
| The governors and leadership team have established how and when the Prevent Duty processes are going to be monitored and enforced. | Heads Report, Smart System/in school training | April 15 |
| The leadership team has established effective partnerships with local agencies and professionals. | GMP, Childline, Darul Uloom, MASH | ongoing |

|  |
| --- |
| **Prevent Objective 2:** Staff and Governing Body have been appropriately trained according to their role |
| **Evidence** | Action, when and responsibility | Date |
| All staff and Governors know who the Prevent lead is in school. |  | April 15 |
| They understand the risk of radicalisation and extremism and know how to recognise and refer children who may be at risk. | Govs completed prevent training Nov 15 | ongoing |
| There are appropriate policies, staff guidance and literature readily available to all staff on PREVENT. | Safeguarding file | Sept 15 |
| Staff are confident and able to provide appropriate challenge to students, parents or Governors if opinions are expressed that are contrary to fundamental British values and the promotion of community cohesion; they know who to go to and how to report concerns. | Comments on website and twitter/facebook monitored. E safe for Internet | ongoing |
| Regular, continuous CPD training on PREVENT is available to the Strategic Prevent Lead and safeguarding leads where appropriate. | Through BPLC | ongoing |
| Every member of staff has received Prevent Duty Training. |  | By Sept 15 inc 4 7 1 1 |
| Volunteers are aware of their responsibilities under the Prevent Duty. | Update volunteer brochure | June 16 |
| Every member of staff is aware of how to keep children safe online and when using technology. | all policies, e cadets, safety training |  |

|  |
| --- |
| **Prevent Objective 3:** An appropriate reporting and referral process is in place and referrals are being managed effectively |
| **Evidence** | Action, when and responsibility | Date |
| An appropriate internal PREVENT referral process has been developed. | Ongoing – part of safeguarding referral process | May 16 |
| Partner agency communication channels have been established – Local Authority Prevent Lead and the Police, are first port of call when outside agencies need to be consulted or for making a Channel referral. | April 15 |  |
| Evidence of notification reports and/or referrals exists in school. | April 15 | ongoing |
| Prevent notifications or referrals are managed or overseen by designated staff e.g. the Prevent Lead. |  | ongoing |
| A process is in place to identify, and develop ‘lessons learnt’; a reflective process that will inform future action. |  |  |

|  |
| --- |
| **Prevent Objective 4:** A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion. |
| **Evidence** | Action, when and responsibility | Date |
| The school delivers a creative curriculum that helps develop critical thinking skills around the power of influence, particularly the persuasion of on-line sources and social media. | passport, SMSC policy, enrichment activities, website | ongoing |
| Themes and curriculum content provides opportunities to explore and reinforce the benefits of community cohesion and the damaging effects of all extremism on the local, national and global community. | New curriculum long term planning | ongoing |
| A range of activities are planned and delivered in both lessons and the community, that explore the choices available to young people in the 21st century and the consequences of these. |  New curriculum long term planning | ongoing |
| Resources, displays and literature provide balanced information, advice and alternative views for pupils and students. |  | Focus for 2016 term 1 |
| Pupils demonstrate in their work and relationships with others an ability to recognise diversity and the problems and possibilities inherent within this. | Observations/feedback from SIP | ongoing |
| The school provides opportunities to explore fundamental British values, equality, difference, faiths and beliefs through the curriculum, collective worship and interaction with the wider community. | RE SOW, SMSC policy, PSHCE policy | ongoing |
| Spiritual, Moral, Social and Cultural education is understood as a central strand in PREVENT (promoting equality, exploring difference and British values) by all staff. |  RE SOW, SMSC policy, PSHCE policy | ongoing |
| E-safety is embedded in the curriculum and children understand and can explain how to keep themselves safe online. | e cadets, digital leaders, Kidsmeet | ongoing |