Prevent Duty: Self Evaluation Framework and Risk Assessment

Prevent Objective 1	**Leadership:** structures are in place and visible throughout the school
Prevent Objective 2	**Capabilities:** staff and governors are adequately trained on Prevent Duty
Prevent Objective 3	**Risk Assessment:** Risks around extremism are understood and appropriate referral process is in place
Prevent Objective 4	**Working in Partnership**: develop multi-agency approaches to address safeguarding issues and deliver quality curriculums
Prevent Objective 5	**Teaching and Learning:** develop effective learning opportunities to safeguard children from extremism and promote community cohesion
School Name	St Stephen's Junior School, Canterbury

Name of Assessor	Sarah Heaney	Assessment date	May 2025	To be reviewed on	31. 07. 2025

Prevent Duty: Self Evaluation Framework

Extremism	Radicalisation	Terrorism	Prevent
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. As well as calls for the death of members of UK armed forces, whether in this country or overseas. Non-Violent Extremism: is extremism as defined above, which is not accompanied by violence.	The process by which a person comes to support terrorism and extremist ideologies associated with terror groups.	An action that endangers or causes serious violence to a person/people, causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.	The early intervention support provided by Prevent addresses the personal and social factors which make people more receptive to radicalisation, diverting people away from being drawn into violent ideologies and criminal behaviour.

What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation	What specific local risks are you aware of that could impact to your area, setting, students or families? E.g., local extremist activity (groups active in the area)
• Israel/Hamas conflict. • Islamic Terrorism. • Extreme Right-Wing Terrorism. • Left Wing, Anarchist and Single-Issue Terrorism. • Misogyny. • Incel.	• Misogyny - Andrew Tate and racist language due to online exposure. • Right-Wing • Views around immigration / Small Boats due to proximity to Dover. • Antisemitism

Prevent Duty: Self Evaluation Framework: Kent and Medway

1. Leadership *structures are in place and visible throughout the school*	Complete (yes / no)	Evidenced by: *What are you already doing*	Examples of action to be taken. *Do you need to do anything else to control this risk?*	Action Who & When?	RAG Rating
a) SLT and Governors are aware of the Prevent Strategy and its objectives and have a good understanding of their own and school responses in relation to Prevent.	Yes	Trustee Prevent Leads have been identified as Sarah Heaney and Laura Cutts and all DSLS are aware of statutory duty in relation to Prevent. DSLs attend East Kent DSL catch up meetings and network meetings. Prevent Duty forms part of Safeguarding Training and all staff sign to say that they have read and understood relevant sections of KCSIE. Training logs are held. Prevent Safeguarding Awareness & Local Context training has been delivered to all staff at SSJS (March 2025) by a member of the Kent Prevent Team, Rachel Murray. Teaching staff, pastoral team and office staff complete e-learning Prevent Duty Training and provide certificate annually. Prevent Officer, Local Prevent Team & KCSMP Prevent Info held on Safeguarding Board in Staffroom. Headteacher report to Trustees provides safeguarding information and if any referrals have been made.	Highlight emerging issues that could increase vulnerability for pupils in our school community. Re-share 'push and pull' factors to key stakeholders. Develop existing knowledge and experience to recognise pupils who may be vulnerable to local context of radicalization in our cohorts. Share with other key staff. Create Prevent statement for website and share a wider range of resources in this section. Prevent training to be undertaken in Term 1 September 2025 for DSLs, Senior Staff and new starters being inducted. https://www.gov.uk/guidance/prevent-duty-training Review of Safeguarding and CP policy to ensure all items are included. For Inset day, staff sign to say that for this academic year 24/25 they have read and understood. Review current approach and include outstanding actions as part of Safeguarding Action Plan 25-26.		Ongoing Actions & Review document created on a Termly Basis by DSL & Prevent Lead
b) The Senior Leadership Team drives the implementation of the Prevent Duty	Yes				
c) There is an identified strategic Prevent lead within the school who understands the expectations and key priorities to deliver the Prevent Duty	Yes				
d) There is a clear awareness of roles and responsibilities throughout organisation regarding Prevent	Yes				

			Prevent – A quick guide (Produced by the Key) to be shared with staff. Spreadsheet / monitoring logs to evidence any training as above.		
e) Do you have a Prevent Governor Lead?	Yes	Nadia Johnson has taken on role of Prevent Governor Lead and attended Prevent Training with staff. Prevent training has been completed by full trustee board. Safeguarding Trustees meet with DSL on termly basis.	Latest prevent risk assessment to be shared with Full Trustee Board prior to end of academic year. New Trustees to complete as part of induction.		Ongoing Actions & Review document created on a Termly Basis by DSL & Prevent Lead
f) Is there someone who has responsibility for checking visitors to the school? Staff (including sub contracted staff) and governors are carefully selected and vetted according to statutory requirements to ensure they have no links to extremism and no potential to put children and learners at risk of radicalisation.	Yes	Sarah Heaney & Laura Cutts have both completed Safer Recruitment training. Jayne Dowkes completes all statutory checks upon recruitment and appointments of any staff members in accordance with statutory requirements. All contractors are DBS checked. Majority of work is conducted out of school hours. Those on site within the school hours must have an enhanced DBS or are supervised by the site manager. Governor / trustee vetting process takes place via Central Hub Team. Visitors must use our sign-in system via office and agree to all safeguarding arrangements.	Edit welcome message to specifically include items around Prevent and protocol for concerns if on site.		

g) Is there someone that has the responsibility for checking premises use by outsiders?		All premises vetting is undertaken by Jayne Dowkes. We currently have 3 lettings that have children attend. On our booking form we have the wording:-As part of this letting, you will be asked to confirm that your organisation has the appropriate policies and procedures in place regarding the safeguarding of children and child protection and that the relevant safeguarding checks have been made in relation to staff and volunteers. Each of these lettings have confirmed this in writing.	All lettings to have updated terms and conditions ahead of next academic year. To seek further evidence that any staff have undertaken safeguarding training and have provided them with safeguarding policies. Resources provided if necessary? Pre-agreed visitors to sign in via office and agree to prevent protocol which will be on system. Where possible, internet and or social media checks have taken place prior to visit. Flow diagram created for premises and lettings to demonstrate checks and confirmations as to suitability.		

Prevent Duty: Self Evaluation Framework

2. Capabilities *staff and governors are adequately trained on Prevent Duty*	Complete (yes / no)	Evidenced by: *What are you already doing*	Examples of practice, progress or action to be taken. *Do you need to do anything else to control this risk?*	Action by when	RAG Rating
a) A training plan is in place to deliver Workshop to Raise Awareness of Prevent (WRAP) 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. This training is updated regularly to take into account staff turnover and emerging local or national risks.	Yes	Prevent Duty forms part of annual safeguarding training. All staff sign to say that this has been read and received. Training logs record this. All Trustees have completed Prevent training and any new trustees will completed this. A specific prevent module is completed by those staff who are inducted at a time other than September. Training logs are held.	All staff to complete Prevent Duty Training and to provide up to date cerfifcates in Term 1.		
b) Further training on the Prevent agenda is made available to the Strategic Prevent lead, Designated Safeguarding leads and other relevant staff where appropriate.	Yes	Updates from Prevent team are circulated to all of DSL Team. Lead DSLs are aware of further training available and to who this would be most relevant.	DSLs to complete the Gov.uk training that is tailored for DSL level of responsibility within academic year 25/26		

c)	There is appropriate staff guidance and literature available to staff on the Prevent agenda and staff have a good understanding of their own and school's responsibility in relation to the Prevent duty.	Yes	Safeguarding board, drip feed senarios and termly safeguarding updates are delivered to all staff. Prevent Leads and Local Contacts and Flow Diagram on display. Training delivered as to responsibility, duty and contextual concerns as part of the Safeguarding Awareness & Local Context Training delivered in Spring 2025 by Rachel Murray at Prevent Team Medway. Details of prevent team, what to do if there is a concern and how to report are shown on safeguarding board.	Add to lanyard in next academic year. Greater circulation of key newsletters and info including Regional Prevent Newsletter, Mind Newsletter and CP newsletters.	Ongoing Actions & Review document created on a Termly Basis by DSL & Prevent Lead
d)	Have Governors received training on Prevent?	Yes	Yes – all trustees have completed Home Office Prevent Module.		
e)	Does your induction programme cover Prevent i.e., new staff, supply, visiting and PGCE students and any other ITT programme?	Yes	Yes – this is included in our induction and also revisited in our bespoke termly safeguarding training updates for all staff. It is always addressed in our extended safeguarding training that takes place on inset days in September.	Internal checklist for induction highlights this overview and the elements that are covered.	
f)	Does your safeguarding policy make explicit how Prevent concerns should be reported within the school by staff?	Yes	Yes – this is contained within our policy and referred to during 'drip feed' scenarios at staff briefings. Relevant information is also included on our main safeguarding board in the staff room.	Ensure that guidance from policy is displayed and available in lanyard format. Continue to reference in drip feed scenarios and briefing reminders.	

		Safeguarding and CP Policy covers staff reporting procedures.			
g) Have you checked that all staff know what they should do if they have a Prevent concern and to whom it should be reported?	Yes	Yes – staff briefing scenario shared and follow up information provided to all staff electronically and on display on safeguarding board.	Ensure that guidance from policy is displayed and available in lanyard format. Continue to reference in drip feed scenarios and briefing reminders		Ongoing Actions & Review document created on a Termly Basis by DSL & Prevent Lead

3.	Risk Assessment *Risks around extremism are understood and appropriate referral process is in place*	Complet (yes / no)	Evidenced by: *What are you already doing*	Examples of practice, progress or action to be taken. *Do you need to do anything else to control this risk?*	Action by who? Action by when	RAG Rating
a)	Is there a clear vetting policy on the use of setting premises and facilities by outside agencies and groups?		See Section G above.			
b)	Are you sure your commissioned services e.g., outside agencies, speakers etc. are aware of and adhering to the Prevent Duty?		School request full overviews and outlines of any slides and content prior to any visitor or speaker delivering to pupils.

Research person or organisation – have they demonstrated extreme views or actions? Permission denied to attend our setting if evidence of this.

Staff aware that any concerns around visitors or a commissioned service should be reported to DSL immediately.

Visting speakers or performers are not left alone with pupils. | Visitors to complete Prevent Checklist.

Create Prevent Protocl for office to check ahead of performers or speakers coming to school.

Compile list of outsourced services or visitors : Kent Music, Bikeability, Portals to the Past, ask them to confirm if they have any prior knowledge or training.

Flow diagram created for premises and lettings to demonstrate checks and confirmatiorns as to suitability. | | |

c)	A single point of contact [SPoC] for any Prevent concerns raised by staff, students or parents within the school has been identified	YES	Co-Headteachers as Lead DSL when necessary.	Relevant staff have expereince of escalting a cause for concern. Procedure and protocol were followed. Review took place, releavnt agency meetings and referals were made. Staff are confident in what to do if concerns arise again in the future.	
d)	SPoC understands when it is appropriate to make a referral to the Channel programme	YES	By Co-Headteachers as Lead DSL when necessary.		
e)	Prevent referrals/notifications are being managed or overseen by relevant staff	YES	**By Co-Headteachers as Lead DSL when necessary.**		
f)	An audit trail for notification reports/referrals exists	YES	**All via My Concern platform**		
g)	A process is in place to identify and develop 'lessons learnt'	YES	DSL Termly Meetings Supervision for DSLs LA Visit & Audit Attendance at DSL Briefings Safeguarding Report Submitted to Trustees Behaviour tracking and pupil profiles shared and discussed by DSLs in terms of increasing risk factors and next actions.		
h)	Reasonable checks are carried out on visitors and volunteers to the schools who are intending to work with children, learners and/		**Please refer to sections 3a and 2g for current actions.**		

	or staff to ensure they have no links with extremism.				
i)	There is a policy covering the distribution, including electronic, of leaflets and other materials on school premises.	**Yes**	Parent code of conduct in place. No materials are circulated by parents or outside agencies without being provided to the school. Only materials approved by Lead DSL would ever be circulated.	Add specific line to parent code of conduct.	
j)	Off-site visits, are terrorist related incidents and security risks identified in setting trip risk assessments and are participants briefed of any emergency procedures?	Yes	All trips have risk assessments created. At times where location or context creates a heightened risks, alternate plans are made. Ahead of any trip, all staff and volunteers receive a copy of risk assessment and procedure for any emergency situations. Prior to any trip, consideration is given to see if the location / establishment is considered high risk.	Risk assessments from September 2025 to include reference to terrorist or security. Trip leaders to be aware of this protocol and any relevant actions to be undertaken.	
k)	A school lockdown procedure has been created so staff	Yes	Lockdown procedure in place and practiced at suitable		

know what to do in the event of an emergency		intervals by entire school to ensure that pupils and staff are confident in what to do.			

4. Working in Partnership *develop multi-agency approaches to address safeguarding issues and deliver quality curriculums*	Completed (yes / no)	Evidenced by: *What are you already doing*	Examples of practice, progress or action to be taken. *Do you need to do anything else to control this risk?*	Action by who? Action by when	RAG Rating
a) Effective links established with local Prevent team for support on radicalisation and extremism	Yes	Rachel Murray training delivery for whole school and DSL guidance session undertaken this academic year. DSL attends local network training when this takes place which includes prevent as agenda item. Signed up to key updates via Prevent Team newsletter, Area Safeguarding networking alerts and attend DSL updates and briefings. We are an operation encompass school. We receive newsletters from Education against Hate,	As above, wider circulation of newsletters and content from key groups listed in this document from September 2025 to enable all staff to benefit from content.		
b) Is there a clear understanding of information sharing and when cases should be referred to Prevent or other support?	Yes	Escalation process is understood and has been applied by Headteachers previously. Use of My Concern to track any concerns ensures that we are			

		able to monitor carefully and triage / escalate when necessary.			
c) Work with the wider community such as Police, children's services, partner schools and community groups to share good practice and build resilience	Yes	Effective links with Pastoral, SEND and other Leaders of our local secondary schools. Collegic appraoch shared in Educant collaboration of Canterbury Primray Schools. Local PCSO, Police Agency suport and invovlement. Wider links to other services through our Behaviour & Pastoral Lead .	Wider work within local cluster of schools to track causes of concern and trends that we see – eg, social media, older sibling links, locality issues. We could network more to see how things are progressing in a local framework**.**		

5. **Teaching and Learning:** *develop effective learning opportunities to safeguard children from extremism and promote community cohesion*	**Completed (yes / no)**	**Evidenced by:** *What are you already doing*	**Examples of practice, progress or action to be taken.** *Do you need to do anything else to control this risk?*	**Action** by who? **Action** by when	**RAG Rating**
a) 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	Yes	November – Remembrance November – Anti Bullying & Odd Socks Day February – Online Safety Week March – World Book Day 'No Outsiders' Curriculum – Three texts per year group around themes of inclusion and 'Everyone different, everyone welcome.'	Further engagement with parents around risks and concerns – Rachel Murray to attend school for a session with parents October 2026. Reinstatement of Anti Bullying Ambassadors. Implementation of reporting email and Anti Bystanders box from September 2025.		
b) Can staff give examples of how they promote British Values within their work?	Yes	Jigsaw Curriuclum No Outsiders Festival of Books Assemblies and resources PSHE Curriculum	Focus on this to be shared at inset days Sep 2025 along with actions from this plan.		
c) Have you mapped examples of how you promote British Values?	Yes	**See document 'British Values in Jigsaw' located with this assessment.**	See notes below for F to H – where can we find more time in school day to explicitly share and discuss in greater detail and with our context in mind? Mapping exercise to be completed by leads.		
d) The school delivers training that helps students develop skills to critically assess information, particularly on-line and through social media – supporting students to recognise risk and make safe Ichoices.	Yes	Prevent Online Safety Modules Devivered to all Year 6 classes by Rachel Murray Prevent Officer. Online safety protocols used ahead of every lesson where pupils will engage with online world. Teachers to talk about	New Year 6 Cohort to receive Prevent Training from Rachel Murray in October. Think you know critical skills explicitly taught – April 1st Challenge in 2025. Exploration of fact checking sites.		

		what to do if content or concern. See also 'ILearn 2 progression of skills' document specifically E-Safety Strand' **Online safety of pupils is also part of our Safeguarding Action Plan. We have undertaken whole school pupil voice to better understand the specific behaviours and risks of our pupils and how we can outreach to parents around these.** All pupils engage with Safer Internet Day annually.	Online training open evening for pupils and parents next academic year	
e) School has systems in place to safeguard students from accessing extremist websites, including on their own devices via Wi-Fi e.g., IT filters/firewalls in place and digital footprints monitored so repeated breaches of the policy can be detected.	Yes	Monitoring & Filtering Systems are in place. These are checked daily and HT and ICT Staff are notified of any search terms that have been blocked. All staff are clear on M&F duties and this is covered reguarly as part of Safeguarding Training and refresh sessions throughout the year.	Further engagement with parents around risks and concerns – Rachel Murray to attend school for a session. Share findings of Pupil Voice 'Big Ask around online behaviours' Acceptable user policy to be redeveloped and shared with pupils.	

		IP Addresses and locations recorded so that any breaches can be traced and tracked. Pupils know to flag any worrying content if viewed. Pupils cannot access devices without an adult present.		
f) Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations	Yes	Work around community and local organisations and groups takes place with pupils across the school in terms of local community offering such as charity fundraising and outreach to local community groups.	F-H Development areas: More explicit discussions around emerging themes to be devised. Increase frequency of curriuclum opportunities to address and explore key issues through No Outsiders themes, assemblies. Evaluation of key curriculum areas and how we can more effectively address elements of of our own pupil cohort to enrich learning opportunities. Further and more explicit disucsison around British Values that deepens and builds upon the normal curriculum level of understanding for key pupils. Curriculum review around suitability for our pupils and ensuring their understanding of key issues and risks that they may be exposed to.	
g) Schools are able to provide a safe environment for dialogue around controversial issues and support students to understand how they can influence and participate in decision-making.	Yes	Pastoral interventions and groups. Curriculum times and class times to discussion key issues in PSHE. RE, ICT and other shared class times. No Outsiders Festival of Books and related activities. Safeguarding and other Headteaher Assemblies		
h) Staff have sufficient knowledge and confidence to exemplify British Values in	Yes	Covered within our curriuclum frameworks and taught explicitly through these and our 'No Outsiders' approach		

their leadership, teaching and through general behaviours in school.		incluidng themed days and assemblies. School vision and values based around the need for all to belong. School mantra's regularly shared and practised in assemblies. Behaivour awards and recognition certificates have a focus on being ready, respecyful and safe. Above and beyond weekly award and postcards home to celerbate positive behavior. Daily golden time to encourage postiive, respectful behaviour in all pupils.			
i) Staff understand the factors that make students vulnerable to being drawn into terrorism and have the confidence to challenge extremist ideas used by terrorist groups, when working with young people.	Yes	Push and pull factors are referenced in drip feed scenarious and are featured on staff safeguarding board. Training attended by SSJS Staff Team and hosted by Rachel Murray at Prevent Team.	Re-share push and pull factors and case studies of the characteristics which make a child more susceptible. Case study and info shared in briefing drip feed senario.		