

Prevent audit list for schools

An audit of this nature is a useful form of evidence for inspecting bodies such as Ofsted; it is also a useful self- assessment tool for leadership teams and staff to map what they are already doing well and what could be done to improve 'good practice' further.

In the past, schools have used Community Cohesion audits in a similar way, with favourable comments from both leadership teams and Ofsted.

Appropriate members of the Senior Management Team, the Prevent Lead and a Governor who has responsibility for this area should carry out the audit; its findings should be shared with the whole staff.

It is recommended that an audit of this sort is undertaken at least bi – annually and a record of each audit filed and kept in school.

Key:
When assessing the school's level of compliance use the following codes
Red (R): no evidence
Amber (A): partial evidence
Green (G): secure evidence

1. Clear leadership and accountable structures are in place and visible throughout the organisation		
Evidence	Colour code	Action, when and responsibility
There is an identified strategic Prevent Lead within the school		
The strategic Prevent Lead understands the expectations and key priorities of PREVENT and these are embedded and explicit within safeguarding policies		
The Senior Leadership Team have a clear understanding and commitment to the Prevent Strategy and its key objectives		
The PREVENT agenda and its objectives are embedded within the appropriate safeguarding processes established and used in school.		
2. Staff and the Governing Body have been appropriately trained according to their role		

Evidence	Colour code	Action, when and responsibility
All staff and Governors know who the Prevent Lead is in school.		
They understand the risk of radicalisation and extremism and know how to recognise and refer children who may be at risk.		
There are appropriate policies, staff guidance and literature readily available to all staff on PREVENT		
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.		
Regular, continuous CPD updating training on PREVENT is available to the Strategic Prevent Lead and safeguarding leads where appropriate.		
3. An appropriate reporting and referral process is in place and referrals are being managed effectively		
An appropriate internal PREVENT referral process has been developed		
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		
Evidence of notification reports and/or referrals exists in school		
Prevent notifications or referrals are managed or overseen by designated staff e.g. the Prevent Lead		
A process is in place to identify, and develop ‘lessons learnt’; a reflective process that will inform future action.		
4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion		
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		

<p>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</p>		
<p>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</p>		
<p>Resources, displays and literature provide balanced information, advice and alternative views for pupils and students</p>		
<p>Pupils demonstrate in their work and relationships with others an ability to recognise diversity and the problems and possibilities inherent within this</p>		
<p>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</p>		
<p>Spiritual, Moral, Social and Cultural education is understood as a central strand in PREVENT (promoting equality, exploring difference and British values) by all staff and is addressed as suggested in the 2014 SMSC guidance (see links and supporting guidance).</p>		