

Prevent Self-Assessment Framfield CE School April 2025

Objective: Adoption of Prevent into Mainstream Processes

Governance

No		Owner	Evidence	RAG
1.1	Does the Institution have a nominated Staff (and Governor) Prevent Lead? (This should ideally be the DSL)	CR	<p>Nominated staff Prevent Lead is DSL Rob Sewell.</p> <p>We have 3 DSLs: Claire Roberts*, Nicky Kent and Rob Sewell</p> <p>*denotes lead DSL</p> <p>Governor Leads are Sarah Cottingham and Zoe Holland</p>	G

Risk Assessment

No		Owner	Evidence	RAG
2.1	Do the Senior Leadership team and Governors have an understanding, shared with partners, of the potential risk in the local area to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology? East Sussex - general themes for referrals over the past two years have continued to show tendencies to extreme right-wing ideologies/ individuals with mental health conditions / and young males. Patterns in the reporting of/and incidents of hate crime within the school should be taken into account when assessing the risk.	CR	<p>Yes. Prevent Training takes place every 2 years together with updates linked to safeguarding yearly. There are also safeguarding updates in staff meetings, which can contain Prevent messages.</p> <p>At least 1 DSL attends all ESCC DSL Network Meetings</p>	G

2.2	Is Prevent included within the Safeguarding Policy?	CR	We update and personalise the ESCC Model Policy annually. Appendix D contains Preventing Extremism and Radicalisation.	G
2.3	Is Prevent included the within the Staff Safer Recruitment Policy?	CR	Although not specifically named, there are multiple references to KCSiE in the Safer Recruitment Policy	A
2.4	Is Prevent included within the Institution's venue hiring policy? Are due diligence checks conducted on groups/individuals seeking to hire/use school premises?	CR	N/A	N/A
2.5	Is Prevent included within the Visitors Policy? Are due diligence checks conducted on visitors to the school? Does the policy set out clear protocols for ensuring that any visiting speakers - whether invited by staff or by pupils themselves - are suitable and appropriately supervised within school?	CR	Not specifically. All speakers are vetted by CR before being invited into school. Visitors are not left on their own with pupils. When signing in, visitors receive, and acknowledge receipt of, a safeguarding visitors leaflet.	A
2.6	Is Prevent included within the Contractors Policy? Are due diligence checks conducted on contractors working at the school or providing extracurricular activities? Does the policy set out clear protocols for ensuring that any visiting contractors are suitable and appropriately supervised within school?	CR	Not Specifically School bursar keeps a contractors file, listing all contractors, who sign an agreement prior to work. Contractors sign in and out via the school office.	A
2.7	Are fundamental British values promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school?	CR	Yes. The school has strong values which are reflected in acts of worship and the curriculum offer. The pupils know the values but are less secure on the names.	A

No		Owner	Evidence	RAG
3.1	Is Prevent included within Information sharing protocols / MOU?	CR	Yes, with ESCC and Sussex Police	G
3.2	Is the Institution included in an agreed Prevent Partnership Communication Policy?	CR	Not Specifically	A
3.3	Do the safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB)?	CR	Yes. All ESCC Model Policies followed	G
3.4	Do the child protection policies describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB?	CR	Yes. All ESCC Model Policies followed	G
Staff Training				
No		Owner	Evidence	RAG
4.1	Does the Institution have an annual policy and training review process in place? To note: Prevent is incorporated into the DSL initial and refresher training and the online portal has a Prevent e-learning module. https://eastsussexlearning.org.uk/	CR	Yes. Prevent training for staff every 2 years. DSLs up to date with training	G
4.2	Does the institution regularly assess Prevent Training needs to raise their awareness of Prevent issues with staff and the Governing body? Do staff members have sufficient training to give them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups?	CR	Discussed 5 times a year with Safeguarding Gov on visits and well as in Safeguarding Working Party. Safeguarding, incorporating Prevent is a standing item on Gov Agenda and is reported on 3 times a year in the Headteachers' report.	G

			Staff receive 'Safeguarding Questions' which incorporate Prevent in weekly staff meetings and TA Briefings. This can lead to further training.	
Online Safety				
No		Owner	Evidence	RAG
5.1	Does the School IT system have appropriate levels of filtering to ensure children are safe from terrorist and extremist material when accessing the internet in school?	CR	Yes. Smoothwall Filtering. Daily report sent to DSLs for action. Lead DSL undertakes monthly filtering check.	G
5.2	What processes and procedures are in place to ensure children use the internet responsibly?	CR	Staff always present when children use Internet. E-Safety incorporated into Computing Curriculum. Acceptable Use Policy for staff, children and parents. Smoothwall filtering. CR completes monthly checks via SWGfL	G
5.3	Do staff, pupils and carers receive any Internet Safety awareness training?	CR	Yes, Staff on training days and updates in staff meeting. Pupils as part of computing Curriculum and special occasions such as Safer Internet Day. Families have an acceptable use policy and every 2 years a safer internet workshop.	G

School Prevent Duty Action Plan

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
Leadership and values	<ul style="list-style-type: none"> • Development of rigorous recruitment policies which include core School values • Inclusion of radicalisation or extremism within the corporate risk register and the maintenance of an up-to-date risk assessment 	<ul style="list-style-type: none"> • All new staff are aware of the school's expectations and subscribe to its values • The school leadership takes ownership of extremism and radicalisation concerns and appropriate oversight is provided • Extremism/radicalisation is considered as a risk at a leadership level within the organisation with concerns relating to hate crime/harassment, extremism and radicalisation being reported promptly to SLT 	April 2026	
Partnership	<ul style="list-style-type: none"> • Creation of a single point of contact for radicalisation and extremism enquiries internally and arrangements to coordinate information sharing between different departments and curriculum areas • Development of links with other schools on the agenda • Development of links between key school staff/governors and external partners, including the Local Authority and Police 	<ul style="list-style-type: none"> • School communications and the sharing of concerns relating to extremism or radicalisation are coordinated effectively • The school is able to benefit from existing best practice and resources • The school shares information and is able to access statutory assistance where necessary to support vulnerable individuals 	April 2026	
Safeguarding and pastoral care	<ul style="list-style-type: none"> • Inclusion of a whistle blowing mechanism within the safeguarding procedures 	<ul style="list-style-type: none"> • Staff feel confident and protected in raising any concerns which may place the safety of learners at risk 	April 2026	

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
Student and learner resilience	<ul style="list-style-type: none"> • Include activities within existing lesson structure to enhance student and learner resilience for example, internet safety sessions and activities to improve critical thinking skills • Opportunities to promote values are identified and utilised within the curriculum and within enrichment activities 	<ul style="list-style-type: none"> • Students and learners have good critical engagement skills and understand how to verify information online and the reasons why they should • Learners understand what the school values mean in practice • Creation of Preventative Curriculum 	April 2026	
Internet safety	<ul style="list-style-type: none"> • Raise awareness of colleagues and students or learners about updated code of conduct, reasons why and an explanation of how the policy was developed 	<ul style="list-style-type: none"> • Students and learners understand the risks attached to accessing terrorist and extremist material online and understand the institution's duty and process in these areas 	April 2026	