SELF-ASSESSMENT

1. Clear leadership and accountable structures are in place an visible throughout the organisation

There is an identified strategic PREVENT lead within each school and through the organisation of the Trust	Maiden Erlegh School in Reading: Beckie Davies (DSL), Will Graham (HT) Maiden Erlegh Trust: Ali Walker (DoIS) Maiden Erlegh Trust Board: Lindsey Bowden (Trustee)
The strategic lead understands the expectations and key priorities to deliver PREVENT and that this is embedded within safeguarding procedures	School DSL has relevant and current training. PREVENT strategy is embedded within Safeguarding policy which is regularly reviewed and associated staff training delivered.
The senior leadership team are aware of the PREVENT strategy and its objectives	All have undertaken CP and Prevent training. All pastoral, inclusion and child protection staff received guidance on extremism and preventing radicalisation.
There is a clear awareness of roles and responsibilities throughout organisation regarding PREVENT.	Preventing radicalisation refresher training delivered to staff annually Staff receive regular updates throughout the year. All new staff to the Trust will receive training as part of induction.
PREVENT safeguarding responsibilities are explicit within the schools safeguarding team.	Child Protection and safeguarding staff receive specific guidance from our School and Trust Child Protection leads.
The prevent agenda and its objectives has been embedded within the appropriate safeguarding processes	Policies are updated each year and the anti-radicalisation strand strengthened within the safeguarding policy.

2. Staff and governing body have been appropriately trained accordingly to their roles

A plan is in place to raise awareness of PREVENT (WRAP) training 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	All staff undertake the online Prevent Duty Training, published by the Home Office. This is updated annually.
There is appropriate staff guidance and literature available to staff on a prevent agenda	DSL (Beckie Davies) ensures this happen as part of staff training and information cycle. Further training signposted for staff.

3. An appropriate reporting and referral process is in place and referrals are being managed effectively

Ensure that preventing young people from being exposed to radicalisation or extremism is part of the schools safeguarding policies and procedures	See Safeguarding Policy and Personal Development programme
A single point of contact [SPOC] for any PREVENT concerns raised by staff within the school has been identified	Maiden Erlegh School in Reading: Beckie Davies (DSL)

An appropriate internal PREVENT referral process has been developed

See Safeguarding Policy

Leads in partner agencies are known

Thames Valley Police: Steven Marr/Rebecca Packer (07967152797)
Wokingham Borough Council: 01189088002
Reading Borough Council: 01189 373641

An audit trail for notification reports/referrals exists

All Safeguarding referrals and follow-up communications and actions are logged and monitored by Trust School Leads (on CPOMS from 2018)
They report termly to the Local Advisory Boards as part of the safeguarding report in the SEF.
As necessary actions are identified as part of the half-termly SEF review.

4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

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 extremism influences

Personal Development – including assembly programme
Cross-curricular themes
Extra-curricular activities including Student Council discussions

The school delivers education that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.

Personal Development – including assembly programme
ICT and media/English

Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations

Personal Development – including assembly programme
RS curriculum
Cross-curricular themes
Student Council Discussions

Staff are able to provide appropriate challenge to students, parents and governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion.

Whistle Blowing policy is promoted on induction with posters located in key staff areas reminding of this process
Regular safeguarding reminders during staff briefings and bulletin

First self-assessment: July 2016   Previous review dates: December 2016 June 2017   Current review date: Jan 2019

DATES	Initial - Dec 2016 (review: Jul 2016 Jan 2017 July 2017)	DRAWN UP BY	Andy Johnson/Ceri Burns
CURRENT REVIEW DATE	December 2022	SCOPE	Maiden Erlegh School in Reading

	Significant Hazards and Associated Risks Those hazards which may result in serious harm or affect several people	People at risk	INITIAL RISK RATING	Control Measures (CM's) 1. Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). 2. Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)	LEAD	Additional CM's required? (Dynamic Risk Assessment) If existing CM's cannot be met or circumstances have changed	RISK H, M, L, VL
CURRICULUM	Hazard: Lack of choice in qualification pathways for students of all abilities and aspirations Risks: -of disengagement from education generally -decline in standards of conduct -potential NEETs	Students	L	Dynamic/annual curriculum review to ensure broadest possible offer of accredited but appropriate qualifications for each year group. Curriculum lead will ensure all HODs understand they must consider opportunities to promote British Values in their SOW. Strengthening of careers and work-related learning provision KS4for all students. Behaviour & Safeguarding Policies with emphasis on consistency and with single lead on SLG. Single lead for Personal Development to ensure that all strands of delivery (including cross-curricular strands) deliver a coherent message. E-Safety education around grooming to reference radicalisation and staff delivering it to be given specific guidance.	GB/ELT GB HD HT/DB SP DB		VL
PERSONAL, SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION (PERSONAL DEVELOPMENT)	Hazard: Time available Number of staff involved Staff not taking message seriously *Risks: -inability to deliver all the strands in sufficient detail - consistency could be diluted*	Students	M	5 Year Personal Development programme strengthened (Sept 2018). Reviewed each year and contend amended as necessary. New staff receive guidance and/or training as necessary. Monitoring of PSHE and assemblies and tutor periods takes place via local Line Managers. Key staff and governors to undertake Prevent / WRAP training. Staff training is part of induction and annual Safeguarding and Equalities training.	BUR prior to 2022/23 – ongoing by SP as CL for Personal Development	On-going training/information of staff and governors as new guidance emerges – through DB and DOiS	VL
COMMUNITY COHESION	Hazard: Inconsistent message Decline of behaviour	Students and staff in school.	M	Revised Behaviour Policy, Anti-bullying and Safeguarding Polices with emphasis on consistency.	HT/HD/DB/DoIS	Work with local police and community links / other schools to develop work with	L

	Community events impact on school harmony Multicultural community Risks: *-Rise in racist incidents in school* *-Rise in community complaints for racist behaviour* *-Lack of engagement with message* *-Rise in extremist comments/reactions by stakeholders (including from far right eg: linked to BREXIT)* *- Rise in racist incidents linked to online and community behaviours resulting in student disengagement*	Members of the community		Tighter monitoring of racist and bullying incidents feeds into SEF. Remedial actions are more timely as a result. New PERSONAL DEVELOPMENT programme with tighter central monitoring to ensure consistent message. Staff training is part of induction and annual Safeguarding and Equalities training. All students study RS to at least Y10. Develop work with a range of community leaders as necessary.	SP DB GB HT HT/HD/DW	students identified as at risk and vulnerable. Safeguarding focus on County Lines / CSE / gang education (2018-2019) (BUR leading) Equalities Award 2018 (EL) – 2022 by DB	
STUDENT AWARENESS OF RISKS AND REMEDIES	Hazards: Inconsistent message as wider range of staff teach PERSONAL DEVELOPMENT and e-safety. Vehicles for message are too limited (eg: ability to run assemblies limited at certain times of the year). Risks: -Students misconstrue/misunderstand message or do not take it seriously -Message has the reverse effect and pushes students towards extremists -Students unable to recognise risks and seek help when needed	Students	M	New PERSONAL DEVELOPMENT and assembly programme with tighter central monitoring to ensure consistent message. New PERSONAL DEVELOPMENT programme encourages more discussion and includes staff training to facilitate this. Key messages will be shared with parents so they can support students at home. Trust DNA software provides for more proactive monitoring and alerts if students or staff are accessing inappropriate sites. Work with the student body (eg: Student Council and Senior Team) to seek their views and monitor impact.	BUR prior to 2022. SP from 2022 BUR prior to 2022. SP from 2022 GM TT		VL
STAFF TRAINING	Hazards: Numbers of part-time staff Lack of engagement with subject matter Limited staff training time available High staff turnover *Risks:* *-Some staff will miss the training / fail to read key documents* *-Inconsistency of message*	Students and staff	M	Basic training given to staff during induction and through and online course. All staff retake Prevent online course every three years. All staff understand how to refer students to Prevent Lead and/or Headteacher. All staff understand how to refer concerns about adults to Headteacher. All staff to undertake annual Prevent training.	DB HT DB/ DolS		VL

	-Vulnerable students not identified -Weak or uncommitted staff are less likely to engage with this message			Agency and temporary staff receive information as part of their induction. All staff on action plans are checked for their sharing of key messages such as anti-radicalisation.	DB HT		
GOVERNOR TRAINING	Hazards: Governors do not have a shared awareness of the importance of this issue as a safeguarding one. Limited governor training time available. *Risks:* *-It is not given sufficient resource* *-Students are put at risk of, or become radicalised* *-Schools in the Trust fall from good to RI or fails to go back up to outstanding because of safeguarding failings*	Students, staff and governors	M	Key governors undertake Prevent training as part of induction and then refresh every three years. Key messages disseminated in an ongoing way to the wider Trust. The training will cover whistleblowing so that we are aware of staff/governors putting children at risk because of not following protocol. Safeguarding LAB champion will access specific WRAP type training to heighten awareness and understanding	DoIS		VL
COMMUNICATION WITH PARENTS	Hazards: Lack of clarity about our key messages and methods of delivery. *Risks:* *-Families feel targeted* *-Parents do not understand referrals* *-Parents withdraw their children from RS*	Students	M	Website safeguarding and PERSONAL DEVELOPMENT pages are clear. Key messages will be shared with parents as necessary through the termly letters so they can support students at home.	DB/SP//HT	Website review as part of website update (Annually, September)	VL
REFERRAL SYSTEMS	Hazards: Staff do not follow the correct procedures Staff unaware of vulnerability features *Risks:* *-Students are put at risk of, or become radicalised*	Students	L	Staff training is part of induction and annual Safeguarding and Equalities training. The training covers procedures but also whistleblowing so that we are aware of staff putting children at risk because of not following protocol. SEF monitoring of safeguarding now includes monitoring of referrals for radicalisation. This then is monitored half-termly to check impact of policy and practice.	DB/HT		VL
INTERVENTIONS	Hazards: Staff do not know who to contact in local agencies. Local agencies cannot provide appropriate support	Students and families	M	links with Thames Valley Police. Clear Intel report protocol well understood and used SPoA referral system well understood.	DB/HD/DW		VL

	High potential cost/time resource implications of support. *Risks:* *-Delay in getting support for a child/family heightens risk on child.* *-Impact on other areas of school if resources diverted to supporting a child/family.*			Escalation systems well understood and used when the school does not feel external agencies are dealing appropriately (LSCB business manager and chair)			
IT SYSTEMS	Hazards: Students can access radicalisation websites on the school network. Students are not equipped to identify such websites when accessing the internet out of school. Parents are not equipped with IT knowledge to ensure appropriate firewalls etc on put on digital technology. *Risks;* *-Students are groomed by radical extremists.*	Students	M	School network is firewalled – provided by SGfL which supplies many schools. New DNA software provides for more proactive monitoring and alerts if students or staff are accessing inappropriate sites. Assemblies make clear acceptable and unacceptable use of school network. ICT/Computing classes cover e-safety (results from survey shows high levels of satisfaction about e-safety education).	GM GM GM RED	Trust review possibly of DNA reports to monitor trends (April 2019 GM). Refresher training for key staff in use of monitoring software (2019)	VL

UPDATED APPROVED	(July 2016, Jan 2017, July 2017) Jan 2019	**HEADTEACHER**	Andy Johnson
PREVENT LEAD	Beckie Davies	**TRUST DIRECTOR SAFEGUARDING**	Ali Walker
LAB LEAD	Phil Simmons (Safeguarding LAB Champion)	**TRUST BOARD LEAD**	Lindsey Bowden