



Department
for Education

Guidance

How to use the Prevent duty self-assessment tool for further education

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What is the Prevent duty self-assessment tool for further education

The self-assessment tool involves evidence gathering against 9 distinct areas, each with specific requirements to identify what is working well and what requires development. Evidence gathering should include consulting with learners and in the case of work-based-learners, with their employers, discussing safeguarding with staff and reviewing evidence.

Providers should continually review their self-assessment results, so that there is a continuous reflection, learning and updating of internal processes and external partnerships. You should plan to go through a self-assessment process at least annually. As well as checking that you have robust safeguarding policies and practices in place, the tool asks you to make professional judgements on how effective and comprehensive they are.

The tool is not a comprehensive checklist and should be used to assess the impact and effectiveness of your efforts to meet the requirements of the [Prevent duty](#), and the [Education inspection framework](#), to seek constant improvement.

The self-assessment process is split into 3 steps:

- evaluation
- action planning

- summary

Although an in depth understanding of the Prevent duty guidance and the Education inspection framework are not essential to this process, which provides much of the detail regarding requirements, both documents are the benchmarks by which judgements should ultimately be made regarding effectiveness.

Step 1 - evaluation

Using the self-assessment spreadsheet, appraise each question within the sections and based upon your evidence decide which level (1 to 4) your organisation meets:

- where you have identified gaps or shortcomings, summarise this in the red column
- where you have concerns regarding the completeness or robustness of your evidence, summarise this in the amber column
- where you have robust and sufficient evidence, summarise this in the Business As Usual (green) column
- the blue column is intended to identify those areas where organisations have established outstanding practice which is robustly tested and well evidenced

Step 2 - action planning

Use the evidence and actions identified in each section to identify future development needs that will address any shortcomings in areas evaluated as red or amber and which will build on and extend good practice identified in green areas. The template can be refined and extended, if required, to fit your organisation's action planning and reporting arrangements. Where there are no actions relating to a section, indicate this for completeness.

Step 3 - summary

Populate the levels in the summary tab of the spreadsheet attachment with the single status that applies to each section – this provides an 'at a glance' evaluation of safeguarding and Prevent in your organisation.

Make a clear judgement on the status of each section and avoid scoring in more than one column. If your evidence is unclear or partial it is recommended that you score downwards and treat this as insufficient evidence to robustly meet the

higher level's criteria and action plan accordingly to improve that area.

At this final stage you may wish to discuss your findings with your DfE [Regional HE/FE Prevent Coordinator](#) who can help you with action planning and where necessary to identify and reach out to local Prevent networks and partners.

Completing this table should be the final stage in the assessment process and is intended to identify actions to address policy and practice shortcomings. The table can provide an 'at a glance' picture of the effectiveness of safeguarding and Prevent in the organisation and can be used for strategic reporting to senior management and for prioritising future planning.

Actions that have been identified to address shortcomings should be included in the organisation's Prevent action plan or workplace development plan and subject to oversight by senior management

Assessment levels grid

RAG rating	Level	Definition
Red	4 - inadequate	There is no policy or practice in place and/or requirements of the duty and EIF are not being addressed
Amber	3 - basic	There is policy or fundamental aspects of practice in place, but they are not detailed in scope/scale, or embedded in routine practice and are insufficient to address complex or challenging environments or incidents
Green	2- business as usual	Required policy and practice are effectively embedded and staff and students are included in their development. Policies are detailed, applied across the organisation in all relevant areas of business and are supported by robust and transparent management and governance processes.
Blue	1- advanced	There is sound and effective implementation and understanding of how policy and practice work together to implement all relevant requirements of the duty and EIF to safeguard students. There is ongoing reflection of best practice, testing of impact and effectiveness and knowledge is shared across the institution and with appropriate networks and partners.

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