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Guidance

How to use the Prevent duty self-assessment tool for schools

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Applies to England

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for schools

The self-assessment tool involves evidence gathering against 7 distinct areas, each with specific requirements to identify what is working well and what requires development. Evidence gathering should include:

- consulting your students
- discussing safeguarding arrangements with staff
- reviewing evidence

Schools should regularly review their self-assessment results, so that there is continuous learning, reviewing and improving of internal processes and external partnerships. Schools 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.

For the tool to be effective in identifying weaknesses and gaps, it is vital that schools examine existing arrangements and collate evidence of policies being put into practice and evaluate their impact.

The tool is not a comprehensive checklist and does not replace the need for settings to create their own Prevent risk assessment or action plan. It should be used to assess the impact and effectiveness of your efforts to meet the requirements of the [Prevent duty guidance](#) and the [Education Inspection Framework](#) (EIF), to aid in continuous improvement. The self-assessment process is split into 3 steps:

1. evaluation
2. action planning
3. summary

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

Step 1: evaluation

Using the self-assessment spreadsheet, consider each question within the sections and identify evidence of effectiveness and impact. Based on 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 in each section to identify future development needs that will:

- address shortcomings in areas evaluated as red or amber
- build on good practice identified as green

The template can be refined and extended, if required, to fit your school's action planning and reporting arrangements. Where there are no actions relating to a section, indicate this for completeness.

Step 3: summary

Complete the levels in the summary tab of the spreadsheet attachment with the single status that applies to each section. This provides an overview

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, score downwards and treat this as insufficient evidence to robustly meet the higher level's criteria. Action plan to improve that area.

At this final stage you may wish to discuss your findings with your local authority Prevent Education Officer (PEO), your [local authority or your children's safeguarding services](#) nominated Prevent Lead. They can help you with action planning and finding local Prevent networks and partners that can assist you.

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

Actions that have been identified to address shortcomings can be included in the school's Prevent action plan or workplace development plan with oversight by senior management.

Assessment levels grid

RAG	Level	Definition
red	4 - inadequate	There is no policy or practice in place and/or requirements of the Prevent duty and EIF are not being implemented effectively
amber	3 - basic	There is policy or fundamental aspects of practice in place, but they are not detailed in scope or 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 Prevent 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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