

1. LEADERSHIP - structures are in place and visible throughout the school		
Evidence	Red/Amber/ Green	Self Assessed Rating
The Senior Leadership Team and Governors are aware of the Prevent Strategy and its objectives.		<b>Red (R): not able to evidence any</b> <b>Amber (A): evidence of some but not all</b> <b>Green (G): evidence of all and more</b>
There is an identified strategic Prevent lead within the school who understands the expectations and key priorities to deliver the Prevent Duty.		
Supporting young people vulnerable to radicalisation is embedded within Safeguarding Policies and Procedures .		
Prevent safeguarding responsibilities are explicit within the School's Safeguarding Team/Lead and take into account the policies and procedures of the Local Safeguarding Children Board (LSCB).		
There is a clear awareness of roles and responsibilities throughout organisation regarding Prevent.		
The Senior Leadership Team drives the implementation of the Prevent Duty.		
2. CAPABILITIES –staff and governors adequately trained on Prevent Duty		
Evidence	Red/Amber/ Green	Self Assessed Rating
A training plan is in place to Raise Awareness of Prevent 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.		<b>Red (R): not able to evidence any</b> <b>Amber (A): evidence of some but not all</b> <b>Green (G): evidence of all and more</b>
Further training on the Prevent agenda is made available to the strategic Prevent lead, Safeguarding leads and other relevant staff where appropriate.		
There is appropriate staff guidance and literature available to staff on the Prevent agenda.		
3. RISK ASSESSMENT – Risks around extremism are understood and appropriate referral process is in place		
Evidence	Red/Amber/ Green	Self Assessed Rating
All key staff show understanding of risks affecting children and how to support individual children who may be at risk.		<b>Red (R): not able to evidence any</b> <b>Amber (A): evidence of some but not all</b> <b>Green (G): evidence of all and more</b>
A single point of contact for any Prevent concerns raised by staff, students or parents within the school has been identified		
A single point of contact understands when it is appropriate to make a referral to the Channel programme.		
Prevent referrals/notifications are being managed or overseen by relevant staff.		
An audit trail for notification reports/referrals exists.		

A process is in place to identify and develop 'lessons learnt'.		
<b>4. WORKING IN PARTNERSHIP – develop multi-agency approaches to address safeguarding issues and deliver quality curriculums</b>		
<b>Evidence</b>	<b>Red/Amber/ Green</b>	<b>Self Assessed Rating</b>
Partner agency communication channels have been developed – Prevent Lead at Wirral Council and Merseyside Police are first port of call when outside agencies need to be consulted or for making a Channel referral.		<b>Red (R): not able to evidence any</b> <b>Amber (A): evidence of some but not all</b> <b>Green (G): evidence of all and more</b>
The single point of contact is identified in Children's Services to liaise on a range of safeguarding issues.		
Effective links established with Children's Services for support on radicalisation and extremism .		
School has policy/procedure for working with partner organisations, individuals and external users of school premises.		
<b>5. Other</b>		
<b>Evidence</b>	<b>Red/Amber/ Green</b>	<b>Self Assessed Rating</b>
Internet monitoring and filtering is in place to ensure that risks to extremism through IT are minimised.		<b>Red (R): not able to evidence any</b> <b>Amber (A): evidence of some but not all</b> <b>Green (G): evidence of all and more</b>
Some governors are trained in Prevent .		
School effectively communicates the school's PREVENT strategy through policies and website etc.		