



PREVENT SELF ASSESSMENT
Beechwood Primary School

PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation

PREVENT OBJECTIVE 2: Staff and the Governing Body have been appropriately trained according to their role

PREVENT OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively

PREVENT OBJECTIVE 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

SCHOOL NAME: Beechwood Primary School

Name of assessor(s):

Kate Wood

Date of assessment: 1st

January 2025

To be reviewed on: January 2026

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

Evidence	Tick as appropriate	Self Assessed Rating : RAG
There is an identified strategic Prevent lead within the school	The DSL is the Prevent lead.	Red (R): no evidence
The strategic lead understands the expectations and key priorities to deliver Prevent and that this is embedded within Safeguarding Procedures	The DSL has undergone Prevent training and referral training for DSLs. Prevent lead has completed the Government Awareness and Referral Training. Prevent is embedded in the Safeguarding procedures, as identified in the CP Policy.	Amber (A): evidence of some but not all Green (G): evidence of all and more

The Senior Leadership Team are aware of the Prevent Strategy and its objectives	The whole SLT have undergone Prevent training. HT and DHT have undergone referral training for DSLs.
There is a clear awareness of roles and responsibilities throughout organisation regarding Prevent	Yes – staff know to come to the Prevent Lead or DSLs for support and further advice.
Prevent safeguarding responsibilities are explicit within the Schools Safeguarding Team	The responsibilities are outlined in CP policy. DSL and DDSLs have undergone recent training. DSL is responsible for Prevent, and DDSLs are responsible in DSL's absence.
The Prevent agenda and its objectives has been embedded within the appropriate Safeguarding processes	Yes. Prevent is clearly addressed in the CP Policy, and all staff undergo annual training.

2. Staff and the Governing Body have been appropriately trained according to their role		
Evidence	Tick as appropriate	Self Assessed Rating
<p>A plan is in place to include Workshop 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</p>	<p>Home Office Training will be completed by the end of January 23. Prevent is included in the annual training which everyone has received. New staff are trained on induction. Prevent is included in Governor Safeguarding training annually. Staff update their smartlog Safeguarding and Prevent on an annual basis.</p>	
<p>Details of WRAP courses or appropriate e-learning materials including frequency and availability are cascaded to all relevant staff</p>	<p>All staff are required to provide evidence of completion of annual training on Prevent. The training</p>	

	materials are cascaded by the DSL. Quizzes regularly remind staff of the Prevent agenda.
Further training on the Prevent agenda is made available to the Strategic Prevent lead and Safeguarding leads where appropriate	The DSL and DDSLs have undergone Prevent training and referral training for DSLs. If other training becomes available this will be completed.
There is appropriate staff guidance and literature available to staff on the Prevent agenda	All staff have access to Home Office and SmartLog training, Prevent is included in annual safeguarding training. DSLs and DDSLs have received literature on the Prevent agenda. Prevent Guidance has been handed out to all staff.

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

Evidence	Tick as appropriate	Self Assessed Rating
Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures.	This is part of the CP Policy.	
A single point of contact [SPoC] for any Prevent concerns raised by staff within the school has been identified	Yes – DSL or DDSLs in DSL's absence.	Red (R): not able to evidence any
An appropriate internal Prevent referral process has been developed	Any safeguarding concerns including Prevent concerns are logged on Safeguard My School and records are kept of actions and outcomes within the programme.	Amber (A): evidence of some but not all Green (G): evidence of all and more
Partner agency communication channels have been developed – Prevent Lead at Wokingham Borough Council and Thames Valley Police are first port of call when outside agencies need to be consulted or for making a Channel referral.	WBC referral process is followed.	
An audit trail for notification reports/referrals exists	This would be held in personalised file on Safeguard My School.	
Prevent referrals/notifications are being managed or overseen by relevant staff	By DSL/DSLs	
A process is in place to identify and develop 'lessons learnt'	Safeguarding is a regular agenda item	

in staff meeting and
SLT where there are
opportunities to
reflect and develop
'lessons learnt'

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

Evidence	Tick as appropriate	Self-Assessed Rating
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 extremist influences	Safeguarding Curriculum, which includes information on how PSHE, RSE and E-safety is taught across the school. Staff are encouraged to make links in other areas of the curriculum and through current events.	<p>Red (R): not able to evidence any</p> <p>Amber (A): evidence of some but not all</p> <p>Green (G): evidence of all and more</p>
The school delivers training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.	PSHE, Well-being , Jigsaw, Project Evolve for e-safety lessons begin to develop critical thinking skills, as well as in the Safeguarding curriculum.	
Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations	The school vision, values and British values are part of daily life in school.	

	Children are given opportunities to explore how they can represent these values through their actions and learning.
Staff are able to provide appropriate challenge to students, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion	Our school vision and values support staff to provide a counter-narrative to ideas or expressions that are contrary to fundamental British values.

Prevent Referral Form

Restricted and confidential

Details of the individual being referred		
Name of the individual being referred		
Parents contact details (if person referred is under 18)		
Gender	Date of birth	
Address	Telephone number	
Details of the referring agency		
Name of the individual or organisation making the referral		
Name of staff contact	Contact number	Email address
Details of any other agencies involved if known	Name of contact	Contact details e-mail/ telephone
Referral details		
Please give a full description on why the referral is being made and vulnerabilities to extremism identified		
Please include all relevant contact details for the individual inc social media and parents if - 18		

Referrals

Identifying Concerns

Cause for concern identified

Concern reported to person responsible for safeguarding and recorded

Initial Response

Safeguarding lead gathers more information and decides if further action is needed.
Are concerns about radicalisation identified?

Is there an immediate risk

Yes
Contact emergency services - ring 999

YES

NO

Are there grounds for not informing parents/carers?

Yes

No

Is there significant risk of harm?

Involve parents/carers

Safeguarding lead to keep records and monitor situation as appropriate

Referral to Channel via Police

Multi-Agency Assessment

Initial assessment undertaken by MPS for Channel

Is Channel criteria met?

Yes

No

Channel referral completed.
And Referral to MASH

Where it is identified the child/young person has additional needs a referral to the appropriate service will be made.

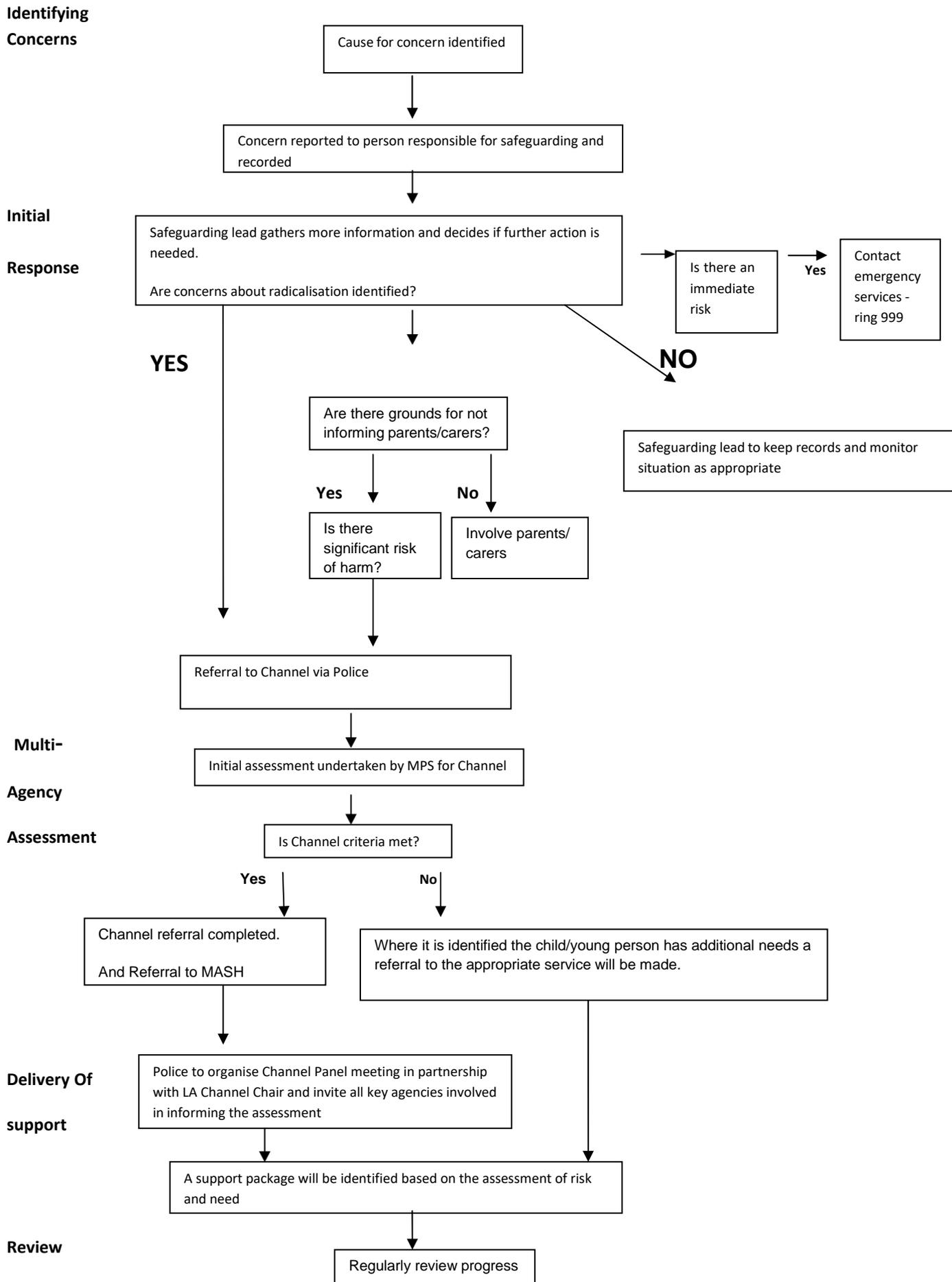
Delivery Of support

Police to organise Channel Panel meeting in partnership with LA Channel Chair and invite all key agencies involved in informing the assessment

A support package will be identified based on the assessment of risk and need

Review

Regularly review progress



Appendices

- 1. Local Information sheet**
- 2. Vulnerability factors**
- 3. London Safeguarding Board Indicator of needs matrix**
- 4. Useful resources**

Home Office PREVENT and Channel Programme: Local Information Sheet

CONTEST: The United Kingdom's Strategy for Countering Terrorism

The aim of CONTEST: To reduce the risk to the UK and its interests overseas from terrorism, so that people can go about their lives freely and with confidence.

The UK counter-terrorism strategy has four work-streams, each comprising a number of key objectives:

- Pursue: to disrupt or stop terrorist attacks
- Protect: to strengthen our borders, infrastructure, buildings and public spaces from an attack
- Prepare: where an attack cannot be stopped, to reduce its impact ensuring we can respond accordingly
- **Prevent**: to stop people becoming terrorists or supporting terrorism

CounterTerrorism and Security Act 2015

- places a Duty on all public sector organisations to deliver against Prevent

Prevent Aim and Objectives

Aim: To stop people becoming terrorists or supporting terrorism:

Objectives: The Prevent strategy aims to:

1. Respond to the ideological challenge of terrorism and the threat we face from those who promote it;
2. Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
3. Work with sectors and institutions where there are risks of radicalisation, which need to be addressed. Priority areas include education, faith, health, criminal justice and charities

Prevent Delivery

- The lead for Prevent delivery sits with the Local Authority
- The role of policing has been important in the development of Prevent
- Prevent depends on a wide range of organisations working together, in and out of Government.
- Engagement between multi-agency partners is the key to the Prevent Agenda.

Channel Programme

Operating within objective two of the Prevent Strategy is the **Channel Programme**:

- Channel is Home Office sponsored programme coordinated by officers from SO15 counter Terrorist Command and a multi-agency programme to identify and provide support to people at risk of radicalisation.
- Channel addresses risks from all forms of terrorism by drawing on expertise from the police, local authorities and community organisations.
- The majority of referrals are aged under 25, with most aged between 15 and 19
- Interventions are put in place to divert people away from extremism
- Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other types of harm.
- Although the greatest threat is seen as being from Al Qaeda inspired Islamist groups and more recently the IS or Islamic state, the Channel programme is also concerned with those who might be vulnerable to extreme far right activities and other forms of domestic extremism.

"Radicalisation is usually a process not an event. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity"

Vulnerabilities: Recognition

Individuals *may* show signs, or be adversely effected by a variety of factors. The list below is not exhaustive and must not be used as a 'checklist'. **There is no terrorist blueprint.**

Internal factors:

- Mental health issues
- Substance misuse (drugs and alcohol)
- Unemployment
- Links to criminality
- Lack of identity or low self-esteem
- Feelings of isolation, social exclusion or rejection
- Change of personal circumstances (i.e family break-up or bereavement)
- Lack of religious knowledge

External influences:

- Aggrieved about domestic government policies and / or international affairs
- Peer pressure and group identity
- Media and the Internet
- Exposure to Extremist / Terrorist ideology and propaganda

Channel Referrals

Referrals should not be made to 'Channel' unless there are:

- 1) Clear indications that individuals are being radicalised or at risk of radicalisation and;
- 2) No alternative or more proportionate means of dealing with the issue

Process:

- Details of subject and circumstances submitted via e-mail to LBH Prevent Lead
- Referral received and researched by Channel
- Risk assessment performed
- Referral reviewed by LBH led multi-agency panel who select appropriate intervention(s)
- Intervention implemented (i.e diversionary activity, link-in with faith group or mentor)
- Post-intervention assessment

E-LEARNING module

http://course.ncalt.com/Channel_General_Awareness

You can report concerns through your local policing teams, Safer Schools Officers or other Safeguarding procedures

Home Office website : www.homeoffice.gov.uk/counter-terrorism

Metropolitan Police Service website: www.met.police.uk

Sources CONTEST (version 3) July 2011, Prevent Strategy June 2011, Channel Guidance Manual 2010

Some Vulnerability factors



A graphic from a police guide for school staff showing possible indicators of 'radicalisation'. [SOURCE: ACPO]

Research shows that indicators of vulnerability can include:

- Identity Crisis - Distance from cultural / religious heritage and uncomfortable with their place in the society around them;
- Personal Crisis - Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;
- Personal Circumstances - Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations - Perceptions of injustice; feeling of failure; rejection of civic life;
- Criminality - Experiences of imprisonment; poor resettlement/reintegration; previous involvement with criminal groups.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of exploitation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Articulating support for violent extremist causes or leaders;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour.

Indicators of Need Matrix [Tiers 1 - 4]

Development of the baby, child or young person

This includes the child's health, family and social relationships, including primary attachment, and emotional and behavioural development. Some of the indicators will depend on the child's age. These are guidelines to support practitioners in their decision-making. This is not intended to be a 'tick box' exercise and practitioners should use their professional judgement.

Tier 1 Children with no additional needs whose health and developmental needs can be met by universal services.

Tier 2 Children with additional needs that can be met through the provision of 'early help' - a referral to children's social care is NOT required.

Tier 3 Children with complex multiple needs who need statutory and specialist services. A referral to children's social care is required.

Tier 4 Children in acute need. Require immediate referral to children's social care and/or the police.

The child's behaviour

The child engages in age appropriate activities and displays age appropriate behaviours and self-control.

The child is at risk of becoming involved in negative behaviour/ activities. For example, the child is expressing strongly held and intolerant views towards people who do not share his/her religious or political views.

The child is becoming involved in negative behaviour/ activities. For example, the child is refusing to co-operate with activities at school that challenge their religious or political views. The child is aggressive and intimidating to peers and/or adults who do not share his/her religious or political views.

The child expresses strongly held beliefs that people should be killed because they have a different view. The child is initiating verbal and sometimes physical conflict with people who do not share his/her religious or political views.

	The child is expressing verbal support for extreme views some of which may be in contradiction to British law for example, the child has from time to time espoused racist, sexist, homophobic or other prejudiced views and links these with a religion or ideology.	The child has connections to individuals or groups known to have extreme views.	The child has strong links with individuals or groups who are known to have extreme views and/or are known to have links to violent extremism. The child is thought to be involved in the activities of these groups.
The child is able to communicate with others, engages in positive social interactions and demonstrates positive behaviour in a wide variety of social situations. Child demonstrates respect for others.	The child expresses intolerant views towards peers and this leads to their being socially isolated.	The child often interacts negatively or has limited interaction with those they perceive as holding different views from themselves. They demonstrate significant lack of respect for others, for example, becoming aggressive with those that do not share their intolerant or extreme views.	Positive interaction with others is severely limited. The child has isolated themselves from peers and/or family because of their extreme and intolerant views. They glorify acts of terrorism and/or believe in conspiracy theories and perceive mainstream society as hostile to themselves. They are frequently aggressive and intimidating towards others who do not share their views or have a lifestyle they approve of.
The child engages in age appropriate use of internet, including social media.	The child is at risk of becoming involved in negative internet use that will expose them to extremist ideology. They have unsupervised access to the internet and have disclosed to adults or peers that they intend to research such ideologies. They express casual support for extremist	The child is engaged in negative and harmful behaviours associated with internet and social media use. The child is known to have viewed extremist websites and has said s/he shares some of those views but is open about this and can discuss the pros and cons or different viewpoints.	There are significant concerns that the child is being groomed for involvement in extremist activities. The child is known to have viewed extremist websites and is actively concealing internet and social media activities. They either refuse to discuss their views or make clear their support for extremist views.

	views.		
	The child expresses sympathy for ideologies closely linked to violent extremism but is open to other views or loses interest quickly.	The child expresses beliefs that extreme violence should be used against people who disrespect their beliefs and values.	The child supports people travelling to conflict zones for extremist/ violent purposes or with intent to join terrorist groups The child expresses a generalised non-specific intent to go themselves.
The child does not run away from home.	The child has run away from home on one or two occasions or not returned at the normal time. For example, there is concern that they might have been staying with friends or relatives who have extreme views.	The child persistently runs away and/or goes missing. For example, there is strong concern that they are running away in order to spend time with friends or relatives with extreme views and that they are being influenced by them	The child persistently runs away and/or goes missing and does not recognise that s/he is putting him/herself at risk. For example, s/he perceives the people with whom s/he is associating as teaching her/him the correct way to live and those who don't hold these views as deluded and/or as a threat.
Education and employment			
The child has an appropriate education and opportunities for social interaction with peers.	There is concern that the education the child is receiving does not teach them about different cultures, faiths and ideas or, if it does, is derogatory and dismissive of different faiths, cultures and ideas.	The child is being educated to hold intolerant, extremist views. They are not using public services, such as schools or youth clubs, and are only mixing with other children and adults who hold similar intolerant, extremist views.	The child is being educated by adults who are members of or have links to prescribed organisations – see link below for list of terrorist groups or organisations banned under UK law https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2

Summary of Useful resources

Guidance Documents

DfE Promoting Fundamental British values

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smc>

DfE Prevent duty guidance

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

DfE Social media guidance

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

Home Office: Prevent Duty Guidance

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Channel Guidance

[https://www.gov.uk/...data/.../Channel Duty Guidance April 2015.pdf](https://www.gov.uk/...data/.../Channel_Duty_Guidance_April_2015.pdf)

Materials for Schools

<http://www.preventforschools.org/>

www.therespectprogramme.org.uk

The Active Change Foundation

<http://www.activechangefoundation.org>

Resources for Parents

Families Against Stress and Trauma (FAST)

Guidance and information for families : <http://www.familiesmatter.org.uk/>

WBC Information

<https://wsh.wokingham.gov.uk/leadership/prevent/>