

Prevent audit list for Percy Hedley School

An audit of this nature is a useful form of evidence for inspecting bodies such as Ofsted; it is also a useful self- assessment tool for leadership teams and staff to map what they are already doing well and what could be done to improve 'good practice' further.

In the past, schools have used Community Cohesion audits in a similar way, with favourable comments from both leadership teams and Ofsted.

Appropriate members of the Senior Management Team, the Prevent Lead and a Governor who has responsibility for this area should carry out the audit; its findings should be shared with the whole staff.

The Audit is completed Termly and a record of each audit filed and kept in school.

Key:

When assessing the school's level of compliance use the following codes

Red (R): no evidence

Amber (A): partial evidence

Green (G): secure evidence

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

Evidence	Colour code	Action, when and responsibility
There is an identified strategic Prevent Lead within the school		RF
The strategic Prevent Lead understands the expectations and key priorities of PREVENT and these are embedded and explicit within safeguarding policies		Within Safeguarding and CP policy Refresher training completed June 23 Update for new legislation with Northumbria Police Dec 2023
The Senior Leadership Team have a clear understanding and commitment to the Prevent Strategy and its key objectives		Safeguarding is on SLT agenda. Head attends DSL meetings
The PREVENT agenda and its objectives are embedded within the appropriate safeguarding processes established and used in school.		Refresher training yearly.

		Included in training for all staff on induction.
2. Staff and the Governing Body have been appropriately trained according to their role		
Evidence	Colour code	Action, when and responsibility
All staff and Governors know who the Prevent Lead is in school.		Discussed within induction and information in induction pack. Training June 2023
They understand the risk of radicalisation and extremism and know how to recognise and refer children who may be at risk.		Training Sept, throughout the year for induction and June 23
There are appropriate policies, staff guidance and literature readily available to all staff on PREVENT		Safeguarding policy on wall in staff room, available on website and intranet (PHF Connect)
Staff are confident and able to provide appropriate challenge to students, parents or Governors if opinions are expressed that are contrary to fundamental British values and the promotion of community cohesion; they know who to go to and how to report concerns.		Ongoing – safeguarding team manage and support with issues as they arise Parental training within the summer term Newsletter and online safety blog. Governors have completed Prevent training/ refresher
Regular, continuous CPD updating training on PREVENT is available to the Strategic Prevent Lead and safeguarding leads where appropriate.		DSLs have all completed Gov training. Newcastle Prevent lead completed external training for all staff June 2023.
3. An appropriate reporting and referral process is in place and referrals are being managed effectively		
An appropriate internal PREVENT referral process has been developed		CPOMS using safeguarding or

		early help tags as appropriate. DSLs have completed the three modules within the Gov reporting training for Prevent to support appropriate reporting for LA's worked with.
Partner agency communication channels have been established – Local Authority Prevent Lead and the Police, are first port of call when outside agencies need to be consulted or for making a Channel referral		Strong links with Newcastle, North Tyneside and Durham Prevent. Links made as necessary with other LA's.
Evidence of notification reports and/or referrals exists in school		Via CPOMS and associated actions
Prevent notifications or referrals are managed or overseen by designated staff e.g. the Prevent Lead		Completed with MASH teams as required on direction of the Prevent leads.
A process is in place to identify, and develop 'lessons learnt'; a reflective process that will inform future action.		No recent referrals
4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion		
The school delivers a creative curriculum that helps develop critical thinking skills around the power of influence, particularly the persuasion of on-line sources and social media		PSHE curriculum mapped to include all elements of PD. PD week focused upon these areas in May.
Themes and curriculum content provides opportunities to explore and reinforce the benefits of community cohesion and the damaging effects of all extremism on the local, national and global community		Appropriate to the age and stage of the pupils. Pupil training to be delivered through Newcastle 23/24 Continued PSHE work on targeted issues and contextual issues.
		School Values PD week

<p>A range of activities are planned and delivered in both lessons and the community, that explore the choices available to young people in the 21st century and the consequences of these</p>		<p>PSHE curriculum Enrichment weeks Resilience days</p>
<p>Resources, displays and literature provide balanced information, advice and alternative views for pupils and students</p>		<p>PD week focus May 2023 Updated current issues board.</p>
<p>Pupils demonstrate in their work and relationships with others an ability to recognise diversity and the problems and possibilities inherent within this</p>		<p>Evidenced through curriculum work and enrichment. PD week Enterprise week STEAM week Careers week Online safety week</p>
<p>The school provides opportunities to explore fundamental British values, equality, difference, faiths and beliefs., through the curriculum, collective worship and interaction with the wider community</p>		<p>Secure and evidenced through Personal Development and SMSC strands. Seen within all curriculum areas. RE Sacre curriculum Assemblies Enrichment weeks Resilience days</p>
<p>Spiritual, Moral, Social and Cultural education is understood as a central strand in PREVENT (promoting equality, exploring difference and British values) by all staff and is addressed as suggested in the 2014 SMSC guidance (see links and supporting guidance).</p>		<p>SMSC Mark. Secure and evidenced through Personal Development and SMSC strands. Seen within all curriculum areas. RE Sacre curriculum Assemblies Enrichment weeks Resilience days</p>