

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

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What is the Prevent duty self-assessment tool for schools?

This is the second version of the Prevent self-assessment tool for further education (FE Skills), it has been revised and updated in line with the revised [Prevent Duty Guidance \(PDG\)](#) which was published in September 2023 and which comes into effect from 31st December 2023. Many of the evidential requirements within the toolkit remain the same or very similar but the assessment process follows the new structure of the PDG for ease of understanding.

The self-assessment tool involves evidence gathering against 4 distinct areas, each with specific requirements to identify what is working well and what requires development. Evidence gathering should include:

- Examining relevant organisational policies and processes

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

Providers should regularly review their self-assessment results, so that there is continuous learning, reviewing and improving of internal processes and external partnerships in a cycle of improvement. Providers should plan to go through a self-assessment process at least bi-annually or following significant structural change or organisational merger. As well as checking that there are 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 providers examine existing arrangements and collate evidence of policies actually translating into operational practice and evaluate their impact. The existence of policy alone is insufficient to meet the requirements of the [Prevent duty guidance](#).

The tool is not a comprehensive checklist and does not replace the need for settings to create their own Prevent risk assessment and action plan (see [Prevent duty guidance](#) para. 162) 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:

- evaluation
- action planning
- summary

Although an in-depth understanding of the [Prevent duty guidance](#) and the [Ofsted Education Inspection Framework](#) (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 downloadable self-assessment spreadsheet, appraise each question within the sections and outline your findings in the evidence column. Analyse your evidence against the definition statements in the Assessment Levels Grid on page 4/5 and 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, well evidenced and may be considered outstanding

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 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 performance level achieved column of the spreadsheet attachment with the single status that applies to each section. This provides an overview of safeguarding and Prevent effectiveness 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 and Action plan to improve that area.

At this final stage you may wish to discuss your findings with your Dept for Education Regional Prevent Coordinator or nominated local authority 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 setting. It can be used for strategic reporting to senior management and for prioritising future planning. The completed document can remain confidential for internal use only and is not intended for wider sharing.

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

Assessment levels grid

<u>RAG</u>	<u>Level</u>	<u>Definition</u>
RED	4 - INADEQUATE	There is no policy or practice in place &/or requirements of the Prevent Duty & 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/scale, or embedded in routine practice and are insufficient to address complex or challenging environments or incidents.

GREEN	2 – BUSINESS AS USUAL	<p>Required policy and practice are effectively embedded and staff and students are included in their development.</p> <p>Policies are detailed, applied across the organisation in all relevant areas of business and are supported by robust and transparent management and governance processes.</p>
BLUE	1 - ADVANCED	<p>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.</p> <p>There is ongoing reflection of best practice, testing of impact and effectiveness and knowledge is shared across the institution and with appropriate networks & partners.</p>