

Section 175/157: Safeguarding Self-Assessment 2025-26 – Question Bank

Introduction

Before you start your online self-assessment, please ensure you have read the

'[S175/S157: Completion Guidance](#)' as this contains important information, useful links as well as a number of [Frequently Asked Questions](#) that will help you to complete your online submission.

About Your Setting: Required Information

Full setting name:

Contact email address:

Postcode:

Contact number:

Full DfE Number:

What type of setting are you?

Nursery

Primary (LA Maintained)

Primary (Academy / Independent)

Secondary (LA Maintained)

Secondary (Academy / Independent)

Special Primary

Special Secondary

Special All Age

Higher Education College / 6th Form

Alternative Provision

All Through School

Further Education

For the following questions, please choose the closest option that best reflects your Setting:

- Lead Safeguarding Governor / Trustee: (name)
- Designated Safeguarding Lead: (name)
- Prevent Lead (name)
- Pupil / Student NOR: (Number on Roll relates to the current academic year)
- FTE Staff Employed: (Full Time Equivalent relates to the current academic year)

Within the self-assessment, after each statement / question there is an Action Planning points box (for setting use) and an Evidence (for setting use) this will enable you to add any evidence or actions that you are going to take. Anything you identify should be extracted and used to input into your action plan.

Part ONE: The School Approach

Part ONE of the self-assessment examines **how the setting approaches safeguarding, with a particular focus on leadership, governance, and partnership activity.**

It is comprised of 5 sections covering:

- Leadership and management
- Safeguarding governance
- Partnership working and training
- Early / Family Help
- Site safety

Section 1: Leadership and Management of Safeguarding

- Q1a The Designated Safeguarding Leads (DSL) are aware of the latest version of **Keeping Children Safe in Education Statutory Guidance**. Evidence is collated to show staff have received a copy of Part 1 or the condensed version of the guidance and they have confirmed they have read and understood their responsibilities.
- Q1b The requirements and responsibilities detailed in Annex C of Keeping Children Safe in Education Statutory Guidance **Keeping Children Safe in Education Statutory Guidance** relating to the role of the Designated Safeguarding Lead are in place, understood and fulfilled.
- Q1c A Deputy DSL is in place.
- Q1d The DSL (or Deputy DSL in their absence).
- Is available
 - Manages referrals
 - Works with others
 - Shares information and manages the Child Protection file
 - Raises awareness
 - Is trained, knowledgeable and skilled
 - Understands the views of children
 - Holds and shares information
- Q1e Robust staff safeguarding training records are kept which are up to date to ensure compliance.

- Q1f A comprehensive safeguarding induction is delivered to all staff.
- Q1g The website includes the current safeguarding policy and safeguarding information.

Section 2: Safeguarding Governance

- Q2a A senior board level (or equivalent) lead is in place to take leadership responsibility for safeguarding arrangements.
- Q2b Governing bodies and proprietors are aware of Bolton's local multi-agency safeguarding arrangements <https://www.boltonsafeguardingchildren.org.uk/>.
- Q2c Governing bodies and proprietors ensure that policies required by law are in place, have been approved and are working well.
- Q2d There is regular communication to the Governing Body / Trustees about safeguarding matters and reports of activity. This enables them to quality and assure, scrutinise the impact of safeguarding help and support to children and offer challenge.
- Q2e All governors and trustees have received appropriate safeguarding and child protection training at induction (including online) which is regularly updated.
- Q2f The governing body and proprietors ensure appropriate filtering and monitoring systems are in place and they regularly review their effectiveness.

Section 3: Partnership Working and Training

- Q3a The DSL receives safeguarding and child protection training every two years.
- Q3b All staff have undertaken safeguarding and child protection training (including online safety). The training is updated every three years as a minimum. In addition, they receive regular safeguarding and child protection updates at least on an annual basis, including online safety (for example, via email, e-bulletins, staff meetings).
- Q3c In line with Working Together to Safeguard Children 2023 and the DfE Information sharing Guidance appropriate information is shared with those that need it. It is recognised that this is vital in identifying and tackling all forms of abuse and neglect. You ensure relevant staff have due regard to the data protection principles, which allow them to share information.

[Working Together to Safeguard Children - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

DfE Information sharing advice for safeguarding practitioners providing safeguarding services for children, young people, parents, and carers (publishing.service.gov.uk)
- <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

- Q3d There are nominated staff with up to date Paediatric First Aid Training and you have first aid kits which meet requirements under the Health and Safety Act 1974. The following statutory policies are in place - Health and Safety and supporting pupils with medical conditions.
- Q3e You are aware of **Working Together 2023** and fulfil your role by working in partnership with key agencies to manage and reduce risk. You maintain regular contact with agencies, as appropriate, such as the Local Authority, Health, and Police.
- Q3f Open and honest relationships are encouraged with parents / carers. You work in partnership with parents / carers to support them to safeguard their child. Parents / carers are informed of any concerns about their child's welfare, and any action taken to safeguard and promote the child's welfare, providing this does not compromise the child's safety.

Section 4: Family / Early Help

- Q4a You have effective arrangements in place to offer Family/Early Help to ensure you are compliant with statutory guidance - Working Together to Safeguard Children and Keeping Children Safe in Education along with the local thresholds document (Framework for Action).
- Q4b Family/Early Help assessments are undertaken to assess a range of needs i.e. behaviour, neglect, attendance and SEN. The assessment takes a holistic view of the child, and their family including those with parental responsibility.
- Q4c When a Family/Early Help Assessment has been undertaken this is co-ordinated and support is provided as part of a plan to improve outcomes. There is good ongoing communication, through regular meetings between the family and practitioners.
- Q4d The Early Help Portal is being used, and all copies of Family / Early Help assessments and reviews are shared with the family.
- Q4e Prevention work includes a variety of early Interventions for example, 1:1 support and pastoral support.
- Q4f When a child has been identified at risk of permanent exclusion leaders can demonstrate that the Framework for Action thresholds have been followed that would ensure all avenues have been explored before a decision is made (Pre-16 provision).

Section 5: Safety and Supervision

- Q5a A competent person is appointed to ensure the setting meets their health and safety duties.

- Q5b A health and safety policy is in place that includes how the setting will establish, monitor, and review its measures to meet satisfactory health and safety standards.
- Q5c Clear and visible system / procedure for the safe handover of pupils to the authorised parent / carer at the end of the school day are in place, where required (please select 'N/A' if you are a secondary or further education setting).
- Q5d Reasonable force is only used in line with statutory expectations, and all incidents of restraint are appropriately recorded and reviewed. The risks of using reasonable force in response to incidents involving pupils with SEN or disabilities or with medical conditions, are considered carefully and the setting are satisfied that they recognise the additional vulnerability of these groups. Use of reasonable force in schools - <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Q5e The use of transport, bus companies, taxis, and escorts (this includes for use on trips), is risk assessed. *(NOT including public transport)*.
- Q5f Signing in and out procedures are in place for all visitors and contractors with information on safety / supervision made available and visible on reception. Visitors are made aware of the safeguarding arrangements and their responsibilities while on the premises.
- Q5g A robust policy is in place for frequent visitors / contractors.
- Q5h All attempts are made to gain more than one emergency contact number for each pupil or student.
- Q5i Parental responsibility, plus any legal order and care arrangements that may be in place are known.
- Q5j Risk assessments are in place to identify measures to control risks and reduce risks during activities, trips, and visits.
- Q5k When the premises are used for non-school/college activities, assurance is sought that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed).
- Q5l When organising work experience placements, you ensure that the placement provider has policies and procedures in place to protect children from harm.
- Q5m Arranging Alternative provision guidance is being followed. When pupils are engaged in off-site educational provision, this is overseen and reviewed with robust records kept, including evidence of reassurances that their recruitment of staff and the safeguarding of pupils in the provision is checked and addressed at regular intervals. you ensure that the provider has completed appropriate safeguarding and health and safety checks in line with the Non-school alternative provision national standards. [Non-school alternative provision: voluntary national standards Annex A p 25](#).

[Arranging Alternative Provision - guide for LAs and schools](#)

Part TWO: Effective Safeguarding

Part TWO of the self-assessment examines **how the school / college strives to achieve best practice through effective safeguarding.**

It is comprised of 5 sections covering:

- Policy, procedures, and recording
- Promoting the welfare of pupils and lived experience
- Safer Working Practices
- Safeguarding and the curriculum
- Online safety

Section 6: Policy, Procedures and Recording

- Q6a All statutory policies and procedures are in place, they have been reviewed and are up to date.
Maintained schools' governance guide - <https://www.gov.uk/guidance/governance-in-maintained-schools/statutory-policies-for-maintained-schools>
Academy trust governance guide - <https://www.gov.uk/guidance/-governance-in-academy-trusts/statutory-policies-for-trusts>.
- Q6b A Safeguarding and Child Protection Policy in place which is reviewed annually. Staff have signed to confirm they have received, read, and understood the policy; a log is kept of this activity.
- Q6c When a child protection concern has been identified, contact is made with the Integrated Front Door (IFD) in a prompt and timely manner. This is followed up where necessary within 24hrs. Where there is an immediate risk of harm, the police are contacted.
- Q6d Recommended national GDPR (General Data Protection Act 2018) and the Information Sharing Guidance 2024 are being followed to share and retain Child Protection / Safeguarding records on a child.

- Q6e Safety plans / risk management plans are put in place or will be implemented for individual children when risks have been identified i.e. suicide / self-harm, harmful sexualised behaviour, violence.
- Q6f It is recognised that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The Safeguarding and Child Protection Policy reflect the fact that additional barriers can exist when identifying abuse and neglect in this group of children.
- Q6g All concerns, discussions and decisions made, and the reasons for those decisions, are recorded. Records are stored securely and they are clear, factual and succinct. Evidence is recorded where referrals are made and advice has been sought from external agencies, which includes step up / step down preventative and social care partners.
- Q6h Where challenge and escalation is needed this is compliant with local processes and is completed in a timely manner. This is recorded.
[Bolton Safeguarding Children challenge and escalation process](#)
- Q6i When children leave, the child protection file is transferred to the new school or college as soon as possible but transferred separately and securely from the main pupil file (five days for an in-year transfer or within first five days of start of new term).
- Q6j An up-to-date medicines / administering of medicines policy is in place which is made available to parents / carers. Arrangements are in place to review any significant incidents relating to medication.
- Q6k Individual health care plans are in place for children/ young people with health needs and these are regularly reviewed. This includes Intimate care.
- Q6l A behaviour policy is in place, which includes measures to prevent bullying (including cyber bullying, prejudice-based and discriminatory bullying). This policy is displayed on the school's website and is known to all staff, non-teaching staff and families.

Section 7: Promoting the Welfare of Pupils and Understanding their Lived Experience

- Q7a A system is in place to ensure the DSL is aware of children/young people at each threshold according to the [Framework for Action](#).
- There is evidence of regular internal safeguarding meetings which allow for discussion, reflection and reviews of these children/young people.
- Q7b Clear systems and processes are in place for identifying possible mental health problems. Children and young people are supported, and they are signposted to support services such as [Kooth](#) and other local / national services detailed on [Be Kind To My Mind](#).

- Q7g Where there is a safeguarding concern, action is taken to ensure the child's wishes and feelings are taken into account. Direct work with the children - such as "A Day in the Life". Where appropriate children/young people are invited to meetings about them.
- Q7h There is consideration of your duties under the Equality Act 2010 in relation to making reasonable adjustments, being non-discriminatory and the Public Sector Equality Duty. You have in place a Disability Equality information and objectives statement along with Special Education Needs Policy. The setting operates inclusive anti-racist, anti-oppressive, non-discriminatory practice.

All aspects of children and young people's identities are taken into account, with careful consideration of how these may intersect to influence their risk and vulnerability. The impact of race, culture, and ethnicity on children, young people, and their families is acknowledged, explored, and meaningfully integrated into practice.

It's Silent; Race, racism and safeguarding children

- Q7c An allocated Senior Mental Health Lead is in place who has accessed the appropriate training.
- Q7d The lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing is understood and responded to, to help promote educational outcomes.
- Q7e There is evidence of planning positive and proactive support, for instance through drawing up individual support or behaviour plans and agreeing these with the parents and carers.
- Q7f It is recognised that the voice of the child and being aware of the child's daily lived experience is paramount in relation to Safeguarding.

There are systems and opportunities in place for children to raise concerns, express their views and give feedback. Pupil and parent voice are sought i.e. anti-bullying, feeling safe and staying safe online.

Section 8: Safer Working Practices

- Q8a There is a policy and system in place for safer recruitment which is followed and recorded. This is reviewed and updated as required. There is a staff capability, discipline, and grievance policy in place.
- Q8b A member of staff is in place who has attended Safer Recruitment training; and they are part of the recruitment process. Their training is regularly updated (recommend every three years).

- Q8c A Single Central Record (SCR) is in place with a nominated member of staff who is the custodian of the records. The SCR is reviewed at least termly to input updates and check compliances with all DfE / Ofsted current requirements. The SCR is checked and verified. Governance is provided with the reassurance that this activity takes place.
- Q8d A member of the Governance Board (usually the Chair) is nominated to liaise with the Local Authority (LA) and / or partner agencies in the event of allegations of abuse made against the Head Teacher or Principal.
- Q8e All staff are aware of the whistle blowing policy and understand the role of the Local Authority Designated Officer (LADO). First steps are displayed, and procedures known by staff volunteers and governance.
- Q8f The Senior Leadership Team are familiar with allegations procedures and know how and when to refer to the LADO. Low level concerns are also recorded to identify themes and trends.
- Q8g A staff behaviour policy (sometimes called a code of conduct) is in place and amongst other things, includes safer working practices, low-level concerns, allegations against staff, plus acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media.

This is known by all staff and those who regularly come to the setting. All staff have signed to confirm that they have read and understood the code of conduct.

- Q8h When staff are dismissed or removed due to safeguarding concerns or would have been had they not resigned, they are referred to the DBS and Teachers Regulation Agency.
- Q8i Recruitment and selection processes are regularly reviewed to ensure they are in line with DfE KCSiE guidance. DBS checks are rigorous including overseas checks. References are pursued and retained. There are other measures in place including the use of declarations and risk assessments. There is a clear and accessible system for monitoring and recording recruitment outcomes, for short listed candidates.
- Q8j Section 128 checks for those in management positions take place which includes governors. These are evidenced in the SCR and personnel files.
- Q8k Where there are allegations regarding individuals or organisations using the premises for the purposes of running activities for children, safeguarding policies and procedures are followed, including informing the LADO.
- Q8l Volunteers receive the following (tick all that apply)
- ☐ We do not have any volunteers (move to next question Q8m)
 - ☐ A DBS check
 - ☐ A Safeguarding and Child Protection Induction
 - ☐ A copy of the Safeguarding and Child Protection Policy at Induction and at the start of each year
 - ☐ Relevant policies and information regarding safer working practices

Q8m Supply Staff (tick all that apply)

We do not use supply staff (move to Q9)

Confirmation that safer recruitment and DBS checks have been undertaken

Confirmation that safeguarding training has been undertaken. Including Prevent.

Receive a Safeguarding and Child Protection Induction

Are asked to read The Safeguarding and Child Protection Policy

Are provided with relevant policies and information regarding staff code of conduct and the 'first steps' are provided.

Section 9: Safeguarding and The Curriculum

- Q9a Learning opportunities in the curriculum are used to teach children and young people about safeguarding and keeping themselves safe, this includes the statutory requirements for effective delivery of RHE and RSHE for example: Online safety, prevent, child criminal exploitation (CCE), female genital mutilation (FGM), bullying, child sexual exploitation (CSE), sexual relationships, hate incidents, wellbeing, the dangers of risk taking behaviours, resilience, self-confidence, consent and healthy relationships. Relevant to the needs, age and understanding you can demonstrate a commitment to RHE / RSHE as part of a whole setting approach.
- Q9b Pupils / students clearly understand who a trusted adult is, how this applies in and out of school/college, and know who they can share worries or concerns with.
- Q9c Pupils / students are taught how to keep safe through the personal development that takes place in the setting. Pupils / students have been informed how to report concerns when they are both in and out of the setting.

Section 10: Online Safety

- Q10a A whole setting approach to online safety is in place, which protects and educates pupils and staff on their use of technology. Early indicators of unhealthy, problematic use of the online environment (including social media) is identified and acted upon.
- Q10b Filtering and monitoring systems are in place that promote the welfare of pupils and protect their exposure to online risks through your ICT systems.
- Q10c The filtering and monitoring measures have been reviewed to ensure the safe and responsible use of generative AI tools. The safe use of generative AI is embedded in the school's filtering/monitoring and acceptable user policies. [Generative AI: product safety expectations - GOV.UK](#)
- Q10d Any online safety alerts received are responded to.

Q10e An annual review of the approach to online safety is carried out which is supported by an annual risk assessment that considers and reflects the risks children face.

Audit - <https://lgfl.net/TypesOfHarm/OnlineSafetyAudit>
Template Online Risk assessment 360 Safe - <https://360safe.org.uk/overview/template-online-risk-assessment/>

Q10f An Online Safety Policy is in place that applies to both pupils and staff that sets out the settings approach to online safety including expectations and acceptable use. This is reflected in the Safeguarding and Child Protection Policy.

Q10g All staff receive appropriate online safety training on induction, which is regularly updated. This includes filtering and monitoring.

Q10h All staff receive appropriate online safety training on induction, which is regularly updated. This includes filtering and monitoring.

Q10i An effective whole school approach to pupil's and staff mobile devices including smart watches is in place during the school/college day. This is clearly documented and has been shared with parents and pupils.

Mobile phones in schools - GOV.UK

Part THREE: Specific Safeguarding Issues

Part THREE of the self-assessment examines how the school / college approaches a number of specific safeguarding issues.

It is comprised of 7 sections covering:

- Children Absent and Severely Absent from Education
- Looked after Children, Children with a Social Worker, and Private Fostering
- Elective Home Education
- Intra-familial harm
- Extra-familial harm/ Harm outside the home
- Child on child abuse
- Extremism and Radicalisation

Section 11: Children Absent and Severely Absent from Education

Q11a Attendance is monitored and any concerns are picked up early. Daily processes are in place to follow up absence. Systems are in place to identify and support pupils and parents to understand reasons for absence, whilst committing to a whole setting culture that promotes the benefits of good attendance. National and local procedures are followed when children are persistently not in school. For example, an Early Help Assessment will be offered or when children with a child protection plan or Looked After Children (living at home), are absent contact is made with the Early Intervention Service to conduct a home visit.

- Q12f The Virtual School are made aware of any CLA who are at risk of exclusion and is notified of any suspension as soon as possible.
- Q11b Relevant enquiries are made where children move out of the area, go abroad or when families arrive from another area to obtain a place. The Missing Education Procedures are known, duties are complied with, and the Children Missing Education (CME) Officer contacted.
- Q11c You know about and use (when required) [Children Missing Education 2024](#) and this informs your safeguarding CME Policy, Practice and Procedures.
- Q11d An up-to date attendance policy is in place that reflects the statutory requirements in Working together to Improve School Attendance - <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>
- Data driven monitoring is being used to improve school attendance. The DfE View Your Education Data (VYED) portal is being accessed to run Attendance Summary reports and Similar Schools reports.

Section 12: Children Looked After, Children with a Social Worker and Private Fostering

- Q12a Where involved, Social Workers are invited to Education, Health and Care Plan (EHCP) meetings / reviews. (Only mark N/A if you have no CLA/CP/CIN).
- Q12b Children Looked After (CLA) or previously Looked After Children are known along with their legal status. (Only mark N/A if you have no CLA/CP/CIN).
- Q12c A trained Designated Teacher is in place who has qualified teacher status and is responsible for the educational achievement and care of CLA pupils and previously CLA. You are aware of the Virtual School Team and their contact details.
- [The designated teacher for looked-after and previously looked-after children](#)
- Q12d Personal Education Plans (PEPs) are completed that are high quality, with SMART targets. These are monitored, tracked and reviewed termly. (Only mark N/A if you have no CLA)
- Q12e Where children are being cared for by friends, neighbours or extended family for more than 28 days, staff are aware of the procedures for private fostering and these arrangements are followed. [Private Fostering - Bolton Safeguarding Children](#)
- Q12g The educational outcomes for children with a social worker, CLA or previous CLA are tracked, monitored and recorded. The impact of interventions are clearly evidenced. You maintain a culture of high aspirations for these children.

Section 13: Elective Home Education

- Q13a Every effort is made to keep parent / carers engaged and all efforts to keep the child in school are exhausted where it is believed that home education would be unsuitable or unsafe. (Only mark N/A if you have had no children go EHE).
- Q13b You have followed the Local Authority procedure and completed the registration form together with the parental intention to home educate and returned this to LA for all cases where a pupil has been withdrawn to EHE.
- Details of current or previous social care involvement have been included and the EHE Officer has been notified of any current safeguarding concerns. (Only mark N/A if you have had no children go EHE).
- Q13c If a Family/Early Help Assessment is in place for a family moving to Elective Home Education, an alternative lead professional has been identified, and the Early/family help has been handed over or closed depending on family's wishes. (Only mark N/A if you have had no children go EHE)

Section 14: Intra-familial Harm

- Q14a All staff including governors and volunteers know about the mandatory reporting of **Female Genital Mutilation (FGM) 2015**.
- Q14b Action is taken where signs of neglect are emerging. This may include starting an Early Family Help Assessment.
- Q14c Signs and indicators of sexual abuse are recognised, and proactive and effective responses take place to protect children, even when the abuse is not disclosed.
The Child Safeguarding Practice Review Panel - I wanted them all to notice
- Signs and indicators: A template for identifying and recording concerns of child sexual abuse**
- Q14d All families are informed of Operation Encompass arrangements. They are regularly reminded that Operation Encompass notifications are received and that you have a responsibility to offer help and support (this could be information on the website, displayed in the setting, newsletters etc).
- Q14e The Operation Encompass email is checked throughout the day (during term time) and information is shared with relevant staff who need this to support the child / young person. Action is taken when the pupil is absent following an Encompass notification.
- Q14f Early indicators of pupils experiencing domestic abuse are identified and acted upon, in accordance with local safeguarding thresholds. The child and families are provided with additional support.
- Q14g Early indicators of pupils experiencing domestic abuse are identified and acted upon, in

accordance with local safeguarding thresholds. The child and families are provided with additional support. [Online Key Adult Training](#)

Section 15: Extra-familial Harm / Harm Outside the Home

- Q15a Staff have accessed additional training and learning in relation to key areas of Extra-familial Harm i.e. exploitation, forced marriage, county lines.
- Q15b Staff have good working knowledge of the guidance, regulations and statutory requirements or specific areas of harm, to recognise indicators and vulnerabilities. Action is taken when pupils are at risk or there are indicators.
- Q15c You are aware of the safeguarding procedures when children go missing and follow these.
- Q15d Additional training and learning have been accessed in relation to key areas of serious youth violence i.e. young people being involved in or affected by violence, knives and weapons, robbery, physical and sexual assault.

Section 16: Child on Child Harm

- Q16a The DSL / DDSL is aware of and understands the current government guidance on managing sexual violence and harassment in schools and colleges. All allegations are treated seriously and addressed in line with the guidance, for example, contacting the police and the IFD where required.
- Q16b The Safeguarding and Child Protection Policy include details of child-on-child abuse including sexually harmful behaviour. The policy reflects the different forms child on child abuse can take and the culture of your setting is that abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. The policy sets out 'how you will respond to allegations'. You have clear sanctions and offer support to both victims and the pupil.
- Q16c All staff (including teaching and non-teaching) have received training and updates to develop an awareness and understanding of the difference between healthy, problematic, and harmful behaviours in the context of promoting a safe and secure environment. All staff understand the need to challenge.
- Q16d Data reporting systems are in place to evidence and analyse incidents i.e. bullying, sexually harmful behaviour, E-safety, racist or homophobic incidents. This is used to identify patterns, trends and hotspots and includes strategies and models to prevent and intervene.

Section 17: Extremism and Radicalisation

- Q17a All staff are aware of the [Prevent Duty Guidance for Schools 2023](#) and the Prevent Strategy and its objectives [Prevent Strategy 2011](#).
- Q17b The setting understands the risks of radicalisation and extremism and know how to recognise and refer pupils who may be vulnerable.
- Q17c There is a clear awareness of roles and responsibilities regarding Prevent and these are contained in the Safeguarding and Child Protection Policy.
- Q17d Education is delivered to pupils that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.
- Q17e An allocated senior Designated Lead for Prevent is in place, and referrals are made to channel where appropriate. You are aware of the contact details of the Bolton Prevent Team should specialist advice need to be sought.
- Q17f There is an IT Acceptable Use Policy for both staff and pupils that prevents access to illegal or harmful content.
- Q17g British values are promoted, and staff are able to provide appropriate challenge to pupils, parents, or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion.
- Q17h A range of initiatives and activities take place that promote the spiritual, moral, social and emotional needs of pupils aimed at protecting them from radicalisation and extremist influences. This can include influence related to Right Wing, Left Wing, International, Incel and Environmental or Animal Rights Movements.
- Q17i You have completed a Prevent Risk Assessment [Prevent Duty Risk Assessment Templates - GOV.UK](#)

Please remember to print and save a copy of the self-assessment audit for your records before pressing 'Submit'.

You will find instructions on how to do this in the S175/S157: Audit Completion Guidance