

Early Years PREVENT Risk assessment template

Prevent Lead:	Risk assessment completed by:	Date:	Review Date:

All settings are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The aim of Prevent is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism.

Settings are required to take a risk-based approach to the Prevent. This document demonstrates our awareness of the specific risks of extremism and radicalisation in our setting and our area.

Terrorism is action that endangers / causes serious violence to a person/people; causes serious damage to property; or seriously interferes with / disrupts an electronic system.

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism isn't exclusive to any section of society and can take many forms.

Radicalisation is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Staff are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Settings and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance [Working together to safeguard children](#) (DfE, 2023).

Designated Safeguarding Leads and other senior leaders (including owners) should familiarise themselves with the Prevent Duty guidance especially [Prevent duty guidance](#), page 33, which is specifically concerned with settings.

Settings should also consider the appropriateness of any filtering and monitoring systems.

This template can be adapted to reflect the specific context of your setting. Included are some examples of possible risks and prompts for actions you may already be taking, although this is not exhaustive or specific.

Early Years PREVENT Risk assessment template

UK current threat level:	National information:	Eastern regional information/emerging vulnerabilities:
SUBSTANTIAL – meaning an attack is considered likely	The primary threat nationally is from Islamist Extremist Groups, whilst an attack from individuals with an Extreme Far Right mindset/ideology remains a realistic possibility.	<ul style="list-style-type: none"> 20% decrease in referrals regionally between Q1 and Q2 (April to June / July to September 2024) <p>Referrals from Education</p> <p>Regional data:</p> <ul style="list-style-type: none"> Education is the highest referring agency to Prevent majority of cases deemed to have no ideology identified Channel Panel (regional data) - ERW is most prevalent theme in Channel Panel <p>Essex data:</p> <ul style="list-style-type: none"> Highest number of referrals from Education (20) Majority of referrals were for MUU ideology 44% cases (at various stages in the process) for under 18-year-olds / 30% for 18–24-year-olds

Training/Updates	Who and When	Next steps

Early Years PREVENT Risk assessment template

Requirements	Rating High/medium/low	Current Risk/concerns	Current risk mitigation	Next steps by whom/when
<p>Leaders/Managers (including owners) are trained and aware of their responsibilities under the Prevent Duty.</p> <p>A Designated Safeguarding Lead (DSL) is appointed for the setting, and they have a clear understanding of their duty regarding the Prevent Duty</p>		<p>For example:</p> <ul style="list-style-type: none"> ❖ Staff new to role ❖ Staff new to setting. ❖ New management structure ❖ Training is out of date. ❖ Leaders do not promote the importance of the Prevent duty. ❖ DSL is not aware of their duty 	<p>For example:</p> <ul style="list-style-type: none"> ▪ Training is up to date (Prevent/Safeguarding) ▪ Staff are aware of the national/regional and local threats. ▪ Prevent updates have been acted upon ▪ Effective induction processes both to role and to setting. 	
<p>The Designated Safeguarding Lead / Prevent Lead has access to up-to-date risk information about extremism and terrorism (and other important local community risk issues) that may affect children/families or the setting.</p>		<p>For example:</p> <ul style="list-style-type: none"> ❖ Updates are not available. ❖ DSL is unaware of/does not act on information 	<p>For example:</p> <ul style="list-style-type: none"> ▪ Updates are attended and a record kept. ▪ Information is used to update risk assessments and inform decision making 	
<p>Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to identify those who may be vulnerable to radicalisation and know what to do when such concerns</p>		<p>For example:</p> <ul style="list-style-type: none"> ❖ Training is incomplete and out of date. ❖ New staff to the setting 	<p>For example:</p> <ul style="list-style-type: none"> ▪ Training is up to date including the DfE online training, current updates / trends and staff understand current risks. 	

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are identified. Staff understand the risks to children and families they work with.			<ul style="list-style-type: none"> ▪ DSL / Prevent Lead has highlighted to staff signs and indicators of radicalisation. ▪ Training is broad, not just face-to-face online e.g. through bulletins, notices, briefings etc. ▪ Training is quality assured and reviewed. ▪ Trustees and managers are included in any training. ▪ A record is kept of all training. ▪ Training is regularly updated. 	
<p>The provider / settings DSL and any deputies have access to and are aware of local procedures for making a Prevent referral. This is reflected in the settings Safeguarding Policy.</p> <p>Staff share information with relevant partners in a timely manner.</p>		<p>For example:</p> <ul style="list-style-type: none"> ❖ Staff unaware of channels for referrals ❖ Staff do not / are unaware of the need share to relevant information. ❖ The culture and environment are not open and positive. 	<p>For example:</p> <ul style="list-style-type: none"> ▪ Referral procedures clear in relevant policies and are followed appropriately. ▪ Families and children are identified for Early Help 	
The provider / setting has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police.		<p>For example:</p> <ul style="list-style-type: none"> ❖ Staff unaware of channels for information 	<p>For example:</p> <ul style="list-style-type: none"> ▪ Staff aware of and use all relevant professional bodies in order to remain up to date and with relation to referrals. 	

Early Years PREVENT Risk assessment template

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The provider / setting has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.		For example: <ul style="list-style-type: none"> ❖ Visitors deliver potentially damaging information 	For example: <ul style="list-style-type: none"> ▪ The materials that visiting speakers deliver are discussed and approved prior to their visit 	
There is an effective due diligence process on the use of provider / setting premises and facilities by outside agencies and groups.		For example: <ul style="list-style-type: none"> ❖ Setting unaware of the practises and policies of groups using their facilities. 	For example: <ul style="list-style-type: none"> ▪ Thorough and effective lettings and hiring agreements are in place. 	
The setting has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these.		For example: <ul style="list-style-type: none"> ❖ Setting has no lockdown/evacuation/invacuation procedures. 	For example: <ul style="list-style-type: none"> ▪ Policies and procedures are in place, staff and children are aware and they have been practised. 	
The provider / setting has appropriate filtering and monitoring systems in place. Children and staff are kept safe from accessing inappropriate content.		For example: <ul style="list-style-type: none"> ❖ SLT are unaware of systems in setting for Filtering and Monitoring ❖ Staff and children can access extremist materials. 	For example: <ul style="list-style-type: none"> ▪ Filtering and monitoring guidance and policies ▪ Annual review/records of checks ▪ Leaders aware of filtering and monitoring responsibilities ▪ Remote access ▪ If appropriate - ICT providers for settings are members of the Internet 	

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			Watch Foundation Counter-terrorism Internet Referral Unit list (CTIRU)	
The provider / setting delivers the EYFS curriculum that builds resilience and promotes positive relationships free from intolerance and prejudice		<ul style="list-style-type: none"> ❖ Curriculum is not fit for purpose. ❖ Children are exposed to intolerant beliefs and views. ❖ Environment does not allow the building of positive relationships 	<ul style="list-style-type: none"> • Curriculum promotes right from wrong and children who learn to listen and share, know about similarities and differences between themselves and others. • Teaching is monitored through observations; learning journal checks and is quality assured. • The providers promote British Values. 	
The provider / setting proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated.		<p>For example:</p> <ul style="list-style-type: none"> ❖ Parents are not challenged about mis-use of technology / social media ❖ Support and guidance is not provided 	<p>For example:</p> <ul style="list-style-type: none"> ▪ Signposting for parents on website / newsletters ▪ Parental awareness sessions including an understanding of triggers and risks with regards to radicalisation. 	

Role	Signature:	Date
Designated Safeguarding Lead / Manager /Proprietor		
Prevent Lead		

Early Years PREVENT Risk assessment template

Committee members / manager		
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