

Prevent risk assessment for schools					EARLY YEARS	
Person completing: Lindsay Wood - DSL and		Prevent Lead	Date Implemented: September 2025		Date for review: September 2026	
A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Providers may choose to have a specific separate risk assessment to better communicate to staff and document actions taken to mitigate any risks. The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, type of provision, size and phase of education. This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident. Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups. "Extremism is 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas" (HM Government Prevent Strategy 2011) Since the publication of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, pupils and families from violent extremism. There have been attempts to radicalise vulnerable children and pupils to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.						

National Risks – risk of radicalisation							
What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation							
Risk 1 - Groups formed of extreme Right-Wing terrorists or domestic terrorism linked to Islamic ideology committing acts of violence or making threats.	Risk 2 - Terrorist groups recruiting individuals to join their groups and share their views.	Risk 3 - Exposure and information sharing (propaganda) through social media and on line radicalisation. Encouraging susceptible people to commit or support acts of violence.	Risk 4 Greater number if terrorist acts being committed. Higher number of individuals with extreme views and beliefs and no tolerance for diversity.				
Local Risks – risk of radicalisation in your local area and setting.							
What specific local risks are you aware of that could impact to your area, setting, students or families? E.g. local extremist activity (groups active in the area)							
Risk 1 - Children being exposed to and being susceptible to ideological ideas and influences through family contacts or external influences of social media, online interactions and video viewing.	Risk 2 - Children and or families basing their views in line with those of extreme Right-Wing ideologies.	Risk 3 - Children taking part in or being exposed to terrorist extreme Right-Wing activities.	Risk 4 - Children's families becoming members of extreme Right-Wing groups.				

Leadership and Partnership								
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	<i>What is the risk here?</i> The Preschool/ school does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	<i>What are the hazards?</i> Leaders (including governors) within the school do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	<i>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</i> - Prevent training/briefing for staff (including SLT) and governors is completed on induction and updated regularly. - DSL/DDSL training is completed annually through county and the Policing team which includes updates relating to Prevent (e-learning). Information is shared with staff through training and weekly memos as needed. - Staff provided with County 7 minute update on Prevent. - DSL and SLT aware of Statutory document. - Guidance for reference available on the school network system.		<i>What does your institution need to further action to address the identified risk(s)?</i>			Prevent e-learning Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/

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Leadership		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, or ensure that all staff have sufficient understanding and capability to implement the duty effectively.	- Lead governor for safeguarding/Prevent lead meets regularly with DSL to monitor. - All leaders are aware of and have read the guidance which is available for reference on the school system.					
		Leaders do not communicate and promote the importance of the duty.	- The school ensures sufficient leadership ownership – risk assessments, safeguarding policies, etc. are reviewed as per cycle and are signed off by SLT/ Governors and are shared with all staff. - All staff trained in Prevent as part of Child Protection / Safeguarding training process. - Staff and other adults working with children are challenged if opinions or language expressed are contrary to community cohesion or 'British values'. - Staff are able to challenge children, parents or governors if opinions expressed are contrary to community cohesion or 'British values'. - Staff are aware of local factor i.e. political views etc. which might have an influence on children.					
		Leaders do not drive an effective safeguarding culture across the school.	- DSL and Leadership have clear understanding of reporting and referral mechanisms. - Referral process and forms are held on the school network. - Knowledge is updated through updates from the Government and through training.					
		Leaders do not provide a safe environment in which children can learn.	- DSL/ Headteacher ensures that all safeguarding policies and related policies are shared with staff at least annually and when amendments are made during the academic year. - staff sign to confirm they have read such policies. - Reminders and understanding checks are made during the year and in training. - Checks of the Early Years environment are completed through learning walks, pupil interviews and observations. These are also used as school evaluation and reflection for identifying priorities and continuous school improvement. - Visual presence of Preschool lead, Senior leaders and DSL around the Early Years environment.					
Working in Partnership	The Preschool/ school is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.	The Preschool/ school does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team, Local Early Years services or parents/carers.	The Preschool/ school has a partnerships with: • Local County Safeguarding Team • DSL network meetings/ Headteacher briefings including safeguarding board • LADO • Community Support Officers • Contact information for Police Prevent Team • Contact information for Channel panel • County Child and family support services • Other local schools in the pyramid • Child and parents and other family members • Local Early Years services - We communicate regularly with statutory partners and agencies regarding a range of concerns. - All staff are aware that concerns are reported to the DSL and or Deputies. - We have an appropriate internal referral process in place for all child protection matters including extremism and the DSL is aware of how to expedite concerns to other agencies.					Prevent duty guidance Outlines the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#%c-a-risk-based-approach-to-the-prevent-duty Understanding channel An overview of channel support and the Prevent Multi-Agency Panels (PMAP). https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance Sign-up for Educate Against Hate newsletter Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac

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		The Preschool/ school does not keep up to date with local and national issues and is not aware of good practice.	School have the following established links: - Regular attendance at termly network DSL, CLA meetings, boards or forums - School is in receipt of newsletters and updates from county. - DSL completes annual training through the national college - information is shared through staff training.					
Capabilities								
Staff training	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	- DSL as Prevent lead completes all training requirements including Gov e-learning, any training through County and training conferences delivered by the Police. - Training is delivered to all staff and governors through annual training, via staff updates on the weekly memo, safeguarding display, emails and 7 minute update poster. - Staff complete on line training in induction which is updated on a training cycle or when the need arises. - Staff have completed channel training. - DSL/DDSL non teaching and therefore available to discuss any issues with staff. Staff make logs on CPOMs which all DSL and DDSLs are alerted immediately.					Prevent e-learning Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/ Prevent resources, guidance and support The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com
		Frontline staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences. Staff do not access Prevent training or refresher training.	- DSL ensures that all staff have Prevent training which includes focus on risks, signs, reporting and sharing information and what the referral process involves. - Risk assessment and all related safeguarding documents are shared with all staff and Governors. - DSL maintains a training log and signature sheet for staff signing to confirm documents have been read. - Refresher training is completed. - DSL/ DDSL receive support from local partnerships and notifications to any DFE document guidance which has been updated. Support and advice can also be gained through network meetings and from other schools in the pyramid.					
	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	The Preschool and school has a culture of safeguarding that supports effective arrangements to: - identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation - help children reduce their risk of harm by securing the support they need by referring in a timely way to the DSL - Preschool lead and Senior Leadership Team are aware of the 'Prevent' Strategy and its objectives as it relates to both the national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the 'Prevent' duty. - Staff development includes keeping up to date with 'British values' and the promotion of community cohesion. - Guidance and literature is available for staff on the 'Prevent duty' and local aspects of extremism and radicalization.					Resources to support information sharing The deparment has published guidance on making a Prevent referral. https://www.gov.uk/guidance/making-a-referral-to-prevent

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Information Sharing		Staff are not aware of the Prevent referral process.	The school has a culture of safeguarding that supports effective arrangements to: - help children reduce their risk of harm by securing the support they need by referring in a timely way to the DSL. - Senior Leadership Team are aware of the 'Prevent' Strategy and its objectives as it relates to both the national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the 'Prevent' duty. - Clear awareness of roles and responsibilities regarding 'Prevent' exist across the school. - A process is in place to identify and develop 'lessons learned' identified either by us or by other organisations/advisers.					
		Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing procedure.	- Appropriate whistleblowing procedures are in place and adults working with children are made aware of them. - Records are kept of incidents which are reported to the DSL for consideration and, where appropriate, are referred on to the appropriate agency.					
Reducing Permissive Environments								
Building children's resilience to radicalisation	Children are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.	The Preschool/ school does not provide a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.	- The school has a code of conduct for all staff (teaching and non-teaching staff) - The school carries out safer recruitment checks on all staff. - We have appropriate whistleblowing procedures and safeguarding policies which are known and understood by staff, regular contracted staff, volunteers and governors. - Staff and other adults working with children are challenged if opinions or language expressed are contrary to community cohesion or 'British values'. - We have appropriate filters in place which reduce the risk of children being able to access inappropriate information via the school IT system. - Established ground rules to support children sharing their ideas and opinions freely during activities. - Opportunities to promote 'British values' are clearly identified within all curriculum areas. - The Preschool/school delivers the EYFS curriculum and builds resilience by ensuring opportunities for children to learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes etc. - A safe office space/ classroom area is available where children can speak to the DSL/ Preschool Lead about any controversial or sensitive issues that need further discussion beyond the classroom environment.					Resources for having difficult classroom conversations Educate Against Hate has a range of resources to help teachers conduct difficult conversations with students. The 'Let's Discuss' teaching packs have been developed to help facilitate conversations about topics such as fundamental British values, extreme right-wing terrorism and Islamist extremism. www.educateagainsthate.com www.educateagainsthate.com/category/teachers/classroom-resources www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss
		The Preschool/ school does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of children and fundamental British values and community cohesion.	- Opportunities to promote 'British values' are clearly identified within all curriculum areas. - School has a PHSE curriculum overview to ensure curriculum coverage. - Areas of the curriculum e.g. PSHE is used for reinforcing relationships, right from wrong, differences etc.					

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		Behaviours which harm the ability of different groups and individuals to learn and work together are not challenged.	- Children are taught about respect for other cultures and gain an understanding of community and cohesion. - Opportunities are created both within the environment and the curriculum to promote the ethos and values. - Displays and other literature available in Preschool and the main school reflects and encourages diversity and community cohesion. - Whole school Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying. - Inappropriate Behaviour, language and attitudes are challenged by staff and or senior leaders. Such behaviours are logged following internal processes. - Teaching is monitored by Preschool lead and other senior leaders and curriculum leads through observations, planning checks and is quality assured. - Pupil interviews are completed by curriculum leads/ SLT and school Governors.					
IT policies	Ineffective IT policies increases the likelihood of children and staff being drawn into extremist material and narratives online. Inappropriate internet use by children is not identified or followed up.	Children can access terrorist and extremist material when accessing the school network system or internet.	- The Preschool and school has robust computing, online safety and acceptable use policies. The Online safety policy is reviewed to ensure it remains up to date and effective. - The ICT network has appropriate filters which block sites which are deemed to be inappropriate. - A member of the SLT/DSL monitors inappropriate 'flagged' usage (including emails) through Securus software. This applies to children and staff. - School has robust acceptable use procedures for both children and staff which include advice on inappropriate attempts to subvert the network. - Children are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable.					Web filtering and online safety The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent duty. https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges Further guidance is available at https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring You can test whether your internet service provider removes terrorist content at http://testfiltering.com/
		Children may distribute extremist material using the school IT network system or internet.	- Preschool uses the same school system which is monitored by Securus which is monitored. Alerts are sent through to the Headteacher and DSL at 3 levels. Alerts have to be responded to in acknowledgement of receipt. - School emails are monitored through Office 365. - All alerts are recorded on a spreadsheet log and investigated by Headteacher/DSL with outcome. - Any safeguarding or Prevent related concerns are also logged on CPOMS and any referrals completed by the DSL.					The Joint Information Systems Committee (JISC) can provide specialist advice and support to the further and higher education sectors to help providers ensure students are safe online and appropriate safeguards are in place. Teach about online extremism The 'Going Too Far!' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online https://www.educateagainsthate.com/resources/going-too-far/
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	- The designated safeguarding lead should take lead responsibility for safeguarding and child protection including online safety. - Monitoring and filtering systems are in place and regular checks completed and logged on record spreadsheet. - Safeguarding Governor completes termly monitoring checks alongside DSL.					
		Preschool/ School communications relating to extremist or terrorist materials are shared or feature on the school's website, on-line or social media platforms.	- SLT have oversight of, or administration rights for, all social media accounts/ on line platforms created by the school setting.					

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		children access extremist or terrorist materials out of the school setting.	- Curriculum lessons and activities support to equip children with the skills to stay safe online, both in school and outside. - Children are taught about the associated risks of being online and what they can do to stay safe and to report anything they are exposed to. - Parents are provided with advice and information on where they can access information and support in relation to on-line extremism and radicalisation and how to help keep their children safe on-line. Supporting documents and links are also available on the school website.					
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives which contradict 'British values'.	Leaders do not provide a safe space for children to learn.	Arrangements are made in the planning stages for where activities and visitors will be based. Office and teaching staff are aware of all arrangements made to manage site visitors, including sub-contractors for the duration of their time in school.					Political Impartiality Guidance When using external agencies, schools in England must be mindful of their existing duties regarding political impartiality and to ensure the balanced presentation of political issues. Guidance on this is available on GOV.UK. https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law
		The Preschool/ school do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	- Staff carry out due diligence checks on visitors, speakers, the organisations they represent, promote or share. - Staff seeks advice and support from partners where necessary to make an assessment of suitability. - Staff research and gathers reviews for new visitors being booked to visit Preschool/ school. - Visiting speakers are not left alone with children. - Staff are very aware that they would need to intervene if they became unhappy with the vocabulary or content being shared with children. - All relevant checks have been carried out and information is added to the SCR.					
		The Preschool/ school does not conduct any due diligence checks on the materials they may use. Extremist or terrorist related material is displayed within the setting.	- Materials to be delivered by external speakers are discussed with the speaker prior to delivery. - The appropriateness and relevance of all materials or literature are considered prior to display. - Staff concerns are discussed with the DSL before materials are used. - Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Headteacher.					
		Preschool/ School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected characteristics.	- Preschool/ School premises are not hired/ let out to groups.					