The Guidance with this section is taken directly from [How to complete a risk assessment to assess the risk of people becoming terrorists or supporting terrorism - GOV.UK](#)

The purpose of a Prevent Risk Assessment.

A risk assessment encourages settings to consider how learners may be susceptible to radicalisation into terrorism. It should allow settings to consider risks and mitigations to effectively safeguard learners from being drawn into or supporting terrorism. Settings should have proportionate and appropriate capabilities to manage risk and have a clear approach to deal with radicalisation concerns.

What to consider when conducting a risk assessment

In complying with the duty, education settings and childcare providers should demonstrate an awareness and understanding of the threat and risk in the local area, sector, or institution. This risk will vary and can change, but no area or setting is risk free.

This means being able to demonstrate:
- an understanding of the national threat picture
- a general understanding of the risks affecting children, young people, or adult learners.
- a specific understanding of local risks and the potential impact on your setting or learners
- a proportionate response to the level of threat and risk, considering the phase of education, the size and type of setting.
- While the type and scale of activity that will address the risk will differ, all settings should give consideration to it.
- Any decisions made should be proportionate to the risk of radicalisation into terrorism.

Before you begin your risk assessment, we recommend you consider:
- what awareness leaders and managers have of national, regional, and local risks
- what training staff have received to demonstrate an awareness and understanding of radicalisation risk?
- what actions leaders, managers and staff need take to protect learners from these risk
- how effectively providers collaborate with local partners including the local authority, Prevent leads, the police and community safety partnerships, and DfE regional Prevent coordinator
- how aware learners are of local risks and how to protect themselves.
- what is being done to build resilience to radicalisation including protection learners online and raising awareness of online safety?
- the actions you have taken to protect learners from radicalisation proportionate to the risk posed in your area, cohort of learners and size of institution.
- what options may be available and appropriate to take in response to local risks.

Further considerations should be made regarding <u>The UK's current terrorism threat picture</u> and <u>Information about local risks</u> further guidance on these considerations can be found [here:](#)

The Risk assessment template found below is based upon the templates found here: Prevent duty: risk assessment templates - GOV.UK

The use of these templates and the template below is not mandatory, but the guidance does refer to statutory requirements of the Prevent Duty.

This guidance should be read in conjunction with the Prevent duty guidance and the Prevent duty guidance and the safeguarding learners vulnerable to radicalisation

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This risk assessment template is for illustrative purposes only and should not be used in its entirety.

This example risk assessment found below may be used a starting point however each early year's provider will need to personalise this risk assessment to their own setting, so it is reflective of:
- the settings policies and procedures
- the local context and risk factors affecting children and young people in the local community.
- the UK's current terrorism threat picture
- the ways in which the setting will communicate and clarify procedures in place to mitigate risks to children, young people, and adult learners vulnerable to radicalisation into terrorism.

PREVENT RISK ASSESSMENT / ACTION PLAN 2024-2025- EARLY YEARS SETTINGS					Low risk
					Moderate risk
---					Major risk
Risk Area	**Hazard**	**Risk Management**	**Actions Required**	**Risk Level with Controls**	
Leadership	Leaders within the early years setting do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation and the Duty is not managed or enabled at a sufficiently senior level. The early years setting does not attach sufficient priority to	• All staff, including Leaders, Managers, Committee Members, Directors and / or Governors complete the online training provided by Home Office https://www.support-people-susceptible-to-	• Review Safeguarding Policy (in line with EYFS 2024 Working Together to safeguard Children and KCSiE24)	🟢	

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	Prevent Action plans (or does not have one) and therefore action to mitigate risks and meet the requirements of the Duty are not effective. *The Action Plan is not fully integrated with the early years settings Safeguarding policy/plans*	radicalisation.service.gov.uk/ every two years. • The Early Years setting holds a record of staff PREVENT training records. • A Safeguarding audit completed /action plan is updated at least termly, with PREVENT actions reflected upon - this monitored by the Lead DSL and Manager of the Early Years setting. • PREVENT risk assessment reviewed annually and ratified by Manager/ Leader of Early Years setting and Lead DSL • All staff receive annual safeguarding updates. • All new staff receive a thorough induction which includes all aspects safeguarding, this induction is reviewed regularly and supported by leaders, managers, and DSL's	• PREVENT risk assessment and action plan • Termly audit of safeguarding to include Prevent • Annual Update of the safeguarding policy • Annual safeguarding training all staff *to include appropriate reference to Prevent* • PREVENT refresher updates / training for all staff – every 2 years • DSL roles to receive enhanced training through accessing DSL and termly network meetings.	
Partnership	Staff do not feel comfortable or capable working with other stake holder such as Directors, Committee members,	• Staff work and communicate with local safeguarding partners and other relevant		🟢

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	Governors and external agencies and sharing concerns about extremism externally.	agencies regarding concerns about extremism. • The Lead DSL is aware of the process to contact other agencies and accelerate concerns about extremism. This includes both local authority and police contact details. • Records of referrals are kept, and referrals are followed up appropriately. • All staff receive annual Safeguarding updates each September and sign to say that they will read the information.	Annual review of PREVENT risk assessment. Annual Safeguarding refresher training is provided for all staff and a catch up for those who have not attended a thorough safeguarding induction process happen for in-year starters. Assigned DSL reviews safeguarding issues on daily basis to ensure all necessary follow up has been completed.	
Staff Training	Staff do not have sufficient knowledge and confidence to: Exemplify British Values in their management, teaching and through general behaviours in the early years setting. Understand the factors that make people vulnerable to	• All staff have received training on British Values and how to embed/develop within the early years setting, alongside explicit teaching in group time discussions and interactions to focus on a specific British value each half term to support work down in the setting. British Values are	New Staff PREVENT training is up to date. All staff have full awareness and understanding of the settings Safeguarding Policy (part of September refresher	🟢

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	being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism. Have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response.	threaded through all of the curriculum where appropriate. • Tolerance and respect for all groups is modelled in all communications and all areas of the setting celebrating diversity both as a reflection of the local community and also as a national awareness of our diversity as a country. • As a direct result of PREVENT training delivered all staff and Leaders, Managers, Committee Members, Directors, and Governors are aware of the factors that make an individual vulnerable and have a better awareness or stereotypes. • Safeguarding Policy includes reference to the Prevent Duty and radicalisation. This is expanded upon further in annual safeguarding refresher training for all staff every September. • Staff are clear that they must refer any concerns	training & new staff induction training).	

		using the Safeguarding referral process. • Online Prevent training happens for new staff and all staff review this training every 2 years • New starters receive Safeguarding training delivered face to face at induction. • Prevent online training introduced for new starters to take within first weeks of starting as part of the induction process. • All Governors/Committee / Trust members also undertake this online training as well.		
Building children's resilience to radicalisation	Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them. enabling extremist ideology and hate to develop	• Our settings behaviour policy clearly sets out that hateful behaviour is not tolerated. • Staff know how to respond to witnessing harassment and abusive behaviour. • Children are encouraged to challenge harassment or	Review and update behaviour policy annually Anti-Bullying week annually Regular discussions with children re: expectations, how to	🟢

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		abusive behaviour among their peers. • Appropriate Internet filtering is in place and nominated DSLs check the report and act accordingly to the clear reporting system highlighting safeguarding or Prevent- related concerns. • Children are regularly taught about on-line safety in a developmentally appropriate way and are equipped with the skills to stay safe online, both in the setting and outside. • A clear process is in place to manage site visitors, including sub-contractors, so children are safeguarded at all times which includes safeguarding checks and adequate supervision.	report & strategies to resolve conflict & following the 'Golden Rules' Group discussions have specific explicit focus on a particular British Value each half term (to tie-in with settings curriculum. Continue with pupil on-line safety education so children are equipped with the skills to stay safe online, both in setting and outside.	
IT policies	Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.	• The early years settings IT policies: Acceptable Use Policy & Online Safety Policy makes reference to the risks inappropriate online material and children are encouraged to report any	Continue to ensure staff & governors / trustees / committee members are kept up to date with the Trust's IT / online safety policies annually.	🟢

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| | | material they come across online which makes them worried or uncomfortable.

• The early years settings IT network has appropriate filters to block sites deemed inappropriate or unsafe

• The early years settings email accounts and other online activity are monitored by DSLs with clear follow-up protocols in place.

• All children and staff have an individual log in for all computers so that use of the internet can be identified. | The curriculum provided in the setting reflects this duty.

Ensure all systems are in place to monitor and prevent access any inappropriate sites and academy based nominated DSLs continue to access and act on weekly reports | |
| Visitors | External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives. | • Materials to be delivered by external speakers are discussed with the speaker prior to delivery

• Visiting speakers are not left alone with children - Staff are required to remain in the room with external speakers so they can address issues as they arise.

• Regular visitors/volunteers are subject to DBS checks. | Visitor and Visiting Speaker Policy (from setting) is adhered to. | 🟢 |

		• All visitor identification is checked and that safeguarding processes are then implemented, and all visitors issued with a lanyard. • Where possible, contractors are booked in outside the early years setting day. • The appropriateness and relevance of all materials or literature are considered prior to display		
British Values	Children are exposed by setting staff or contracted providers to messages supportive of extremism, terrorism or which contradicts British Values.	• There are a range of appropriate whistleblowing procedures, to highlight staff concerns about the conduct of another member of staff towards children. Plus, a range of safeguarding policies which are known and understood by staff, volunteers, and regularly contracted staff. • Staff and other adults working with children are challenged if opinions or language expressed are contrary to British Values.	• Through curriculum activities and provision children are able to explore political, religious, and social issues and children are taught about the diverse national, regional, and ethnic identities in the UK and the need for mutual respect. • Discussions are used to explore the	🟢

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		- Opportunities to promote British Values are clearly identified within all curriculum areas - Areas of the curriculum are used for controlled and safe debate and discussion on radical or extreme issues and ideologies - Children are taught about respect for other cultures and gain an understanding of community cohesion. The early years setting explicitly signpost how people in the settings community are expected to conduct themselves. - Displays and other literature available in the early years setting reflects and encourages diversity and community cohesion. This includes adherence to early years settings values and displays reminding what the British Values are. - The Behaviour Policy and Anti-Bullying Policy includes	above through the settings values and half termly bespoke focus on a particular British Value. Increase focus on other world religions/faiths. NCCC Speak out and Stay Safe Programme is delivered within the setting.	

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| | Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged
A culture of disrespect and Intolerance and where tensions are allowed to flourish. | information on anti-bullying strategies and preventative measures for dealing with bullying
Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, which may include leaders, Managers, Committee Members, Directors, and Governors | | 🟢 |