

Embedding the Prevent Duty in your Early Years Setting

Below are some reflection points which you may choose to consider within your setting to reflect upon how you embed the Prevent Duty within your setting. This is not designed to be used as a checklist and is not a definitive list of reflection points, however, is a tool which can be used to open a discussion around the Prevent Duty in relation to your policies, procedures, and practices as a setting. We then invite you to consider using your reflection discussion and points for action to feed into your safeguarding action plan for your setting.

Area of Consideration	Reflection and points for action
Policies and Procedures	
Does your safeguarding policy reflect the Prevent Duty?	
Do policies reflect how to respond to all concerns, including Prevent concerns?	
As a setting, do you understand the expectations and key priorities of the Prevent Duty and is this embedded within your safeguarding culture?	

As a setting, have you completed a risk assessment to assess the risk of children being radicalised into terrorism, including online? A risk assessment template and further guidance can be found here .	
Training	
Do all staff have a secure understanding of the Prevent Duty?	
Do all staff understand their duty to respond appropriately if they are concerned about radicalisation?	
Have all staff received training in relation to the Prevent Duty?	
Have the DSL received training in relation to the Prevent Duty? Do they know how to respond when a concern is raised?	
Have all levels of staff received training in relation to the Prevent Duty, including Governors, Committee members, Managers etc?	
Is Prevent part of your robust induction process?	
Do all staff receive regular and on-going training in relation to the Prevent Duty?	

Responding	
Does the DSL know how to respond to a concern relating to radicalisation?	
Has the DSL attended the Warwickshire Prevent Training to develop an understanding of the local picture in relation to Prevent and local procedures?	
Practice	
As a setting, do all staff understand how the Prevent Duty is addressed through areas of the curriculum?	
How are British Values reflected in the culture of your setting?	
Do all practitioners model the British Values?	
How are the British Values embedded within your curriculum?	
Are the links between British Values and prevent outlined in your policies and procedures?	

