

Prevent risk assessment for early years

Person completing: Lisa Millington Date Implemented: 06/10/23 Date for review: 06/10/24

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 learners vulnerable to radicalisation. Childcare providers 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.

National Risks – risk of radicalisation generally

What national risks are you aware of that could impact your area, setting, pupils or families? For example, online radicalisation (older sibling influence)

Risk 1	Risk 2	Risk 3	Risk 4
Learners are at risk of accessing inappropriate and harmful extremist content online. CYP can be groomed using online platforms such as social media and social networking groups. The internet and social media make spreading divisive and hateful narratives to millions of people easy. Young children could access this through older siblings/parents.	Public displays of hate and division. Radicalisation can draw on all forms of extremism. For example, racially antagonistic graffiti might represent the actions of someone who has taken on board an ideology.	Vulnerable people, including children, young people and vulnerable adults, can be exploited by people who seek to involve them in terrorism or activity in support of terrorism.	

Local Risks – risk of radicalisation in your area and institution

What specific local risks are you aware of that could impact your area, setting, pupils or families? E.g. local extremist activity (groups active in the area)

Risk 1	Risk 2	Risk 3	Risk 4
In respect of terrorism, Shropshire is assessed to be a low risk area, but there is a particular concern that vulnerable people may be at risk of radicalisation through the influence of others or via the internet, including ideas and issues around their identity.	Approximately 80% (2020) of referrals to Channel in Telford & Wrekin are for Extreme Right Wing groups. Far Right groups such as the English Defence League have been active recently in Shropshire and Telford & Wrekin.		

Leadership and Partnership

Category	Risk	Hazards	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Leadership	The provider does not place sufficient priority to Prevent and risk assessment/action plans (or does not have any) and therefore action to mitigate risks and meet the requirements of the Duty are not effective.	Leaders/Managers (including owners) do not understand the requirements of the Prevent Statutory Duty.	Prevent training/briefings for all staff and trustees DSLs have completed Level 3 training DSL has completed WRAP CPD All governors have read our child protection policy and Keeping Children Safe in Education. The Designated Safeguarding Leads and Deputy Safeguarding Officers (DSL/DSOs) act as Prevent Leads and are identified on Safeguarding information posters and in the MAT Child Protection and Safeguarding Policy and Procedures					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/
		Leaders/Managers do not communicate and promote the importance of the duty.	Leadership/Managers have clear understanding of reporting and referral mechanisms. All staff, including governors, have read at least Part 1 of Keeping Children Safe in Education, 2023, with DSLs and governors having read all KCSE 2023. All staff and governors have read the MAT's Child Protection and Safeguarding Policy and Procedures, and have signed to confirm the completion of these actions - The DSL has informed staff of their duties as set out in the Prevent Duty (DIE, 2015). - All staff have completed and/or received: - an in-house safeguarding induction - triennial Child Protection Training (certified) - annual September INSET safeguarding training - regular safeguarding briefings and updates - All staff's training is centrally logged and tracked for validity - Staff members are aware that they can go to DSLs for advice, support, and to escalate concerns Leaders apply the MAT Safer Visiting Policy to ensure that all visitors adhere to the safeguarding policy and expectations both in their behaviour and the information shared, if interacting with pupils.					
		Leaders/Managers do not drive an effective safeguarding culture across the setting with reference to the Prevent duty.	Leadership/Managers have clear understanding of reporting and referral mechanisms. All staff, including governors, have read at least Part 1 of Keeping Children Safe in Education, 2023, with DSLs and governors having read all KCSE 2023. All staff and governors have read the MAT's Child Protection and Safeguarding Policy and Procedures, and have signed to confirm the completion of these actions - The DSL has informed staff of their duties as set out in the Prevent Duty (DIE, 2015). - All staff have completed and/or received: - an in-house safeguarding induction - triennial Child Protection Training (certified) - annual September INSET safeguarding training - regular safeguarding briefings and updates - All staff's training is centrally logged and tracked for validity - Staff members are aware that they can go to DSLs for advice, support, and to escalate concerns Leaders apply the MAT Safer Visiting Policy to ensure that all visitors adhere to the safeguarding policy and expectations both in their behaviour and the information shared, if interacting with pupils.		* RK to book onto and complete WRAP Training this term (to provide advice and support to other members of staff on protecting children from the risk of radicalisation) * RK, SL, SH to complete the detailed Channel Awareness Training			
		Leaders/Managers do not provide a safe environment in which children can learn.	Understanding of local safeguarding procedures. All staff have been trained and understand how to recognise, record, and report concerns regarding risk of radicalisation on CPOMS Staff are expected to understand the risks to children and families that they work with Promotion of a safeguarding culture through regular training, discussions, engaging parents and carers etc. Risk assessment promotes children's safety to the highest level Leaders use self-evaluation to identify key priorities for continuous improvement Leaders manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults The providers has strong partnerships with: - Shropshire early years' service - Shropshire Early Years' Partnership - LADO - Shropshire Community Safety Partnerships - Shropshire Police Prevent Team - Channel panel - Child and family					

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Working in Partnership	The provider is not fully aware of national and local risks and does not have access to developing good practice advice or supportive networks	The provider does not establish effective partnerships with parents/carers and organisations such as the Local Early Years Service, Local Prevent team, Local Children Safeguarding Partnership.	Leadership/Managers have clear understanding of reporting and referral mechanisms. All staff, including governors, have read at least Part 1 of Keeping Children Safe in Education, 2023, with DSLs and governors having read all KCSE 2023. All staff and governors have read the MAT's Child Protection and Safeguarding Policy and Procedures, and have signed to confirm the completion of these actions - The DSL has informed staff of their duties as set out in the Prevent Duty (DIE, 2015). - All staff have completed and/or received: - an in-house safeguarding induction - triennial Child Protection Training (certified) - annual September INSET safeguarding training - regular safeguarding briefings and updates - All staff's training is centrally logged and tracked for validity - Staff members are aware that they can go to DSLs for advice, support, and to escalate concerns Leaders apply the MAT Safer Visiting Policy to ensure that all visitors adhere to the safeguarding policy and expectations both in their behaviour and the information shared, if interacting with pupils.					Prevent duty guidance Outlines the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/avoid-prevent-duty-guidance-for-england-and-wales/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-panels-pmap-guidance

Understanding Risk

Category	Risk	Hazards	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Staff training	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	The provider does not establish effective partnerships with parents/carers and organisations such as the Local Early Years Service, Local Prevent team, Local Children Safeguarding Partnership.	The school ensures all staff must attend Prevent training with a focus on Notice, Check, Share					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/
	Staff do not know what measures are available to prevent people from becoming drawn into terrorism and do not know how to obtain support for people who may be being exploited by radicalising influences.	Staff do not access Prevent training or refresher training.	The trust and school ensures trustees/governors attend Prevent training every 2 years. The school maintains records of all staff training Refresher training/briefings take place regularly (yearly or following serious incident or change in risk) using the Home Office training Training is evaluated and quality assured for effectiveness on a regular basis					Prevent resources, guidance and support The department's Educate Against Hate website provides a range of training and guidance materials. The 'Let's Discuss' resources might be useful to use with staff to help support understanding and awareness of different ideologies. www.educateagainsthate.com
	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns. Staff are not aware of the Prevent referral process.	The 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, or referring in a timely way to those who have the expertise to help The school has clear processes for raising radicalisation concerns and making a Prevent referral as set out in the relevant policies.					Resources to support information sharing The department has published guidance on making a Prevent referral. https://www.gov.uk/guidance/making-a-referral-to-prevent

Reducing Permissive Environments

Category	Risk	Hazards	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Building resilience through the curriculum	Children are exposed to intolerant beliefs and values, which has a negative impact on their self-confidence, self-awareness and forming positive relationships.	The provider does not provide a safe space in which children can understand and discuss sensitive topics. The provider does not teach a broad and balanced curriculum which promotes Personal, Social and Emotional development and fundamental British values and community cohesion.	The school delivers the EYF5 curriculum and builds resilience by ensuring opportunities for children to learn right from wrong 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. The school carries out safe recruitment checks on all staff. Teaching is monitored by the headteacher through observations, learning journal checks and is quality assured. The school implements the Safer Visiting Policy to ensure that all visitors adhere to the views and values of the school. The school promotes fundamental British Values, which are embedded in the EYF5.					Resources for building resilience Provides will already be building young children's resilience by following the EYF5 curriculum. https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2
	Children and staff accessing inappropriate content.	Children and staff can access extremist material when accessing the internet in the provider.	The school ensures appropriate measures have been taken to keep children safe online, both in the setting and outside (for example, engagement with parents or carers) this has included visits from the police to talk about e-safety, NSPCC keep safe, stay safe assemblies. School has robust monitoring and filtering systems implemented by the MAT.					Web filtering and online safety The Department for Education has issued guidance on safeguarding children and protecting professionals in early years providers: online safety guidance for practitioners. https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-guidance-for-practitioners Further information on online safety is also available on GOV.UK. https://help-for-early-years-providers.education.gov.uk/safeguarding-and-welfare/internet-safety
Visitors	External speakers or visitors being given a platform to radicalise children, spread hateful or divisive narratives.	Leaders/managers do not provide a safe space for children to learn. Providers do not have clear protocols for ensuring that any visitors are suitable and appropriately supervised The provider does not conduct any background checks on visitors or the materials they may use.	School implement the Safer Visiting Policy to ensure that all school safeguarding procedures and policies are adhered to by site visitors, including sub-contractors. The school has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share. The school has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share. The school is not currently used for any private bookings - however, the private/commercial use of the school's spaces is effectively managed and due diligence checks are carried out on those using/bookings and the organisations that they represent. The school seeks advice and support from partners where necessary to make an assessment of suitability.					In line with EYF5 and the Childcare Register