Prevent risk assessment and action plan template 2025-26: EARLY YEARS

Introduction

According to the Prevent duty guidance: England and Wales (2023), all education settings 'should perform a risk assessment which assesses how their learners or staff may be at risk of being radicalised into terrorism, including online. Where specific risks are identified, settings should develop an action plan to set out the steps they will take to mitigate the risk'.

Further support

For further support complying with the Prevent duty, please do not hesitate to get in touch with your Prevent Education Officer:

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Prevent service | The Hammersmith & Fulham Learning Partnership
Prevent for schools in Kensington and Chelsea | Services to Schools

National and local risk 2025-26

Below is a summary of the most recent Counter-Terrorism Local Profile (CTLP). Please refer to the full CTLP, sent in your schools' pack following Prevent training, for more detailed information.

National threat level

The threat to the UK from international terrorism is SUBSTANTIAL, meaning an attack is likely.

Counter-Terrorism Local Profile (CTLP)

Key threats and risks:	**Other considerations:**
Self-initiated terrorism Daesh and Al-Qaeda-inspired extremism Extreme right-wing terrorism The online space – including online enablers e.g. misogynistic, incel and gore content	Minors (under 18s) Vulnerabilities such as mental health conditions and special educational needs (SEN)

- The online space is the primary driver of radicalisation across all ideologies.
- The number of young people coming to the attention of Counter Terrorism Policing has increased in recent years.
- There is no evidence that those with mental health conditions or SEN are more likely to become involved in radicalisation, but we do need to be mindful of vulnerabilities they may have in this context.

Risk scoring matrix

This risk scoring matrix can be used to give your setting a **RAG** rating (red/amber/green rating) for each hazard listed below. To work out a **RAG** rating, simply multiply the potential 'impact' of a hazard **if left unchecked** by the 'likelihood' of it happening **with your mitigation in place**.

RAG rating			**Likelihood**				
Green (1-4)	Low risk	**Impact**	1. Rare	2. Unlikely	3. Possible	4. Likely	5. Almost certain
		5. Extreme	5	10	15	20	25
Amber (5-15)	Medium risk	4. Major	4	8	12	16	20
		3. Moderate	3	6	9	12	15
Red (16-25)	High risk	2. Minor	2	4	6	8	10
		1. Insignificant	1	2	3	4	5

Risk assessment

NB The content below is a guide. Please amend as required. The *italic* risk management text is designed to prompt.

Leadership and partnership

Leadership

RISK: The setting does not give sufficient priority to Prevent and its risk assessment/action plan (or does not have one), and therefore action to mitigate risks and meet the requirements of the Prevent duty are not effective.

Hazard	Risk management	RAG rating			Further action needed	Lead staff member	Completion date
		Impact 1-5	**Likelihood** 1-5	**Score** Impact x likelihood			
Leaders/managers (including owners) do not understand the requirements of the statutory Prevent duty.	Prevent training/briefings for all staff and Managers/owner.				Biannual Prevent training for DSL & Manager Regular updates and training for all staff	Manager/DSL	

Leaders/managers do not communicate and promote the importance of the duty.	Leaders and managers clearly promote the importance of the Prevent duty as part of safeguarding. Responsibility is led by the Manager/DSL, with Prevent embedded in policies, risk assessments, and daily practice. Staff receive regular training and updates and Prevent is reinforced through meetings and supervision. Ongoing reviews ensure continued leadership oversight and compliance.				Regular meetings have safeguarding as standing item. Review and update Policies as required. Check that Prevent is a regular item on safeguarding meetings.	Manage/DSLr	
Leaders/managers do not drive an effective safeguarding culture across the setting with reference to the Prevent duty.	Leaders and managers actively promote a strong safeguarding culture that includes the Prevent duty. Prevent is embedded in everyday practice, with clear expectations set for staff. Staff receive regular training, and safeguarding (including Prevent) is routinely discussed in meetings and supervision to ensure awareness and effective implementation. Manager/DSL have clear understanding of reporting and referral.				Leadership to ensure that all staff are aware of the school's responsibilities in relation to the Prevent duty and that there is a strong safeguarding culture and ethos.	DSL/Manager	

Leaders/managers do not provide a safe environment in which children can learn.	Leaders and managers ensure a safe learning environment by following local safeguarding procedures and promoting a strong safeguarding culture. Staff are expected to understand risks to children and families and receive regular training and discussion opportunities. Safe recruitment practices are in place, and leaders respond appropriately to any allegations about adults who may pose a risk.				Leaders to unsure that staff are aware of the schools' policies and procedures in relation to safeguarding and prevent. Staff promote British values Attend regular meetings and training.	All	

Working in partnership

RISK: The setting is not fully aware of national and local risks, and does not have access to developing good practice advice or supportive networks.

Hazard	Risk management	RAG rating			Further action needed	Lead staff member	Completion date
		Impact 1-5	**Likelihood** 1-5	**Score** Impact x likelihood			
The setting does not establish effective partnerships with organisations such as the local authority and, where required, the local police Prevent team.	Leaders and managers establish and maintain effective partnerships with the local authority and, where appropriate, the police Prevent team. Clear communication channels are in place, and the setting works collaboratively with external agencies to share information, seek advice, and respond to safeguarding and Prevent concerns promptly and effectively.				Attend regular face to face DSL forums/ and Early Years Providers forums and Leadership network LCSP training and updates	Manager/DSL	

Capabilities

Staff training

RISK: Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.

Hazard	Risk management	RAG rating			Further action needed	Lead staff member	Completion date
		Impact 1-5	**Likelihood** 1-5	**Score** Impact x likelihood			
Staff do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism.	Staff have a clear understanding of radicalisation and why individuals may be vulnerable to it. Training goes beyond e-learning and includes meetings, discussions, and Prevent training. Regular updates and best practice are shared through staff and team meetings to maintain awareness and understanding.				Cascade recent Prevent training – Prevent Duty animation – Public sector staff to stop radicalisation	All	

Staff 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 understand the measures in place to prevent people from being drawn into terrorism and know how to access support. All staff attend safeguarding training and are familiar with key safeguarding and statutory policies, including how to report concerns and seek advice.				Ensure all staff attend safeguarding training and are familiar with key safeguarding and statutory policies.		
Staff do not access Prevent training or refresher training.	Ensure all staff attend Prevent training with a focus on Notice, Check, Share. Ensure DSL receive additional support from local partnerships and training on local processes for Prevent Maintain records of all staff training Refresher training to take place regularly Training is quality assured and evaluated for effectiveness on a regular basis				Audit current staff training records to identify who has not completed Prevent or refresher training. Ensure all staff are aware of Notice Check, Share. Ensure the DSL attends enhanced Prevent and local partnership training. Maintain an up-to-date training log to monitor completion and renewal dates. Include Prevent updates in staff meetings and supervision. Evaluate training effectiveness through staff feedback, quizzes, or discussion. .	Manager	

Information sharing

RISK: Staff do not share information with relevant partners in a timely manner.

Hazard	Risk management	RAG rating			Further action needed	Lead staff member	Completion date
		Impact 1-5	**Likelihood** 1-5	**Score** Impact x likelihood			
Staff do not feel confident sharing information with partners regarding radicalisation concerns.	The setting 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				Regular meetings and scenarios around Notice-check-share (NCS) Evaluate training effectiveness through staff feedback, quizzes, or discussion. .		
Staff are not aware of the Prevent referral process.	The setting has clear processes for raising radicalisation concerns and making a Prevent referral.				Unsure DSL has relevant contact details for the Prevent Education Officer and Prevent Team	Manager	

Reducing permissive environments

Building resilience through the curriculum

RISK: Children are exposed to intolerant beliefs and values, which has a negative impact on their self-confidence, self-awareness and forming positive relationships.

Hazard	Risk management	RAG rating			Further action needed	Lead staff member	Completion date
		Impact 1-5	**Likelihood** 1-5	**Score** Impact x likelihood			
The setting does not provide a safe space in which children can understand and discuss sensitive topics.	The setting provides a safe and supportive environment where children can explore and discuss sensitive topics in an age-appropriate way. Through the EYFS curriculum, children are encouraged to build resilience, understand right from wrong, and develop respect for others. Opportunities are provided to mix, share, recognise similarities and differences, and challenge negative attitudes and stereotypes, supporting their personal, social, and emotional development.				Behaviour Policy is regularly reviewed. Actions from safeguarding meetings are followed up Ensure all actions from safeguarding meetings are clearly recorded and followed up in a timely manner. Embed opportunities within the EYFS curriculum to promote respect, resilience, and understanding of differences.	All	

The setting does not teach a broad and balanced curriculum which promotes the personal, social and emotional development of children and fundamental British values and community cohesion.	The setting delivers a broad and balanced EYFS curriculum that promotes children's personal, social and emotional development, alongside fundamental British Values and community cohesion. Leaders ensure safer recruitment checks are completed for all staff, and teaching is regularly monitored and quality assured through observations and learning journal reviews. Clear staff codes of conduct are in place, and British Values are embedded throughout everyday practice and learning opportunities.				Ensure Fundamental British Values are clearly embedded and threaded through all curriculum planning and daily practice. Review curriculum delivery to check that opportunities to promote PSED, British Values, and community cohesion are consistently included. Identify strengths and areas for development through observations, learning journal reviews, and leadership monitoring. Support staff to understand how British Values can be promoted in age-appropriate EYFS practice. Regularly review and update planning to ensure a balanced and effective curriculum offer.	Manager/All	

IT policies

RISK: Children and staff accessing inappropriate content.

Hazard	Risk management	RAG rating			Further action needed	Lead staff member	Completion date
		Impact 1-5	**Likelihood** 1-5	**Score** Impact x likelihood			
Children and staff can access extremist material when using the internet in the setting.	*Appropriate internet filtering is in place.*				Maintain strict controls so children do not have direct access to the internet at any time. Ensure staff tablets used for learning journals are restricted to approved applications only and regularly checked. Keep appropriate internet filtering and security settings in place and ensure they are regularly updated. Conduct routine checks to ensure devices remain secure and free from unauthorised apps or access routes. Reinforce staff responsibility for safe use of digital devices and reporting any concerns immediately.	Manager/IT Lead	

Unclear linkages between IT policies and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	*The manager and DSL takes lead responsibility for safeguarding and child protection (including online safety).* *Appropriate measures have been taken to keep children safe online, both in the setting and outside (for example, through engagement with parents/carers)*				Information sharing regarding on-line safety parents	Manager/All	

Visitors

RISK: External speakers or visitors being given a platform to radicalise children or spread hateful or divisive narratives.

Hazard	**Risk management**	**RAG rating**			**Further action needed**	**Lead staff member**	**Completion date**
		Impact 1-5	**Likelihood** 1-5	**Score** Impact x likelihood			

Leaders/managers do not provide a safe space for children to learn.	Leaders and managers ensure a safe learning environment for children through effective safeguarding procedures. A clear visitor management process is in place for all site visitors, including subcontractors, to ensure appropriate checks, sign-in procedures, and supervision. Safeguarding practices are embedded across the setting to always maintain children's safety.				Ensure staff know the process for signing in visitors Implement and maintain a clear visitor management procedure, including sign-in/out records for all visitors and subcontractors. Ensure all visitors are appropriately identified (e.g. badges) and supervised at all times while on site.		
Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The setting 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.				Carry out relevant safeguarding and identity checks where required before access is granted. Provide visitors with a safeguarding briefing, including expected conduct and reporting procedures. Restrict visitor access to approved areas only to maintain child safety. Regularly review and update the visitor policy to ensure effectiveness and compliance with safeguarding requirements.		

The setting does not conduct any due diligence checks on visitors or the materials they may use.	A visitor management procedure is in place, including sign-in, identification checks, and supervision at all times while on site. Due diligence checks are completed on regular external providers (e.g. qualifications, suitability, and safeguarding awareness) before they begin working with children. External visitors are informed of safeguarding expectations, code of conduct, and reporting procedures. Any materials or activities brought into the setting are reviewed in advance by staff to ensure they are age-appropriate and safe. Visitors are never left unsupervised with children. The DSL/manager oversees and reviews arrangements for external visitors to ensure ongoing safeguarding compliance.				Ensure all due diligence checks for all visitors, hirers, and organisations using the setting, including verification of identity and purpose of visit. Require confirmation of safeguarding policies and appropriate conduct for any external organisations or individuals using the premises. Ensure safeguarding expectations and Prevent duty responsibilities are clearly communicated to all external users. Maintain a record of all checks carried out, including documentation of approval decisions. Review and update procedures regularly to ensure ongoing compliance and effective safeguarding practice.		

Push factors

Push factors may include a learner feeling:

- isolated
- they do not belong
- they have no purpose
- low self-esteem
- their aspirations are unmet
- anger or frustration
- a sense of injustice
- confused about life or the world
- real or perceived personal grievances

Pull factors

Pull factors could include an extremist or terrorist group, organisation or individual:

- offering a sense of community and a support network
- promising fulfilment or excitement
- making the learner feel special and part of a wider mission
- offering a very narrow, manipulated version of an identity that often supports stereotypical gender norms
- offering inaccurate answers or falsehoods to grievances
- encouraging conspiracy theories
- promoting an 'us vs. them' mentality
- blaming specific communities for grievances
- encouraging the use of hatred and violent actions to get justice
- encouraging ideas of supremacy