



Waterton Pre-Schools Prevent Risk Assessment

School Prevent Lead:	Risk assessment completed by:	Date:	Review Date:
Executive Headteacher Becky Cook	Debbie Lindley	October 2025	September 2026

All settings are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The aim of Prevent is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism.

Settings are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the [Prevent duty guidance](#) (Home Office, 2023). This document demonstrates our awareness of the specific risks of extremism and radicalisation in our setting and our area.

Terrorism is action that endangers / causes serious violence to a person/people; causes serious damage to property; or seriously interferes with / disrupts an electronic system.

Extremism is defined as 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. Extremism isn't exclusive to any section of society and can take many forms.

Radicalisation is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Staff are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Settings and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance [Working together to safeguard children](#) (DfE, 2023) and [Keeping children safe in education](#) (DfE, 2024).

Designated Safeguarding Leads/Lead Practitioners and other senior leaders (including owners) should familiarise themselves with the Prevent Duty guidance especially [Prevent duty guidance](#), page 33, which is specifically concerned with settings.

Settings should also consider the appropriateness of any filtering and monitoring systems.

Category - Leadership and Partnership (Early Years)

1 - Leadership

Risk : The provider does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore action to mitigate risks and meet the requirements of the Duty are not effective."

Prevent e-learning

Home Office Prevent e-learning [link](#) users that complete this training will receive a certificate

Hazard	Risk Management	Yes/No
1.1 Leaders/Managers (including owners) do not understand the requirements of the Prevent Statutory Duty."	Prevent training/briefings for all staff and trustees" Training is delivered through Flick (online learning platform) Supported with face to face updates in staff meetings and the inset day (safeguarding).	Y
1.2 Leaders/Managers do not communicate and promote the importance of the duty.	Sufficient leadership/manager ownership of the Prevent duty requirements: risk assessments, safeguarding policies, etc.	Y
1.3 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.	Y
1.4 Leaders/Managers do not provide a safe environment in which children can learn.	Understanding of local safeguarding procedures; We promote a safeguarding culture through regular training, discussions, engaging parents and carers etc. The 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	Y

Category - Leadership and Partnership (Early Years)

2 - Working in Partnership

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

Prevent duty guidance.

- Outlines the requirements of the duty, including working in partnership with others .[link](#)
- **Understanding channel** - An overview of channel support and the Prevent Multi-Agency Panels (PMAP). [link](#)
- Sign-up for [Educate Against Hate](#) newsletter [link](#) Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation

Hazard	Risk Management	Yes/No
2.1 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.	We have strong partnerships with: • Local early years' service • Wakefield Local Safeguarding Children's Partnership https://www.wakefieldscp.org.uk/ • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel	Y
2.2 The primary threat nationally is from Islamist Extremist Groups, whilst an attack from individuals with an Extreme Far Right mindset/ideology remains a realistic possibility.	Effective partnerships might include: • Regular attendance at the Wakefield DSL forum • Educate Against Hate www.educateagainsthate.com • In receipt of newsletters e.g. link Educate Against Hate • Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel"	Y

Category - Understanding the Risk (Early Years)

3 - 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

Prevent e-learning

Home Office offer a free e-learning package on Prevent covering. Users that complete this training will receive a certificate

- Prevent awareness
- Prevent referrals
- understanding Channel

Prevent resources, guidance and support

The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com

Hazard	Risk Management	Yes/No
3.1 Staff do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism.	Ensures all staff complete Prevent training (Flick) with a focus on Notice, Check, Share	Y
3.2 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.	Where applicable ensure trustees complete Prevent training (Flick)	Y
3.3 Staff do not access Prevent training or refresher training.	A Flick Training overview is maintained, staff are prompted to complete the training in line with requirements. Refresher training takes place regularly (yearly or in response to an incident). Training is evaluated and quality assured for effectiveness on a regular basis. Safeguarding questions and scenarios are posed for the staff to complete to ensure training is effective.	Y

Category - Understanding the Risk (Early Years)

4 - Information Sharing

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

Resources to support information sharing

- The department has published guidance on making a Prevent referral. [link](#)

Hazard	Risk Management	Yes/No
4.1 Staff do not feel confident sharing information with partners regarding radicalisation concerns.	The settings have 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	Y
4.2 Staff are not aware of the Prevent referral process.	The settings have clear processes for raising radicalisation concerns and making a Prevent referral.	Y

Category - Reducing Permissive Environments (Early Years)

5 - Building Children's resilience to radicalisation

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

Resources for building resilience

Providers will already be building young children's resilience by following the EYFS curriculum. [Link](#)

Hazard	Risk Management	Yes/No
5.1 The provider does not provide a safe space in which children can understand and discuss sensitive topics.	The settings deliver 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...	Y
5.2 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 settings carry out safer recruitment checks on all staff. The settings deliver a curriculum which embeds the core British Values in the EYFS. Teaching is monitored by leaders through observations, and is quality assured by the SLT. The provider has codes of conduct for all staff and there is a comprehensive induction process for new employees and volunteers	Y

Category - Reducing Permissive Environments (Early Years)

6 - IT Policies

Risk: Children and staff accessing inappropriate content.

Web filtering and online safety

The Department for Education has issues guidance on safeguarding children and protecting professionals in early years providers: online safety guidance for practitioners. [Link](#)

Further information on online safety is also available on GOV.UK [Link](#)

Interne safety checklist [Link](#)

Hazard	Risk Management	Yes/No
6.1 Children and staff can access extremist material when accessing the internet in the provider.	The settings ensure appropriate measures have been taken to keep children safe online, both in the setting and outside. Engagement with parents or carers through the Family app, information sessions and the parent noticeboard	Y

Category - Reducing Permissive Environments (Early Years)

7. - Visitors

Risk: External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.

In line with EYFS and the Childcare Register

Hazard	Risk Management	Yes/No
7.1 Leaders do not provide a safe space for children to learn.	A process is in place to manage site visitors, including sub-contractors.	Y
7.2 Providers do not have clear protocols for ensuring that any visitors are suitable and appropriately supervised	The settings have a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.	Y