

PLEASE COMPLETE AUDIT

Preventing Radicalisation and Extremism in Early years Settings

This check list can help you to identify whether you have appropriate arrangements in place to prevent children from being radicalised, drawn into extremism or terrorism.

How to complete:-

Column 1 - identifies the desired objective.

Column 2 - requires you to include evidence to demonstrate how you are meeting this objective

Column 3 - require you to “RAG” rate your establishment as follows:-

Red – processes are lacking and need to be developed as a matter of urgency

Amber – processes are in place but they need to be reviewed or further improved

Green – processes in place and up to date, at least to the required standard.

Column 4 - requires you to identify specific actions to be taken if you have rated an objective as being red or amber (i.e. processes are not in place and up to date to the required minimum.)

Column 5 - requires you to name the person responsible for undertaking the action in column 4.

Column 6 - requires you to identify when the actions in column 5 will be completed.

This should be working document that that is regularly updated, with a formal review undertaken annually.

How many staff have undertaken or attended WRAP/prevent/Challenging extremism training?

	Evidence	RAG rating	Action to be taken (if objectives are red or amber)	By whom	By when
Leadership - structures are in place and visible throughout the setting					
1 You are aware of the Prevent Duty; and the responsibilities these place upon education settings. You have an identified strategic Prevent lead within setting who understands the expectations and key priorities to deliver the Prevent Duty.					
2 You understand prevailing safeguarding issues within the setting’s community and have developed appropriate responses.					

3	You can demonstrate that you are protecting children from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk and intervening as appropriate i.e. the policy encompasses the Prevent Duty and Channel Process					
4	You have reviewed all your policies to incorporate extremism and radicalisation concerns (safeguarding, security & estate management, visitors etc.)					

Capabilities – Leaders, staff, volunteers and committee members / governors are adequately trained on Prevent Duty		Evidence	RAG	Action (if objectives are red or amber)	By whom	By when
5	You can demonstrate that manager/Safeguarding Leads are aware of national, local Prevent, British Values, Ofsted guidance and publications that are relevant.					
6	All staff, including volunteers and committee members have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas.					
7	All staff know who to contact in the setting if they have any concerns regarding extremism or radicalisation.					

8	Your Designated Safeguarding Lead knows who to contact regarding concerns, and how to refer into CHANNEL Panel.					
9	Concerns relating to hate crime and harassment are reported to the safeguarding lead and dealt with.					
Risk Assessment – Risks around extremism are understood and appropriate referral process is in place		Evidence	RAG	Action (if objectives are red or amber)	By whom	By when
10	You can demonstrate that you are alert to local, national and international incidents which may affect your setting's community and local					

community, and discuss them with your children where appropriate.					
---	--	--	--	--	--

11	You are vigilant to the potential of staff members and volunteers to radicalise children and you have policies and procedures that can address this. I.e. Staff Behaviour / Code of Conduct set out setting expectations and include the Prevent Duty.				
----	---	--	--	--	--

12	You have a clear protocol for ensuring visitors are appropriately supervised within setting. Due diligence checks are undertaken.				
----	--	--	--	--	--

--	--	--	--	--	--

Working in Partnership – develop multi-agency approaches to address safeguarding issues and deliver quality curriculums		Evidence	RAG	Action (if objectives are red or amber)	By whom	By when
--	--	-----------------	------------	--	----------------	----------------

13	You have a good working relationship with safeguarding partnerships in your area, including the Local Authority, Police and Safeguarding Children Boards where appropriate.				
----	---	--	--	--	--

	You can demonstrate that you:-				
--	--------------------------------	--	--	--	--

14	Check to ensure that extremist activities are not taking place.				
----	---	--	--	--	--

15	Know what do if you receive a request for information sharing or a freedom of information (FOI) request, about safeguarding issues.				
----	---	--	--	--	--

Teaching and Learning – develop effective learning opportunities to safeguard children from extremism and promote community cohesion		Evidence	RAG	Action (if objectives are red or amber)	By whom	By when
---	--	-----------------	------------	--	----------------	----------------

16	You have a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children. You can demonstrate that preventing people from being drawn into terrorism, equality, cohesion and British Values run through the early years curriculum and ethos of the setting.				
----	--	--	--	--	--

17	You facilitate discussions about faith, ethnicity etc.; dispel myths and misconceptions				
----	---	--	--	--	--

about others, challenge inappropriate comments.					
---	--	--	--	--	--

18	Parents understand the settings values, they are kept informed of concerns and are supported to take action against hate crime, harassment and radicalisation. You promote community cohesion, communicate British Values and Prevent duty to parents.				
19	You embed Prevent including British Values into all aspects of practice.				

Setting name:

Name of person completing the form:

Date of completion:

Review date: