



Prevent Risk Assessment

Safeguarding Lead: Liz Green				Date of Assessment: February 2025		Date for review: February 2026		
Risk Area	Hazard	Severity (A) 1 - 5	Likelihood (B) 1 - 5	Risk Rating A x B	Existing Measures	Proposed Actions	Risk Owner	Planned Completion Date
Welfare and Safeguarding	Staff or contracted providers are not aware of the school procedure for handling concerns and/or do not feel comfortable sharing issues internally	4	1	4	<i>Staff have received appropriate training and are familiar with the safeguarding policy including how to log any concerns on CPOMS. Identity of safeguarding lead is well known. Prevent training is in place and also form part of the induction process.</i>	Keep reviewing training needs and as new staff join ensure they are inducted effectively. Hold annual safeguarding training for staff and governors. Monitor behaviour and CPOMS logs to review	Designated Lead and Headteacher	On going

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						whether further/ repeated training is required to support staff in adapting to trends of our students.		
	Learners are radicalised by factors internal or external to the school	5	2	10	<p><i>E Learners have received training in critical thinking as part of the IT curriculum.</i></p> <p><i>Pastoral, SEND and teaching staff have had training on monitoring student use of laptops during lessons through Impero.</i></p> <p><i>Staff safeguarding CPD includes risk</i></p>	<p>Ensure this is continued and revisited regularly</p> <p>Monitor behaviour and CPOMS logs to review whether further/ repeated training is required to support staff in adapting to</p>	Designated Lead and E Learning Lead	On going

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					<p><i>factors and signs so staff are aware of what to look out for and to log this on CPMOS.</i></p> <p><i>Parents have the opportunity to agree behaviour or equality 'contracts'.</i></p>	trends of our students.		
	The school is not linked in with statutory partners and/or does not feel comfortable sharing extremism related concerns externally	5	1	5	<p><i>The school is a member of its local community safety/safeguarding forum and communicates regularly with named statutory partners regarding a range of concerns.</i></p> <p><i>The DSL is part of Hounslow networking.</i></p>	Continue strong partnership work.	Designated Lead and Headteacher	On going



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					<p><i>Bolder subscribe the Andrew Hall Safeguarding.</i></p> <p><i>Bolder works closely with our Schools Safety Officer.</i></p> <p><i>The Pastoral Team all trained on how to complete referrals to external agencies.</i></p>			
Curriculum and learning	Learners are exposed by school staff or contracted providers to messaging supportive of extremism or which	5	1	5	<p><i>Appropriate whistleblowing and safeguarding policies for assessing concerns raised by staff or learners</i></p> <p><i>Opportunities to promote school</i></p>	<p>Regular reviews of policies by the Governors.</p> <p>Regular training to ensure staff</p>	Line Managers	Each half term during collaborative planning of schemes of work.

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	contradicts 'British Values'				<i>values are clearly identified within all curriculum areas including weekly assemblies</i>	are aware of policies. Heads of Department and teachers regularly refer to the Academy's values.		
	Extreme or divisive behaviours, and cultural adaptations which harm the ability of different groups and individuals to learn and work together are left unchallenged	4	1	4	<i>The school values, and communication of these within the premises and through the curriculum</i>	Regular reviews of policies by the Governors. Staff are aware of policies. Heads of Department and teachers regularly refer to the	Line Managers	Each half term during collaborative planning of schemes of work.



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						Academy's values.		
Organisational culture	Governors, staff or contracted providers are not aware of /do not subscribe to the values of the school	4	1	4	<i>Recruitment and induction programmes and ongoing staff development</i> <i>Bolder values are embedded into our curriculum including assemblies. Staff are role models for these values</i> <i>Our House Point system is linked to our Bolder values</i>	Continue to embed the Bolder values through interactions with staff body and students	Chair of Governors and Headteacher	Each term
	Staff are unable to raise extremism related organisational concerns due to	5	1	5	<i>Staff and governors have received appropriate training and are familiar with the safeguarding policy</i>	Tracking of training Ensure Pastoral team have further	Chair of Governors and Headteacher and	Each term

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	the lack of an appropriate mechanism				<i>including how to log any concerns on CPOMS. Identity of safeguarding lead is well known. Prevent training is in place and also form part of the induction process.</i>	training around PREVENT	Designated Lead	
Management of space	Learners/staff are exposed by visiting speakers to messaging supportive of terrorism- or which contradicts 'British Values' of individual liberty and mutual respect and tolerance for those of	5	1	5	<i>Speakers are signed in and collected by a member of staff and are not left alone with learners</i> <i>Format and content of material is checked</i> <i>Booking policy specifically excludes behaviour</i>	Continue with best practice of reviewing content and all speakers being accompanied.	Seniors Leaders	As and when visitors are in school

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	different faiths and beliefs				<i>of extremist or divisive nature</i>			
	Extremist or terrorist related material is displayed within school premises	5	1	5	<i>Displays are approved by the Headteacher only</i>	Continue with this practice	Head	
	Prayer and contemplation spaces are not equally accessible for all learners and/or	4	1	4	<i>All students are able to access the space for prayers Displays around the school indicate when and where the prayer spaces are. Use of the prayer space is monitored by a member of staff</i>	Continue with this practice	Designated Lead	Ongoing
	School premises are used to host events supportive of terrorism, or which	5	1	5	<i>Room booking policy which sets out the notice periods for hire and open source checking</i>	Continue with this practice	Assistant Head Community and Sport	On going

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	popularise hatred or intolerance of those with particular protected characteristics				<i>arrangements for external organisations</i>			
ICT and online study	Learners access extremist or terrorist material whilst using school networks	5	1	5	<p><i>School filtering policies and a code of conduct covering users attempts to subvert network</i></p> <p><i>Online safety material is sent to parents via our newsletter and is a section of our Bolder website</i></p> <p><i>Use of social media and how to keep safe is included in our PSHE curriculum for</i></p>	<p>Firewalls are robust and centrally managed – this is to continue</p> <p>Regularly review which sites are blocked using the filter system and where needed add further websites to this software</p>	Business Manager	On going



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					<p><i>every year group and is explored through assemblies</i></p> <p><i>A report of any students trying to access blocked websites is sent to DSL</i></p>			
	Online/social media communications relating to extremist material feature the school branding	5	1	5	<i>The school has oversight of social media accounts set up by official learner groups</i>	E Learning and HOD Computing proactively addresses and intervenes	HOD, Designated Lead	On going