



storyybrook

Prevent Duty Policy





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1. Purpose

Storybrook is fully committed to safeguarding and promoting the welfare of all pupils. This includes fulfilling its duties under the Prevent Duty to safeguard pupils from the risk of radicalisation and extremism.

At Storybrook, safeguarding is understood as a culture of vigilance, and protecting pupils from radicalisation is an integral part of the school's wider safeguarding responsibilities.

As a specialist SEMH setting, we recognise that pupils may be more vulnerable to influence due to:

- social, emotional and mental health needs
- disrupted education or relationships
- difficulties with identity, belonging or trust

This policy sets out how the school will:

- identify and respond to concerns
- build resilience in pupils
- promote a safe and inclusive environment
- ensure consistent and effective implementation by all staff

2. Scope of this policy

This policy applies to all individuals working at or on behalf of Storybrook, including teaching staff, support staff, leaders, governors, volunteers, visitors and external professionals.

The Prevent Duty is embedded within the school's wider safeguarding framework and applies to all aspects of school life, including:

- the formal curriculum, including PSHE, RSE and SMSC provision
- behaviour and relationships practice
- therapeutic and SEMH support
- online safety and use of technology
- pastoral care and pupil support systems
- staff conduct and professional responsibilities

All staff have a responsibility to:

- understand the risks associated with radicalisation and extremism
- remain vigilant to changes in pupil behaviour or presentation
- follow safeguarding procedures and report concerns promptly





- contribute to a culture of safety, respect and inclusion

This policy should be read alongside the school's Safeguarding and Child Protection Policy and reflects the school's commitment to maintaining a culture of safeguarding, where staff know and understand their responsibilities and where concerns are consistently identified and acted upon.

The implementation of this policy is the responsibility of all staff and is supported through training, supervision and leadership oversight to ensure consistent and effective practice across the school.

3. Legal framework

This policy is informed by and operates in accordance with the following legislation and statutory guidance:

- Counter-Terrorism and Security Act 2015 - which places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism.
- Prevent Duty Guidance: Guidance for Specified Authorities in England and Wales (2023).
- Keeping Children Safe in Education 2026.
- Working Together to Safeguard Children.
- Education Act 2002.
- Children Act 1989 and Children Act 2004.
- Equality Act 2010.

This policy also reflects local safeguarding arrangements and multi-agency working practices, including referral pathways such as the Channel programme, which provides support for individuals at risk of radicalisation.

At Storyybrook, the Prevent Duty is implemented as part of the school's wider safeguarding responsibilities. It is underpinned by a commitment to:

- early identification and intervention
- multi-agency collaboration
- proportionate and child-centred responses
- consistent implementation by all staff

All staff are expected to understand how this legal framework informs their day-to-day practice and to apply this knowledge in line with the school's safeguarding procedures.

4. Key principles

At Storyybrook, the implementation of the Prevent Duty is underpinned by a clear set of safeguarding and relational principles. These principles ensure that all actions taken are proportionate, consistent and centred on the needs of the child.

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- **Safeguarding is everyone's responsibility**

All staff understand that protecting pupils from radicalisation is part of their wider safeguarding role. Staff are expected to remain vigilant, recognise potential concerns and act in accordance with established safeguarding procedures.

- **Early identification and intervention are essential**

Concerns will be identified and addressed at the earliest possible stage. Staff understand that susceptibility to radicalisation may present subtly and that early support can prevent escalation.

- **A trauma-informed approach is central**

As a specialist SEMH setting, the school recognises that pupils may present with complex needs linked to trauma, attachment and emotional regulation. Staff respond to concerns in a way that is supportive, non-stigmatising and focused on understanding underlying needs.

- **Behaviour is understood in context**

Staff recognise that behaviour may be a form of communication. Indicators of concern are considered alongside the wider context of the pupil's experiences, needs and presentation.

- **Proportionate and child-centred responses**

All actions taken are appropriate to the level of risk and prioritise the safety and wellbeing of the pupil. Responses are guided by professional judgement and safeguarding procedures.

- **Consistency and clarity in expectations**

Pupils benefit from clear, predictable boundaries and consistent adult responses. This supports emotional safety and reduces vulnerability to external influences.

- **Promotion of inclusion, respect and belonging**

The school actively promotes an inclusive environment where diversity is respected and all pupils feel valued. This reduces the risk of marginalisation, which can increase vulnerability.

- **Strong safeguarding culture and shared understanding**

Staff know and understand their responsibilities and are confident in identifying and reporting concerns. Safeguarding is embedded across all aspects of school life and is consistently implemented.

- **Multi-agency working and collaboration**

The school works in partnership with external agencies where appropriate to ensure that pupils receive the right support. Information is shared in line with safeguarding procedures.

- **Professional curiosity and challenge**

Staff maintain a questioning approach, are willing to challenge concerns appropriately and do not dismiss potential risks. Assumptions are avoided, and concerns are always explored.





5. Understanding Radicalisation in an SEMH Context

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. The aim of Prevent is to stop people from becoming terrorists or supporting terrorism.

At Storybrook, radicalisation is understood within a safeguarding framework. We recognise that susceptibility to radicalisation is complex and individual to a pupil's circumstances. There is no single profile of a radicalised person or single pathway to radicalisation. Concerns will therefore be considered in context and addressed through early identification, appropriate support and proportionate intervention.

As a specialist SEMH setting, we recognise that some pupils may have vulnerabilities or experience circumstances which, when combined with other factors or radicalising influences, may increase their susceptibility to radicalisation. These may include:

- difficulties with emotional regulation and impulse control
- disrupted attachment, trauma or adverse childhood experiences
- a strong need for belonging, identity or acceptance
- low self-esteem or feelings of isolation
- difficulties forming and maintaining relationships
- previous experiences of exclusion or marginalisation
- exposure to inappropriate content or influences, including online

Staff understand that these factors do not, in isolation, indicate that a pupil is susceptible to radicalisation.

However, vulnerabilities and other contextual factors may be relevant to a pupil's susceptibility to radicalisation, particularly where pupils are seeking:

- a sense of identity or purpose
- clear rules or structure
- belonging within a group
- validation or recognition

At Storybrook, staff recognise that:

- behaviour is a form of communication
- expressions of extreme views may reflect unmet needs or confusion rather than fixed beliefs
- vulnerability must be explored within the wider context of the pupil's experiences

Therefore, responses to concerns are:

- supportive rather than punitive
- relational and trauma-informed
- focused on understanding and addressing underlying needs

Staff are trained to approach concerns with professional curiosity, avoiding assumptions

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while ensuring that all potential risks are taken seriously.

The school promotes protective factors that reduce vulnerability to radicalisation, including:

- strong, trusting relationships with adults
- a sense of belonging and inclusion
- opportunities to develop identity and self-worth
- teaching that promotes critical thinking and resilience
- clear, consistent boundaries and expectations

This approach ensures that pupils are supported to develop the skills, confidence and understanding needed to engage safely and positively with the world around them.

6. Roles and Responsibilities

The effective implementation of the Prevent Duty at Storybrook relies on clear roles, shared responsibility and consistent practice across the school.

Governing Body

The Governing Body is responsible for ensuring that the school meets its statutory duties in relation to safeguarding and the Prevent Duty.

This includes:

- ensuring that appropriate policies and procedures are in place and regularly reviewed
- monitoring the effectiveness of the school's safeguarding arrangements, including Prevent
- ensuring that safeguarding, including protection from radicalisation, is embedded within the school's culture
- receiving appropriate training to understand their responsibilities
- providing challenge and oversight to school leaders regarding the implementation of this policy

Headteacher

The Headteacher, Mrs Rachel Burbridge, has overall responsibility for ensuring that the Prevent Duty is implemented effectively across the school.

This includes:

- promoting a strong culture of safeguarding and vigilance
- ensuring that all staff understand their responsibilities under the Prevent Duty
- ensuring that appropriate systems are in place for identifying, recording and responding to concerns





- supporting the Designated Safeguarding Lead (DSL) in managing concerns
- ensuring that safeguarding practice is consistent, effective and regularly reviewed
- liaising with external agencies where required

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is the school's designated Prevent Lead and has lead responsibility for overseeing the delivery of the Prevent Duty and managing concerns relating to radicalisation and terrorism.

At Storybrook, the Headteacher is also the DSL and Prevent Lead.

The DSL will:

- act as the first point of contact for all Prevent-related concerns
- receive, record and assess information relating to potential risk
- maintain accurate, secure and up-to-date safeguarding records
- make decisions regarding appropriate action, including referrals to external agencies
- liaise with external partners, including safeguarding services and the Channel programme
- provide advice and guidance to staff
- ensure that concerns are followed up and monitored appropriately
- ensure that safeguarding procedures are consistently applied

The DSL will ensure that all actions are proportionate, recorded and in line with safeguarding procedures.

Deputy Designated Safeguarding Lead

The Deputy DSL, Mrs Rachel Tetchner, will support the DSL and will carry out these responsibilities in their absence, ensuring continuity of safeguarding provision.

All Staff

All staff have a responsibility to safeguard pupils and must play an active role in the implementation of the Prevent Duty.

Staff must:

- be aware of the risks associated with radicalisation and extremism
- remain vigilant to changes in pupil behaviour or presentation
- understand that vulnerability may present in complex or subtle ways
- follow the school's safeguarding procedures at all times
- report any concerns immediately to the DSL
- record concerns in line with school procedures
- contribute to a safe, inclusive and respectful environment

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- model positive relationships and appropriate behaviour

Staff must not attempt to investigate concerns themselves. All concerns must be passed to the DSL without delay.

All Staff in Practice at Storybrook

In line with the school's SEMH approach, staff are expected to:

- approach concerns with professional curiosity rather than assumption
- understand behaviour as communication and consider underlying needs
- respond in a calm, consistent and non-judgemental manner
- support pupils to regulate before addressing concerns
- create opportunities for safe discussion and reflection

External Agencies and Multi-Agency Working

The school works collaboratively with external agencies to ensure that pupils receive appropriate support.

This may include:

- local safeguarding partners
- the Channel programme
- Prevent coordinators
- other relevant services

Information will be shared appropriately in accordance with safeguarding and data protection requirements. Where appropriate and safe to do so, consent will be considered before information is shared. However, consent is not required where there is a lawful basis for sharing information and doing so is necessary to safeguard a pupil or another person.

The DSL will use professional judgement when deciding whether information should be shared and will record relevant information-sharing decisions and the reasons for them.

7. Identifying Concerns

At Storybrook, staff understand that vulnerability to radicalisation may present in a range of ways and may develop over time. Indicators are often subtle and should always be considered within the wider context of the pupil's needs, experiences and presentation.

Staff are expected to remain vigilant and to use professional judgement when identifying potential concerns.

General Indicators of Concern

Staff should be alert to changes in behaviour, including:





- increased isolation or withdrawal from peers or trusted adults
- sudden or significant changes in behaviour, presentation or attitudes
- expression of extreme or inflexible views
- use of language associated with extremist ideologies
- fixation on a particular ideology, belief system or group
- unwillingness to engage with alternative viewpoints
- changes in friendship groups or associations
- secretive behaviour, particularly in relation to online activity

Online and Digital Indicators

Staff should also be aware of risks linked to online activity, including:

- accessing or sharing inappropriate or extremist content
- excessive use of the internet or social media linked to specific themes
- engagement with unknown individuals or groups online
- reluctance to discuss online activity
- exposure to harmful or misleading information

SEMH-Specific Indicators

In a specialist SEMH setting, indicators may present differently and must be understood within a trauma-informed context.

Staff should consider:

- a strong or sudden need for belonging, identity or purpose
- increased reliance on rigid thinking or black-and-white views
- heightened emotional responses linked to perceived injustice or unfairness
- difficulties managing disagreement or challenge
- increased vulnerability due to low self-esteem or social isolation
- attachment to individuals or groups who provide a sense of validation
- escalation in behaviour when identity, beliefs or views are challenged

Staff must recognise that these behaviours may reflect unmet needs rather than fixed beliefs. Vulnerability does not, in itself, mean that a pupil is susceptible to radicalisation.

Contextual Understanding

At Storyybrook, all concerns are considered within the broader context of the pupil's:

- emotional and developmental stage
- SEMH needs
- personal experiences and background

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- current wellbeing and circumstances

Staff are expected to:

- avoid making assumptions
- apply professional curiosity
- seek to understand the underlying reasons for behaviour

Low-Level Concerns and Patterns**Staff are encouraged to report:**

- low-level concerns
- patterns of behaviour over time
- anything that “does not feel right”

Early identification is essential, and all concerns will be taken seriously and recorded in line with safeguarding procedures.

Staff Response Expectations**When concerns arise, staff must:**

- remain calm and non-judgemental
- avoid confrontation or challenge in the moment
- listen and observe carefully
- record concerns factually and promptly
- report concerns immediately to the Designated Safeguarding Lead

Staff must not attempt to investigate concerns themselves.

8. Procedures for Referral

At Storybrook, all concerns relating to radicalisation and extremism are managed within the school’s safeguarding procedures. Staff must act promptly and follow a clear and consistent process.

Step 1: Identification of Concern A concern may arise through:

- observation of behaviour or changes in presentation
- pupil disclosure
- information shared by another pupil, parent or professional
- online activity or safeguarding monitoring

All concerns, including low-level concerns, must be taken seriously.

Step 2: Immediate Response by Staff

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**When a concern is identified, staff must:**

- remain calm and non-judgemental
- avoid challenging or confronting the pupil directly
- listen carefully and reassure where appropriate
- avoid asking leading questions
- make a factual record of what has been observed or disclosed

Staff must not attempt to investigate or resolve the concern themselves.

Step 3: Recording the Concern**The concern must be recorded:**

- as soon as possible on the school's safeguarding recording system
- using clear, factual and objective language
- including dates, times, context and exact words where relevant

This ensures accurate tracking and monitoring of concerns over time.

Step 4: Reporting to the DSL

All concerns must be reported immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL.

If the DSL is not available:

- concerns must still be reported without delay to a senior member of staff
- the DSL must be informed as soon as possible

Step 5: DSL Assessment and Decision Making**The DSL will:**

- review all available information
- assess the level of risk
- consider the wider context of the pupil's needs and circumstances
- consult with relevant staff where appropriate

The DSL will determine the most appropriate course of action.

Step 6: Action and Intervention**Depending on the level of concern, this may include:**

- monitoring and internal safeguarding support

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- discussion with parents or carers (where appropriate)
- consultation with external agencies
- referral to the local Prevent/Channel process

All actions will be:

- proportionate
- recorded

Step 7: Referral to External Agencies

Where there is a concern that a pupil may be susceptible to radicalisation into terrorism, the DSL will consider whether a Prevent referral is required.

Where a referral is appropriate, the DSL will:

- make a Prevent referral to the police using the National Prevent Referral Form and following the agreed local referral process
- liaise with the local Prevent lead, police, local authority and other safeguarding partners as appropriate
- provide relevant information to support assessment of the referral
- engage with the Channel process where a referral progresses to Channel.

Prevent referrals are assessed by specialist police officers. Where appropriate, a referral may progress to Channel, a multi-agency programme which provides voluntary support to people who are assessed as being susceptible to radicalisation into terrorism.

Informing Parents and Carers

Parents or carers will normally be informed where the school is considering or making a Prevent referral, where it is appropriate and safe to do so.

The school will not seek consent or inform parents or carers before sharing information where doing so could place the pupil or another person at increased risk of harm. The DSL will use professional judgement, in accordance with the school's safeguarding and information-sharing procedures, and will record the rationale for the decision.

A Prevent referral does not require parental consent. Where a pupil is subsequently considered suitable for Channel support, Channel is a voluntary process and the appropriate consent will be required before that support is provided.

Immediate Risk

Where there is an immediate risk of harm, or there is reason to believe that a pupil may be involved in planning or committing a criminal or terrorism-related offence, the police will be contacted immediately. Where there is an immediate danger to the pupil or others, the school will call 999.

This action will not be delayed while a Prevent referral or Channel process is considered.





Step 8: Ongoing Monitoring and Support

Following any action or referral:

- the pupil will continue to be supported within school
- concerns will be monitored over time
- staff will be informed on a need-to-know basis

The school will ensure that:

- support is consistent
- safeguarding remains a priority
- relationships are maintained

Step 9: Record Keeping and Review

All actions, decisions and outcomes will be:

- recorded clearly and securely
- reviewed regularly by the DSL
- used to inform ongoing safeguarding practice

9. Curriculum and Prevention

At Storybrook, the curriculum plays a central role in preventing radicalisation by developing pupils' resilience, critical thinking, emotional understanding and sense of identity and belonging.

The school provides a broad, balanced, integrated and therapeutic curriculum that is designed to meet the needs of pupils within a specialist SEMH setting, while preparing them for life in modern Britain.

Fundamental British Values and Political Impartiality

Storybrook actively promotes the fundamental British values of:

- Democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs.

These values are promoted through the curriculum, SMSC provision and the wider life of the school and contribute to building pupils' resilience to radicalisation.

When political or controversial issues are discussed, staff will ensure that pupils are offered a balanced presentation of opposing views and that teaching remains politically impartial, in accordance with the school's statutory duties.





Curriculum Intent

The curriculum is designed to:

- promote inclusion, respect and diversity
- support pupils to develop a strong sense of identity and self-worth
- build emotional literacy and regulation
- develop critical thinking and the ability to question information
- prepare pupils to engage safely and positively with the wider world

This aligns with the school's wider safeguarding and SMSC provision.

Curriculum Implementation

Prevent education is embedded across the curriculum and is not delivered as a standalone topic. Key areas include:

PSHE and RSE

- exploring relationships, identity and belonging
- understanding rights, responsibilities and boundaries
- developing respect for others and different viewpoints
- learning how to stay safe and seek help

SMSC Development

- promoting reflection, empathy and understanding
- exploring moral and ethical issues
- developing respect for diversity and difference
- supporting pupils to understand their role in society

SEMH Curriculum

- developing emotional regulation and resilience
- supporting pupils to manage strong feelings and impulses
- building self-awareness and coping strategies
- strengthening relationships and communication skills

Core and Wider Curriculum

- exploring real-world issues in a safe and structured way
- encouraging discussion, questioning and debate
- developing understanding of different cultures, beliefs and perspectives

Relational and Therapeutic Practice





In addition to formal teaching, prevention is embedded through:

- consistent adult modelling of respectful and appropriate behaviour
- restorative approaches that promote accountability and understanding
- structured opportunities for discussion and reflection
- a safe and predictable environment that supports emotional security

Staff create opportunities for pupils to:

- express views safely
- ask questions and explore ideas
- challenge and discuss different perspectives
- develop confidence in their own identity

Development of Protective Factors

The curriculum actively develops protective factors that reduce vulnerability to radicalisation. These include:

- a strong sense of belonging and inclusion
- positive relationships with trusted adults
- confidence and self-esteem
- the ability to think critically and question information
- understanding of risk, safety and influence
- respect for others and appreciation of diversity

SEMH-Specific Approach

At Storyybrook, the delivery of Prevent education is adapted to meet the needs of pupils with SEMH needs.

This includes:

- using a trauma-informed and relational approach
- ensuring content is developmentally appropriate
- revisiting key concepts regularly to support understanding
- supporting pupils to regulate emotions before engaging in discussion
- providing additional support where pupils may find topics challenging

Staff ensure that discussions are:

- carefully facilitated
- safe and inclusive
- appropriately supported





Visiting Speakers and External Agencies

Any visiting speaker or external organisation working with pupils will be subject to appropriate checks and consideration before their involvement is approved.

The school will consider whether the individual, organisation, content or proposed activity presents any safeguarding or Prevent-related risk. Appropriate due diligence will be undertaken where necessary.

Visiting speakers will be appropriately supervised and will not be permitted to promote views which encourage terrorism or undermine fundamental British values.

Where external agencies contribute to curriculum provision, the school will also ensure that its duties relating to political impartiality and the balanced presentation of political issues are maintained.

Any concerns arising before, during or following a visit will be reported to the DSL and managed in accordance with the school's safeguarding procedures.

10. Online Safety

Storybrook recognises that online environments play a significant role in the risk of radicalisation. The internet and social media can be used to access, share and promote extremist content, and may expose pupils to harmful influences.

Online safety is therefore a key aspect of the school's Prevent Duty and is managed in line with the school's E-Safety Policy.

Whole-School Approach to Online Safety

The school adopts a proactive and consistent approach to online safety, ensuring that:

- appropriate filtering and monitoring systems are in place to restrict access to harmful and inappropriate content, including extremist and terrorist material
- the effectiveness of filtering and monitoring arrangements is reviewed at least annually, and sooner where required, taking account of the school's safeguarding and Prevent risk assessments
- staff understand the risks associated with online radicalisation
- pupils are supported to use technology safely and responsibly
- safeguarding procedures are followed where concerns arise

Online safety is embedded within the school's wider safeguarding culture and is consistently implemented across all areas of provision.

Curriculum and Teaching

Pupils are taught about online safety through the curriculum, including:





- how to use the internet safely and responsibly
- how to recognise unreliable, misleading or harmful information
- understanding that not all online content is accurate or trustworthy
- the risks associated with engaging with unknown individuals or groups online
- how to report concerns and seek support

Teaching is delivered in a way that is:

- developmentally appropriate
- sensitive to pupils' SEMH needs
- supported through structured discussion and reflection

SEMH-Specific Considerations

Staff recognise that pupils with SEMH needs may be more vulnerable to online risks due to:

- a need for connection, belonging or validation
- difficulties with critical thinking or impulse control
- challenges in understanding risk or intent

As a result, staff provide:

- additional guidance and supervision where required
- structured support to help pupils interpret online content
- opportunities to discuss and reflect on online experiences

Staff Responsibilities

All staff must:

- follow the school's E-Safety Policy at all times
- remain vigilant to potential risks linked to online activity
- monitor pupil use of technology appropriately
- report any concerns in line with safeguarding procedures

Staff must understand that exposure to extremist content online may be an indicator of vulnerability and must be treated as a safeguarding concern.

Responding to Concerns

Where concerns arise in relation to online activity, staff must:

- record and report concerns immediately to the Designated Safeguarding Lead
- ensure that evidence is preserved where appropriate





- follow safeguarding and Prevent procedures

The school will respond proportionately, which may include:

- internal support and monitoring
- discussion with parents or carers
- referral to external agencies where appropriate

Links to E-Safety Policy

This section should be read alongside the school's E-Safety Policy, which provides further detail on:

- acceptable use of technology
- staff and pupil responsibilities
- filtering and monitoring systems
- procedures for managing online safety concerns

Together, these policies ensure a consistent and comprehensive approach to protecting pupils from online harm.

11. Staff Training

Storybrook is committed to ensuring that all staff are appropriately trained and confident in fulfilling their responsibilities under the Prevent Duty. Training is an essential part of maintaining a strong safeguarding culture and ensuring that staff know and understand how to identify and respond to concerns.

Whole-School Training Approach

All staff receive training on safeguarding, including the Prevent Duty, as part of their induction and through regular updates. Training is delivered in line with statutory guidance, including Keeping Children Safe in Education and Prevent Duty Guidance.

Training ensures that staff:

- understand the nature of radicalisation and extremism
- are aware of the risks and vulnerabilities associated with SEMH pupils
- can recognise potential indicators of concern
- understand the referral process and their role within it
- know how to respond appropriately and proportionately

Induction and Ongoing Training

All new staff will:





- receive safeguarding and Prevent training as part of their induction
- be made aware of key policies, including Safeguarding, Prevent and E-Safety
- understand reporting procedures and the role of the Designated Safeguarding Lead

All staff will receive:

- regular safeguarding updates
- refresher training to ensure knowledge remains current
- information about emerging risks and local context
- Prevent training will be recorded as part of the school's staff training records, with the frequency and level of training determined by staff roles, responsibilities, local context and the school's Prevent risk assessment.

SEMH-Specific Training

Given the nature of the provision, staff training also includes:

- understanding behaviour as communication
- recognising how trauma and SEMH needs may impact vulnerability
- using a relational and trauma-informed approach when responding to concerns
- managing sensitive discussions in a safe and supportive way

This ensures that staff responses are:

- appropriate
- non-judgemental
- aligned with the school's ethos

Specialist and Leadership Training

The Designated Safeguarding Lead (DSL) and senior leaders will:

- receive appropriate additional Prevent training relevant to their responsibilities, including understanding the Prevent referral process and current local and national risks.
- maintain up-to-date knowledge of national and local guidance
- support staff through advice, supervision and guidance
- ensure that safeguarding practice is consistent and effective

Embedding Training into Practice

Training is reinforced through:

- regular staff briefings and updates
- supervision and professional dialogue
- reflection on safeguarding practice





- review of incidents and case studies

This ensures that:

- staff confidence is maintained
- knowledge is applied in practice
- safeguarding procedures are consistently followed

Staff Responsibilities

All staff are expected to:

- engage fully with training
- apply learning in their daily practice
- remain vigilant to potential risks
- seek guidance where needed

Staff must understand that safeguarding, including the Prevent Duty, is an ongoing responsibility and not a one-off training requirement.

12. Safer Recruitment

Storybrook is committed to ensuring that all staff, volunteers and visitors are suitable to work with children and that safeguarding is prioritised throughout all recruitment processes. Robust safer recruitment practices are a key part of the school's approach to preventing individuals who may pose a risk from gaining access to pupils.

All recruitment at Storybrook is conducted in line with the school's Safer Recruitment Policy and statutory guidance, including Keeping Children Safe in Education.

Recruitment Procedures

The school ensures that all appointments are made following a rigorous and transparent process.

This includes:

- clearly defined job descriptions and person specifications
- safeguarding statements included in all recruitment materials
- structured interviews that assess candidates' suitability to work with children
- exploration of gaps in employment history
- verification of identity and qualifications





Pre-Employment Checks

The school carries out all required pre-employment checks, including:

- enhanced Disclosure and Barring Service (DBS) checks
- verification of identity and right to work in the UK
- obtaining and scrutinising references
- checking employment history
- prohibition and relevant safeguarding checks

All checks are recorded on the school's Single Central Record in line with statutory requirements.

Promoting a Culture of Vigilance

Storybrook recognises that safer recruitment is not limited to pre-employment checks. The school maintains an ongoing culture of vigilance to ensure that safeguarding risks are minimised.

This includes:

- ensuring staff understand their safeguarding responsibilities
- maintaining professional boundaries and expectations
- monitoring staff conduct in line with the Staff Code of Conduct
- addressing concerns promptly through appropriate procedures

The school recognises that individuals may seek to work within education settings to gain access to children. As such, leaders remain alert to any behaviours or patterns that may indicate risk and take appropriate action where necessary.

Link to Prevent Duty

Robust safer recruitment practices contribute to the school's Prevent Duty by:

- reducing the risk of individuals promoting extremist views within the school
- ensuring that staff uphold British Values and the school's ethos
- maintaining a safe and secure learning environment

Staff Training and Responsibility

Staff involved in recruitment processes receive appropriate training in safer recruitment practices. This ensures that:

- recruitment decisions are informed and consistent
- safeguarding considerations are central to all appointments





All staff are expected to uphold the principles of safer recruitment and to report any concerns about colleagues in line with safeguarding procedures.

Alignment with Storybrook Policies

This section should be read alongside the Storybrook Safer Recruitment Policy, Staff Code of Conduct and Safeguarding Policy. Together, these policies ensure that safeguarding is embedded throughout all stages of employment and that appropriate systems are in place to protect pupils.

13. Monitoring and Review

Storybrook is committed to ensuring that the Prevent Duty is implemented effectively, consistently and in line with statutory guidance. The school maintains a robust system of monitoring and review to ensure that safeguarding practice is embedded across all aspects of provision.

Leadership Oversight

The Headteacher and Designated Safeguarding Lead (DSL) are responsible for overseeing the implementation of this policy.

They will ensure that:

- safeguarding systems, including Prevent, are operating effectively
- staff understand and consistently apply procedures
- concerns are identified, recorded and responded to appropriately
- actions taken are proportionate and in line with safeguarding guidance

Leaders will regularly review safeguarding practice to ensure that it reflects current risks, guidance and the needs of the pupil cohort.

Prevent risk assessment

The school will maintain a proportionate Prevent risk assessment which considers how pupils or staff may be at risk of being radicalised into terrorism, including risks arising online.

The risk assessment will take account of the school's local context, the age and needs of its pupils, the phase and type of provision, relevant local and national information and any emerging safeguarding concerns.

Where specific risks are identified, the school will maintain an action plan setting out the steps that will be taken to mitigate those risks.

The Headteacher/DSL will ensure that the Prevent risk assessment is reviewed regularly and updated where there are changes in local, national or school-specific risks.





Monitoring Safeguarding Practice

The effectiveness of this policy will be monitored through:

- regular review of safeguarding records and incident logs
- analysis of patterns or trends in concerns
- staff discussions, supervision and professional dialogue
- learning walks and observations
- review of curriculum delivery, including PSHE, SMSC and online safety
- pupil voice and feedback, where appropriate

This ensures that safeguarding practice, including Prevent, is consistently implemented across the school.

Staff Knowledge and Training

Monitoring will include ensuring that:

- staff have received appropriate training
- staff understand their responsibilities
- staff are confident in identifying and reporting concerns

Where gaps are identified, additional training or support will be provided.

Multi-Agency Review and External Engagement

Where appropriate, the school will engage with external agencies to:

- review safeguarding practice
- respond to emerging risks or concerns
- ensure that referral pathways remain effective

This supports a coordinated and informed approach to safeguarding.

Policy Review

This policy will be:

- reviewed annually, or sooner if required
- updated in response to changes in legislation, guidance or local context
- aligned with the school's wider safeguarding policies

The Governing Body will:

- monitor the implementation of this policy





- receive updates on safeguarding, including Prevent
- provide challenge and support to school leaders

Continuous Improvement

The school is committed to ongoing reflection and improvement. Monitoring processes are used to:

- identify strengths and areas for development
- ensure consistency across staff practice
- improve systems and procedures
- maintain a strong culture of safeguarding

14. Links to Other Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- SMSC Policy
- E-Safety Policy
- Staff Code of Conduct

15. Summary Statement

At Storybrook, safeguarding is central to all practice. Through a consistent and proactive approach, the school ensures that pupils are protected from the risks of radicalisation and extremism, while being supported to develop confidence, resilience and a strong sense of identity and belonging.

This policy contributes to a strong culture of safeguarding where staff know and understand their responsibilities and where procedures are consistently implemented.

