



Preventing Radicalisation and Extremism Policy

Approved by: Board of Directors

Policy Owner: Storyy Education

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1. Policy Statement

Storyy Education is committed to safeguarding and promoting the welfare of children and young people. Protecting learners from radicalisation and extremist influence forms part of our wider safeguarding responsibilities and is approached in the same child-centred, trauma-informed and professionally curious way as other forms of abuse, grooming and exploitation.

As a non-school Alternative Provision provider, Storyy Education supports commissioning schools and local authorities to discharge their statutory safeguarding responsibilities and adopts the principles of the Prevent Duty framework as best practice. Where a commissioning arrangement or other legal status places a specific Prevent requirement on Storyy Education, that requirement will be followed.

Prevent concerns are safeguarding concerns. They must never be used to stigmatise a learner because of faith, ethnicity, culture, political discussion, SEND, mental health, family circumstances or protected characteristics.

2. Purpose and Aims

- safeguard learners from radicalising influences and terrorism-related harm;
- ensure staff recognise and report concerns promptly;
- build resilience, belonging, critical thinking and respectful relationships;
- align Prevent practice with safeguarding, Online Safety, RESET, BRIGHT and PSHE/RSHE;
- support proportionate multi-agency working, including Prevent and Channel where appropriate;
- maintain accurate records, clear decision-making and appropriate information sharing.

3. Scope and AP Context

This policy applies to Directors, leaders, employees, agency staff, volunteers, contractors, visitors, partner professionals and anyone working on behalf of Storyy Education across centre-based provision, RESET, BRIGHT, outreach, transport, community learning and educational visits.

Storyy Education recognises the distinct position of non-school AP. The commissioning school or local authority retains its statutory responsibilities unless formally delegated. Storyy Education will share relevant safeguarding information promptly and cooperate with local safeguarding and Prevent arrangements.

4. Legislative and Guidance Framework

- Counter-Terrorism and Security Act 2015;
- Prevent Duty Guidance: England and Wales (2023);
- Keeping Children Safe in Education 2026, used as the safeguarding benchmark relevant to commissioning schools and colleges;
- Working Together to Safeguard Children;
- DfE guidance on safeguarding learners vulnerable to radicalisation;
- Alternative Provision statutory guidance and non-school AP standards, where applicable;
- Equality Act 2010;
- UK GDPR and Data Protection Act 2018;
- Storyy Education Child Protection and Safeguarding Policy and Online Safety Policy.

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5. Understanding Radicalisation, Extremism and Susceptibility

Radicalisation is the process through which a person comes to support terrorism or extremist ideologies associated with terrorism. Staff should focus on susceptibility, context and risk rather than labels or stereotypes.

There is no single profile. Relevant factors can include grooming, social isolation, trauma, discrimination, identity needs, a desire for belonging, online influence, peer or family influence, exposure to propaganda or conspiracy narratives, and significant changes in behaviour or relationships.

6. Storyy Education's Prevent Approach

Our approach mirrors the wider Storyy safeguarding model: relationships first, safeguarding always, high expectations, early help, professional curiosity and proportionate intervention. Staff should listen, explore context, avoid confrontation, record facts and seek DSL advice.

7. Prevent Risk Assessment and Action Planning

Prevent-related risk will be considered within organisational safeguarding risk assessment and local context. Where specific risks are identified, leaders will record proportionate actions, responsible persons, timescales and review arrangements. Online risks must form part of this assessment.

8. Building Resilience through RESET, BRIGHT and PSHE/RSHE

Prevent is embedded through education rather than delivered as a stand-alone message. RESET, BRIGHT and PSHE/RSHE support learners to develop confidence, emotional regulation, positive relationships, independence and future pathways while strengthening critical thinking and safe participation in society.

- respectful discussion and listening to different viewpoints;
- media literacy, misinformation and manipulation;
- healthy identity, belonging and positive relationships;
- Fundamental British Values in an age- and stage-appropriate way;
- recognising grooming, coercion and exploitation;
- knowing how and where to seek help.

9. Online Safety and Emerging Risks

Online radicalisation may occur through social media, gaming, livestreaming, forums, encrypted messaging, recommendation systems and emerging technologies. Staff should consider extremist content alongside other online safeguarding risks such as grooming, exploitation, deepfakes, harmful AI-generated content and coercive contact.

Concerns identified through filtering and monitoring, disclosures or observation must be managed through the Online Safety and Child Protection procedures.

10. Recognising and Responding to Concerns

- Remain calm and listen without judgement.
- Do not promise confidentiality.
- Do not debate, interrogate or attempt to investigate.
- Record the learner's words and relevant context accurately.
- Report immediately to the DSL/DDSL and report on CPOMS.

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- Consider whether there are other safeguarding risks, including exploitation, abuse, mental health concerns or online harm.

11. Referral, Channel and Multi-Agency Working

The DSL will assess the concern using available information, local thresholds and professional advice. This may include consultation with the commissioning school, local authority Prevent team, children's social care or police and, where appropriate, submission of a Prevent referral.

Channel is a voluntary, multi-agency safeguarding programme. A referral to Prevent does not mean that a learner has committed an offence. Decisions and rationale must be recorded.

12. Immediate Risk and Emergency Action

Where there is an immediate risk to life, a suspected imminent terrorist act or another emergency, call 999. Staff should then inform the DSL/Managing Director as soon as it is safe to do so and follow the Critical Incident/Lockdown arrangements where relevant.

13. Staff Training and Professional Curiosity

All staff receive Prevent awareness appropriate to their role through induction and safeguarding updates. Those with Prevent-specific responsibilities should keep their knowledge current, including local risks, referral routes, online radicalisation and changes in national guidance.

14. Visitors, Speakers, Contractors and Partners

Visitors, speakers and partner professionals must follow Storyy Education safeguarding expectations. Any activity that may introduce extremist, discriminatory or unsafe content will be risk assessed and managed proportionately. Visitor arrangements must align with safeguarding and professional-boundary procedures.

15. Equality, Inclusion and Avoiding Stigmatisation

Storyy Education will not make assumptions based on protected characteristics, faith, culture, political discussion or family background. Staff must distinguish between lawful expression of views and safeguarding indicators that suggest susceptibility to radicalisation or risk of harm.

16. Recording, Information Sharing and Confidentiality

Prevent concerns and actions will be recorded securely on CPOMS in line with safeguarding procedures. Information will be shared on a need-to-know basis where necessary, proportionate and lawful to safeguard a child or others.

17. Roles and Responsibilities

17.1 Board of Directors

Provides governance oversight and assurance.

17.2 Managing Director

Ensures organisational implementation and alignment across the policy suite.

17.3 DSL/DDSL

Leads assessment, advice, referrals, recording and multi-agency liaison.

17.4 Provision Managers

Ensure staff understand local procedures, risk and reporting routes.

17.5 All Staff

Recognise, record and report concerns promptly and promote a safe, inclusive learning culture.

18. Monitoring, Quality Assurance and Review

Implementation will be monitored through safeguarding audits, CPOMS quality assurance, training records, Prevent risk assessment, case review, local safeguarding updates and organisational learning. The policy will be reviewed annually or sooner following significant guidance, legislative or practice changes.

19. Links with Other Storyy Education Policies

- Child Protection and Safeguarding Policy
- Online Safety, Digital Technology and Acceptable Use Policy
- RESET and BRIGHT Curriculum Policy
- PSHE and RSHE Policy
- Student Code of Conduct
- Equality, Diversity and Inclusion Policy
- Mobile Phones, Smart Devices and Social Networking Policy
- Whistleblowing Policy
- Managing Allegations and Adults Working with Children Policy
- Critical Incident and Lockdown procedures

Appendix A-Prevent Concern-What Do I Do?



Prevent Concern - What Do I Do?

Safeguarding first. Stay curious. Report - don't investigate.

If you are concerned that a child or young person may be susceptible to radicalisation or extremist influence, follow the Storyy safeguarding pathway.

NOTICE THE CONCERN

1

Notice what you have seen, heard or been told. Consider changes in behaviour, relationships, language, beliefs or online activity in context - no single sign proves radicalisation.

RECORD ON CPOMS

2

Record the concern on CPOMS as soon as possible. Include dates, times, exact words where relevant, what you observed and any other factual information. Record facts, not assumptions.

REPORT TO DSL / DDSL

3

Share the concern immediately with the DSL/DDSL. Do not wait for proof and do not investigate, challenge or interrogate the young person yourself.

DSL ASSESSES

4

The DSL considers the wider safeguarding picture, local context and whether advice is needed from the commissioning school, local authority Prevent team or other safeguarding partners.

REFER / SUPPORT

5

Where appropriate, a Prevent referral may be made. Police assess referrals against the Prevent threshold; only appropriate cases progress to Channel. Other safeguarding or early-help support may be more suitable.

IMMEDIATE DANGER OR THREAT TO LIFE? CALL 999.

Based on DfE Prevent safeguarding guidance and Home Office Channel Duty Guidance (current at August 2026).

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Appendix B- Recognising Possible Radicalisation Risk



Recognising Possible Radicalisation Risk

Look at the whole picture - not a checklist.

Radicalisation can resemble grooming. There is no single profile or pathway. Several factors, changes or influences seen together may create a safeguarding concern.

PUSH FACTORS

1

A young person may feel isolated, that they do not belong, low in self-esteem, angry or frustrated, without purpose, or affected by real or perceived grievances.

PULL FACTORS

2

A group, individual or online community may offer belonging, status, excitement, certainty or a sense of mission, while promoting conspiracy theories, blame, supremacy or an 'us versus them' worldview.

ONLINE INFLUENCE

3

Be alert to concerning changes linked to social media, gaming, forums, livestreams or messaging. Harmful online behaviour should be treated with the same safeguarding seriousness as offline activity.

CHANGES IN CONTEXT

4

Changes in friendships, language, behaviour, interests or attitudes may matter when considered alongside the young person's circumstances. Do not make assumptions based on faith, ethnicity, culture or protected characteristics.

PROFESSIONAL CURIOSITY

5

Ask appropriate open questions, listen, consider what else may be happening and report concerns. The role of staff is to safeguard and share information - not to diagnose radicalisation.

CONCERNED? RECORD ON CPOMS AND REPORT TO THE DSL/DDSL.

Based on DfE 'Understanding and identifying radicalisation risk in your education setting'.

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