

Title	Prevent Policy
Cross References	External: • Counter Terrorism and Security Act 2015 • Prevent Duty Guidance: England and Wales (2023) • Channel Duty Guidance (Updated 2025) • Keeping Children safe in Education 2026 • Working Together to Safeguard Children 2026 • DFE Guidance: The Prevent Duty – Safeguarding Learners Vulnerable to Radicalisation Internal: • Anti - Bullying Policy • Child Protection and Safeguarding Policy • Online Safety Policy • Staff Code of Conduct • Managing Allegations Against Staff Policy
Date	October 2026

1. Policy Statement

Apricot Online Ltd is committed to safeguarding children and young people from the risk of radicalisation and involvement in terrorism. Prevent is a safeguarding responsibility and concerns about radicalisation will be managed through the same child-centred safeguarding principles that apply to other forms of harm and exploitation.

Apricot Online provides education remotely to students who may be learning from home or another agreed setting. Our online model creates both opportunities and risks: regular live contact can help staff notice changes in language, behaviour, engagement or online activity, while students may also be exposed to extremist narratives, harmful communities, propaganda and direct contact through social media, gaming, messaging platforms and other online spaces.

Apricot will support commissioning schools and local authorities in meeting their safeguarding and Prevent responsibilities and will follow applicable statutory requirements where these apply directly to our organisation or provision.

2. Purpose

This policy sets out how Apricot Online will:

- recognise and respond to concerns that a student may be susceptible to radicalisation;
- ensure Prevent concerns are treated as safeguarding concerns rather than matters of discipline or political opinion;
- support staff to understand current risks, including online radicalisation;
- provide clear referral and escalation routes;
- work effectively with commissioning schools, local authorities, Prevent partners, police and Channel where appropriate;
- promote resilience, critical thinking, respectful dialogue and fundamental British values through appropriate curriculum opportunities; and
- ensure students are not stereotyped or treated as a risk solely because of their background, faith, identity, SEND, political interest or protected characteristics.

3. Prevent and the Legal Framework

Section 26 of the Counter-Terrorism and Security Act 2015 places a Prevent duty on specified authorities to have due regard to the need to prevent people from becoming terrorists or supporting terrorism. The current statutory Prevent Duty Guidance for England and Wales came into force on 31 December 2023.

The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. It includes tackling the ideological causes of terrorism, intervening early to support people who are susceptible to radicalisation, and supporting disengagement and rehabilitation where appropriate.

Apricot Online recognises Prevent as part of the wider safeguarding system. A Prevent concern does not require certainty that a child is being radicalised before it is reported.

4. Key Terminology

Radicalisation is the process through which a person comes to support terrorism or extremist ideologies associated with terrorist groups.

Susceptibility describes circumstances in which a person may be more open to radicalising influences. There is no single profile of a person who may be susceptible to radicalisation.

Channel is a voluntary, confidential multi-agency programme in England and Wales that provides tailored support to people who are susceptible to becoming terrorists or supporting terrorism.

Staff should avoid using labels or assumptions. Holding strong, unpopular, religious or political views does not by itself mean that a child is being radicalised.

5. Roles and Responsibilities

5.1 Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) has overall safeguarding responsibility for ensuring Prevent concerns are recognised, recorded, assessed and referred appropriately.

- ensure staff understand how Prevent fits within safeguarding;
- support staff who raise concerns and consider the wider safeguarding context;
- liaise with the commissioning DSL or safeguarding contact;
- seek advice from local Prevent partners or police where appropriate;
- make or support Prevent referrals where the threshold may be met;
- contribute to Channel or other multi-agency processes where appropriate;
- maintain secure records of concerns, decisions, rationale and actions; and
- review themes and emerging risks relevant to Apricot's students and online provision.

5.2 Prevent Single Point of Contact (SPOC)

Apricot Online's Prevent Single Point of Contact is Amy Smith, Managing Director / Deputy Designated Safeguarding Lead.

- maintain an appropriate understanding of Prevent guidance and referral arrangements;
- support organisational awareness of radicalisation and terrorism-related safeguarding risks;
- work with the DSL and relevant external partners where a Prevent concern arises;
- support or represent Apricot in relevant Prevent or Channel discussions where required; and
- ensure relevant information is shared appropriately and promptly.

5.3 All Staff

- complete required safeguarding and Prevent training;
- remain alert to changes or patterns that may indicate a student is being influenced, groomed or exploited;
- report concerns promptly to the DSL/DDSL rather than investigating them independently;
- challenge discriminatory, hateful or extremist language appropriately while maintaining a safeguarding focus;
- promote respectful discussion and critical thinking without suppressing legitimate debate;
- maintain professional curiosity about online influences where these affect a student's safety or wellbeing; and
- avoid stereotyping students or making assumptions based on religion, ethnicity, nationality, SEND or political views.

6. Radicalisation in an Online Environment

Online radicalisation is particularly relevant to Apricot because students access education through technology and may spend significant time online outside lessons. Radicalising influences can be encountered through social media, video platforms, messaging services, gaming communities, forums, livestreams, recommendation algorithms and private online groups.

- Staff should be alert to patterns such as:
- a significant change in language, behaviour, engagement or expressed worldview;
- repeated sharing or promotion of terrorist propaganda or material that glorifies terrorist violence;
- expressing support for terrorist groups, attacks or the use of violence to achieve ideological aims;
- new secrecy around online contacts, groups or activity;
- being in contact with people attempting to recruit, groom or direct the student;
- persistent use of dehumanising, hateful or violent narratives linked to extremist ideology;
- attempts to access or circulate terrorist instructional or propaganda material;
- a marked increase in isolation combined with concerning online influences;
- expressions suggesting the student feels compelled to act, travel, fundraise or provide support for a terrorist cause; or
- other changes which, considered alongside the student's circumstances, create a safeguarding concern.

No single indicator proves radicalisation. Staff should consider context, changes over time and the overall safeguarding picture.

7. Vulnerability and Protective Factors

People can become susceptible to radicalisation through many different pathways. Factors such as isolation, grievance, trauma, identity questions, discrimination, family difficulties, criminal exploitation, a need for belonging or exposure to persuasive online networks may be relevant in some cases.

These factors must never be treated as a checklist or used to stereotype children. Most children experiencing such circumstances will not become involved in terrorism.

Protective factors may include trusted relationships, a sense of belonging, opportunities to discuss difficult issues safely, critical thinking, digital literacy, positive engagement in education and access to appropriate support.

8. SEND and Additional Vulnerability

Apricot Online supports many students with SEND and other additional needs. SEND does not make a child inherently susceptible to radicalisation. However, some students may experience social isolation, difficulties interpreting others' intentions, a strong need for belonging or challenges evaluating online information.

Staff should consider the individual child, provide accessible explanations and avoid interpreting behaviour through stereotypes. Where there is a concern, the safeguarding response should take account of the student's communication needs and wider context.

9. Curriculum and Building Resilience

Apricot Online supports students to develop the knowledge and skills needed to participate safely and respectfully in society. Appropriate curriculum opportunities may include PSHE, Citizenship, English, Humanities, Computing and other subjects.

Teaching may support:

- democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs;
- critical thinking and evaluation of sources;
- understanding misinformation, disinformation, propaganda and online manipulation;
- respectful disagreement and discussion of controversial issues;
- recognition of prejudice, hatred and dehumanising narratives;
- online safety and the influence of algorithms and online communities; and
- knowing how and where to seek help.

Promoting fundamental British values does not mean preventing students from expressing lawful political, religious or social views. Staff should create space for appropriate discussion while challenging support for violence, terrorism, hatred or unlawful activity.

10. External Speakers and Resources

Where Apricot Online uses external speakers, organisations or resources, appropriate due diligence should be undertaken in proportion to the activity and identified risk.

Apricot will not knowingly provide a platform for material or speakers that encourage participation in or support for terrorism. Online guest sessions should use approved platforms and appropriate supervision.

11. Responding to a Concern

1. Listen and remain calm. Do not confront, debate aggressively or attempt to investigate the student's beliefs.
2. Record what has been said or observed accurately, including relevant online context, dates, usernames, links or messages where these can be recorded safely and lawfully.
3. Report the concern promptly to the DSL/DDSL using Apricot's safeguarding reporting arrangements.
4. The DSL will consider the concern alongside other safeguarding information and liaise with the commissioning DSL/safeguarding contact.
5. Where appropriate, the DSL/SPOC will seek advice from the relevant local Prevent team, police Prevent team or other safeguarding partner.

6. If the concern meets the relevant threshold, a Prevent referral may be made. A referral is a request for specialist assessment; it does not mean that the child is assumed to be a terrorist or to have committed an offence.
7. Where there is an immediate threat to life, a risk of imminent serious harm or information suggesting a terrorism-related offence requiring urgent police action, emergency or police procedures will be followed without delay.

Apricot will not delay necessary safeguarding action solely because the commissioning setting cannot immediately be reached.

12. Channel

Following a Prevent referral, specialist assessment determines the most appropriate response. Where appropriate, a person may be considered for Channel, a multi-agency programme that offers tailored support intended to reduce susceptibility to radicalisation.

Apricot Online will cooperate with lawful information requests and may attend or contribute to Channel meetings where appropriate. Information will be shared proportionately and in accordance with safeguarding and data-protection requirements.

13. Information Sharing and Confidentiality

Prevent concerns are safeguarding information and must be handled confidentially. Relevant information may be shared where necessary and proportionate to protect a child or another person.

Data protection law does not prevent appropriate safeguarding information sharing. Staff must not promise confidentiality to a student where information may need to be shared to keep them or others safe.

14. Training

Staff will receive Prevent awareness as part of safeguarding training and will complete appropriate government or other quality-assured training according to role.

Training should help staff understand:

- the purpose of Prevent and its relationship with safeguarding;
- current terrorism and radicalisation risks;
- how online environments can facilitate radicalisation;
- how to recognise concerning changes without stereotyping;
- how to report and record a concern;
- the Prevent referral and Channel process; and
- the importance of professional judgement and proportionate response.

15. Partnership with Commissioners

Where Apricot Online provides education on behalf of a school or local authority, Prevent concerns will normally be shared promptly with the commissioning safeguarding lead so that information can be considered alongside the wider picture known to that organisation.

Apricot will support commissioners with relevant information about attendance, engagement, online behaviour or disclosures where this is necessary for safeguarding. The commissioner relationship does not prevent Apricot from making a direct referral or seeking urgent advice where required.

16. Recording and Review

Prevent concerns, referrals, advice, decisions and outcomes will be recorded securely within Apricot's safeguarding systems. Records should distinguish factual information from professional judgement and include the rationale for decisions.

Apricot will review relevant Prevent risks as part of its wider safeguarding and online-safety arrangements, taking account of the nature of its remote provision, student cohort, current threat information and learning from incidents or referrals.

17. Policy Review

This policy will be reviewed annually and sooner where there are significant changes to legislation, statutory guidance, the terrorism threat, Apricot's operating model or learning from a safeguarding incident.

Appendix 1 - Staff Quick Guide: Prevent Concern

- Prevent is safeguarding.
- Do not stereotype or assume.
- Look for changes, patterns and context rather than a single indicator.
- Online influences may be significant even when they occur outside Apricot systems.
- Do not investigate or try to 'de-radicalise' a student yourself.
- Record the student's own words and relevant context.
- Report promptly to the DSL/DDSL.
- A Prevent referral is for specialist assessment and support; it is not an accusation.
- Use urgent police/emergency routes where there is an immediate threat or serious risk.

Appendix 2 - Key Contacts

Name	Role	Contact
Jodie Phillips	Operations Director / Designated Safeguarding Lead	jodie@apricotlearningonline.co.uk
Amy Smith	Managing Director / DDSL / Prevent SPOC	amy@apricotlearningonline.co.uk

Local Prevent and Channel contact routes vary according to the student's local authority area. The DSL/SPOC will use the current referral route for the relevant locality rather than relying on a single historic county contact.

Authorised by: Jodie Phillips, Operations Director

Date: October 2026

Review Date: October 2027