



# Thrive

## Prevent Policy

April 2026

*Building skills.  
Shaping futures.*

[placesforpeople.co.uk/pfp-thrive](https://placesforpeople.co.uk/pfp-thrive)



## Document History

To be reviewed on at least an annual basis or sooner, if there are significant changes required. Approval should be the PfP Thrive Director or a relevant member of the PfP Thrive Governing Board.

Approved by: Tom Arey  
Position: PfP Thrive Director  
Date: April 2026  
Next Review Date April 2027

Signed  
Tom Arey  
PfP Thrive Director

A handwritten signature in black ink, appearing to be 'Tom Arey', followed by a horizontal line.

*Building skills.  
Shaping futures.*

## **Contents**

Policy Statement	4
Scope and Legal Framework	5
Roles and Responsibilities	6
Safeguarding and KCSIE Principles	7
Risk Assessment	8
Staff Training	9
Curriculum and Learner Engagement	10
Referral Process	11
OCT and Online Safety	12
Partnership Working	13
Policy review and version control	14

*Building skills.  
Shaping futures.*

## Policy Statement

PfP Thrive is an apprenticeship provider that is committed to fulfilling its statutory responsibilities under Section 26 of the Counter-Terrorism and Security Act 2015, which requires all education and training providers to *“have due regard to the need to prevent people from being drawn into terrorism”*. Prevent is a core element of safeguarding, and as such, this policy operates as part of our overall Safeguarding Policy and complies with Keeping Children Safe in Education (KCSIE) 2025 expectations in relation to protecting learners from radicalisation and extremism.

We will ensure that all learners, including apprentices in the workplace, are supported to learn in a safe environment free from extremist influences. Prevent is *not* about restricting freedom of speech or lawful political or religious debate; it is about safeguarding people who may be vulnerable to exploitation, grooming, or extremist influence.

*Building skills.  
Shaping futures.*

## Scope and Legal Framework

### Scope

This policy applies to:

- All employees and associates
- All apprentices and work-based learners
- All visitors, employers, and partners involved in apprenticeship and adult skills delivery.
- It supports compliance with statutory obligations for further education and independent training providers, as monitoring of Prevent forms part of Ofsted's inspection framework for safeguarding and leadership effectiveness.

### Legal and Statutory Framework

This policy is informed by:

- Prevent Duty Guidance for England and Wales (2023), updated 6 March 2024
- Work-based Learners and the Prevent Duty (DfE) guidance.
- Counter-Terrorism and Security Act 2015
- Keeping Children Safe in Education (KCSIE) 2025
- Education Inspection Framework (EIF) relating to safeguarding.
- The 2023 Prevent guidance reinforces three key objectives:
- Tackle the ideological causes of terrorism.
- Intervene early to support individuals at risk of radicalisation.
- Enable disengagement and rehabilitation where needed.

*Building skills.  
Shaping futures.*

## **Roles and Responsibilities**

### **Senior Leadership Team**

The Managing Director, Senior leaders must demonstrate *active engagement* with partners including the police and regional Prevent coordinators, ensuring appropriate training, risk assessment, and partnership work is in place. They must ensure:

- Prevent is embedded into safeguarding systems.
- Sufficient resources are allocated.
- Staff competencies are maintained through regular training.
- Compliance with funding conditions requiring safeguarding measures for all learners, including work-based apprentices.

### **Designated Safeguarding Lead (DSL)**

A DSL must be appointed to implement, monitor, and review Prevent arrangements across the provider, including apprenticeships and workplace learning environments. Responsibilities include:

- Receiving and escalating Prevent referrals.
- Consulting with Channel, police, and Prevent teams.
- Maintaining training and awareness programmes
- Conducting Prevent risk assessments.
- Ensuring early identification and support for vulnerable learners

### **All Staff, Tutors, and Assessors**

- Undertake Prevent Duty training as required by leadership.
- Understand signs of radicalisation.
- Promote British values (democracy, rule of law, individual liberty, mutual respect, and tolerance)
- Report concerns immediately to the DSL.
- Ensure content delivered and discussions with learners support critical thinking and respect.

### **Employers of Apprentices**

- Understand their Prevent responsibilities.
- Support safe working and training environments.
- Report concerns to the provider's DSL or Prevent Officer

*Building skills.  
Shaping futures.*

## Safeguarding and KCSIE Principles

Prevent is part of safeguarding; providers have a duty to protect learners from *“all aspects of abuse, exploitation and radicalisation.”*

In accordance with **KCSIE 2025**, this provider ensures:

- Systems are in place for learners to report concerns.
- Staff understand vulnerability factors, including mental health, online exposure, and identity-based risks.
- Safeguarding measures extend into **workplaces**, not just teaching settings.
- Clear referral processes align with external and statutory partners.

*Building skills.  
Shaping futures.*

## **Risk Assessment**

The provider will maintain annual Prevent risk assessments covering:

- Curriculum and teaching
- ICT and online safety
- Estates and premises
- Workplace learning environments.
- Local threat profiles in partnership with regional Prevent coordinators.

This aligns with Prevent guidance requiring institutions to identify and manage risk early and proportionately.

*Building skills.  
Shaping futures.*

## **Staff Training**

We will provide mandatory training for:

- All staff (induction and refresher)
- Assessors and workplace coaches
- Senior leaders, tailored to their responsibilities.

Training will ensure staff can identify risks, respond appropriately, and refer vulnerable apprentices for support, as expected by Prevent guidance.

***Building skills.  
Shaping futures.***

## **Curriculum and Learner Engagement**

We will:

- Promote British values throughout the curriculum.
- Encourage respectful debates and inclusive culture.
- Build learners' resilience to misinformation and extremist narratives.
- Provide access to impartial information and safe spaces for discussion.
- Ensure content does not create permissive environments for extremism (as referenced in Prevent monitoring expectations)

## **Learner Support and Information**

- Learners will be provided with:
- Clear safeguarding and Prevent contact routes.
- Awareness sessions on radicalisation risks
- Posters and digital resources promoting safe learning environments.
- Access to national resources including ACT Early, NSPCC, and official Prevent Duty guidance Would you like any of these?

*Building skills.  
Shaping futures.*

## **Referral Process**

Staff must report concerns directly to the DSL.

The DSL will:

- Assess risk and gather information.
- Consult Prevent professionals where appropriate.
- Submit a referral to Prevent partners where necessary.
- Maintain clear records and follow up on outcomes.

Early intervention is a key Prevent principle to safeguard vulnerable individuals.

*Building skills.  
Shaping futures.*

## **ICT and Online Safety**

We will ensure that:

- Internet filtering and monitoring systems are in place.
- Learners are educated on online radicalisation risks.
- Staff are trained to recognise online extremist narratives.
- All online platforms used in apprenticeship delivery adhere to safety controls.

***Building skills.  
Shaping futures.***

## **Partnership Working**

The provider will collaborate with:

- Police Prevent teams.
- Local authority safeguarding partnerships
- Regional Prevent coordinators.
- Employers
- DfE and ESFA where required.

Partnership working is a core expectation within the Prevent Duty guidance for specified authorities.

*Building skills.  
Shaping futures.*

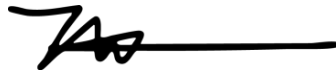
## **Policy review and version control**

This Policy will be reviewed annually or in the event of changes in rules or to consider changes in working practices that may result from incidents.

Date of Publishing: February 2026  
Review Date: February 2027  
Policy/Process Owner: Quality and Governance Manager

Signed:

Tom Arey  
Director of PFP Thrive



25/02/2026

## Version control

Version History	Date	Action	Amended by	Reviewed by
V1.0	September 2024	New policy creation	Rebecca Edwards Academy Consultant	Tom Arey Pfp Thrive Director
V2.0	February 2026	Full policy review and rewrite including new branding	Quality and Governance Manager	Tom Arey Pfp Thrive Director

*Building skills.  
Shaping futures.*