

Prevent Policy v1.2

Skills and Training Services (STS)

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Version	Date	Summary of changes
V0.1	01/11/2023	Initial draft
V1.0	22/11/2023	First Issued
V1.1	30/10/2024	Annual update
V1.2	08/12/2025	Annual update – amendments to STS commitment and training materials available to staff and learners.

Change Control

Any requested changes to this document should be emailed to: dean.hooton@serco.com

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1. Acronyms & Definitions

Acronym/Term	Definition
EST	Employment, Skills, and Training
STS	Skills and Training Services
DSL	Designated Safeguarding Lead
DSO	Designated Safeguarding Officer

2. Introduction

The term 'learner' is used to describe all learners and apprentices involved with Skills and Training Services (STS); this also includes those learners enrolled with subcontractors.

This policy must be read in conjunction with:

- Equality, Diversity, and Inclusion Policy.
- Safeguarding Policy.

This document incorporates how we, as a business, will:

- promote the policy.
- get commitment to the policy.
- train employees in implementing the policy.
- have a legal responsibility to fulfil the Prevent duty statement.
- protect learners and employees from radicalising influences.
- ensure learners and employees are resilient to extreme narratives.
- identify changes in behaviour of learners and employees.
- deal with any issues raised by learners or employees.

2.1 Purpose

The purpose of this policy is to:

- Ensure an awareness of Prevent within the Serco STS delivery team.
- Protect learners and staff members from radicalising influences.
- Provide a clear framework to structure and inform our response to safeguarding concerns, including a supportive referral process for those who may be susceptible to the messages of extremism, using multi-agency approaches, including Channel, where appropriate.
- Embed British Values into the curriculum and ways of working.
- Recognise current practice which contributes to the Prevent agenda.
- Build learners and staff resilience to extreme narrative.
- To support the identification of any vulnerabilities or worrying changes in behaviour.

Staff can play an important part in preventing terrorism, just as they can help to educate learners about risk. The team offers opportunities to help learners understand the risks associated with extremism and help develop the knowledge and skills to be able to challenge terrorist ideologies. For example, activities

have been embedded into learning and teaching. Additional information is available on the Leadership Learning Centre (which will be moving to Bud in February 2026) and via monthly newsletters.

Serco STS have a responsibility to ensure that all members staff:

- Have undertaken annual training in the Prevent Duty
- Are aware of when it is appropriate to refer concerns about learners or colleagues to the Designated Safeguarding Lead or Officers

Exemplify British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

3. Definitions

Radicalisation - Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, go on to participate in terrorist groups.

Terrorism - Terrorism is defined as 'The use or threat of serious violence against a person or serious damage to property where that action is:

- designed to influence the government or an international governmental organisation or to intimidate the public or a section of the public; and
- for the purpose of advancing a political, religious, racial, or ideological cause.'

Extremism - Extremism is defined as the promotion or advancement of an ideology based on violence, hatred, or intolerance, which aims to:

- negate or destroy the fundamental rights and freedoms of others; or
- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights or
- intentionally create a permissive environment for others to achieve the results in (1) or (2).

<https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024>

Channel - an early intervention multi-agency process designed to safeguard people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people.

4. Our Commitment

The term The government Counterterrorism and Security Act 2015, places a duty upon all education providers to have regard to the need to prevent people from being drawn into terrorism. This Prevent Duty forms part of the wider governments CONTEST counter terrorism strategy which aims to:

- prevent: to stop people becoming terrorists or supporting terrorism.
- pursue: to stop terrorist attacks happening.
- protect: to strengthen our protection against a terrorist attack.
- prepare: to minimise the impact of a terrorist attack.

As a nation we continue to prioritise according to the threat posed to our national security; the allocation of resources will be proportionate to the threats we face. In 2025 the annual report published by MI5 listed the following themes:

- Since 2020, MI5 have disrupted 19 late-stage attacks and intervened in hundreds of developing threats.
- On average, investigations tend to be narrower in scope than once was the norm: focused on individuals and small groups, rather than larger, more established networks.

- In 2025 it can be hard to tell in the immediate aftermath of an appalling violent crime whether the incident is terrorist or state-directed, and thus a national security matter, or non-ideological, driven by a unique personal grievance, fixation, or mental disturbance. Particularly seen in cases with vulnerable young people.
- In the last year there are one in five terrorism arrests involving U18s. Due to this the Counter Terrorism Operations Centre is now home to the Interventions Centre of Expertise. The Centre's ambition is to bring a range of professional expertise in managing threats in cases involving adolescents, mental ill health, and other complex risks.
- In the last year there has been a 35% increase in the number of individuals investigated for involvement in state threat activity. State threats continue to be from Russia, Iran, and China.
- 2025 brings a focus on AI as would-be terrorists already try to harness AI for their propaganda, their weapons research, their target reconnaissance. State actors exploit AI to manipulate elections and sharpen their cyber-attacks.

The aim of Serco STS Prevent policy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. Our strategy has three specific strategic objectives:

1. Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
2. Prevent learners and the delivery team from being drawn into terrorism and ensure that they are given appropriate advice and support.
3. Inform and educate learners delivery team about where there are risks of radicalisation that we need to address.

A system of threat levels has been created which represents the likelihood of an attack in the near future. The five threat levels are:

- **Critical** – an attack is expected imminently.
- **Severe** – an attack is highly likely.
- **Substantial** – an attack is a strong possibility.
- **Moderate** – an attack is possible but not likely.
- **Low** – an attack is unlikely.

The level is set by the Joint Terrorism Analysis Centre and the Security Service (MI5). Threat levels do not have an expiry date. They can change at any time as different information becomes available to security agents. The current threat level from international terrorism in the UK is substantial, which means a terrorist attack is highly likely.

As a training provider we focus on all risks, including violent extremism, which represents the greatest threat at national level. At the same time, we recognise that other forms of violence and extremism can and do manifest themselves.

5. Who Does the Policy Apply to?

The Prevent Policy applies to everyone working at or attending Serco STS. It confers responsibilities on all governors, members of the delivery team, learners, agency staff, contractors, visitors, consultants, and those working under self-employed arrangements (where applicable).

6. Policy Statement

The aim of the Prevent Policy is to create and maintain a safe, healthy, and supportive learning and working environment for our delivery team and learners. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for learners. We further recognise that if we fail to challenge extremist views, we are failing to protect our learners from potential harm. As such the Prevent agenda, will be addressed as a safeguarding concern.

7. Role of STS Senior Management

To provide an ethos which upholds our core values of Trust, Care, Innovation and Pride for all learners, members of the delivery team, learners and visitors that promotes equality and diversity and understanding. This will be achieved through:

- Producing and updating annually a Serco STS Prevent Risk Assessment and Action Plan
- Promoting our core values
- Building members of the delivery team and learners' understanding of the issues and confidence to deal with them
- Continuing to engage with our local communities
- Actively working with local authorities, police, and other agencies as appropriate.

To ensure that all members of the delivery team are confident to take preventative and responsive steps working with professionals in the community as appropriate. This will be achieved through:

- Establishing strong and effective learner support services
- Listening to what is happening in the learning environment.
- Implementing anti-bullying strategies and challenging discriminatory behaviour
- Helping learners and delivery team to know how to access support within the learning environment
- Supporting problem solving and repair of harm by signposting learners and/ or staff to support options
- Supporting at risk learners through safeguarding and crime prevention processes
- Ensuring that all members of the delivery team undertake PREVENT training and receive regular updates as needed to aid them in the Prevention of Extremism and Radicalisation.

8. Teaching and Learning

To raise awareness of PREVENT, we will provide a curriculum which promotes British Values knowledge, skills and understanding to build the resilience of learners by undermining extremist ideology and supporting the learner voice. This will be achieved through:

- Embedding British Values, equality, diversity and inclusion, wellbeing and community cohesion into our learning materials and discussing these topics with learners at each coach session and learners at each progress review
- Promoting wider skill development such as the social and emotional aspects of learning
- A curriculum adapted to recognise the individual professions, challenge extremist narratives, and promote universal rights.
- Encouraging learners to discuss, debate and reflect on events in ways which encourages them to question their views and responses.
- Encouraging active citizenship and learner voice.

9. Monitor and Review of this Policy

This policy was initially written on the 01/11/2023 and reviewed and updated on 08/12/25.

This policy is to be reviewed at least annually by the Designated Safeguarding Lead and approved by the governance board.

This is next due to be reviewed on or before: 31st August 2026.

10. Appendix 1: Radicalisation and Extremism

As part of our safeguarding requirements under the Prevent Duty, it is the responsibility of the Serco STS delivery team to help protect our learners from all types of radicalisations and extremism. We will support all our learners with awareness raising in Prevent, and in radicalisation and extremism, using both our own and DfE's Educate Against Hate resources.

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist activity.

The Prevent Duty is the duty in the Counterterrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

Counter-Terrorism Local Profiles: we will have an on-going understanding of these by maintaining close links with the DfE Regional Prevent Education Co-ordinators, attending update events where the local profiles for the regions will be discussed. Serco STS will create and maintain a national profile identifying highest threats in each region and use this to inform the relevant awareness interventions for all staff, learners and sub-contractors, the profile will be updated annually with this policy.

Indicators that learners might be vulnerable to radicalisation include:

Identity

- The learner is distanced from their cultural /religious heritage and experiences.
- Discomfort about their place in society.
- Personal Crisis-the learner may be experiencing family tensions.
- A sense of isolation.
- Low self-esteem.
- They may have dissociated from their existing friendship group and become involved with a new and different group of friends.
- They may be searching for answers to questions about identity, faith and belonging.

Personal Circumstances

- Migration.
- Local community tensions.
- Events affecting the learner's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.

Unmet Aspirations

- The learner may have perceptions of injustice.
- A feeling of failure.
- Rejection of civic life.

Experiences of Criminality

- Involvement with criminal groups.
- Imprisonment.
- Poor resettlement/ reintegration on release.

Special Education Needs

- A lack of social interaction.
- A lack of empathy with others.

- Not understanding the consequences of their actions.
- A lack of awareness of the motivations of others.

More Critical Risk Factors:

- Being in contact with extremist recruiters.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and/or behaviour.
- Experiencing a high level of social isolation, resulting in issues of identity and/or personal crisis.

11. Appendix 2: Prevent Referral Process

