



Skills and Training Services (STS) Local Operating Procedure Prevent Policy

Version Control Sheet

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Change Control

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Contents

Introduction..... 3

Purpose..... 3

Definitions 4

Our Commitment..... 4

Who does the policy apply to? 5

Policy Statement..... 5

Role of STS Senior Management 5

Teaching and Learning..... 6

Monitor and Review of this Policy 6

Appendix 1: Radicalisation and Extremism 7

Appendix 2: Prevent Referral Process 9

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.

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.
- Identify 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 and additional information is available on the Student Support Area (SSA).

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

Definitions

Radicalisation - is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo.

Terrorism – an act of terror/ violence based on a political objective, whether that means the politics of nationalism, ethnicity, religion, ideology, or social class.

Extremism - an ideology that is far outside the mainstream attitudes of society, including vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

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

Our Commitment

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 terrorism: stop people becoming terrorists
- Pursue terrorism: disrupt and stop terror attacks
- Prepare to deal with terrorism: mitigate impact of attacks that cannot be stopped.

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. There has been an increase in far-right inspired terror attacks and lone acts of terror, as opposed to mass organised terror activities, and the government strategy now includes ways in which to identify risk of these instances.

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.

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).

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.

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:

- 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.

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.
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Monitor and Review of this Policy

This policy was initially written on the 01/11/2023

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: 30th August 2024

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 provide all our learners with training in Prevent, and in radicalisation and extremism, using both our own and ETF's training materials.

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 West Midlands and Southwest DfE Prevent Co-ordinators for FEHE, attending update events where the local profiles for the regions will be discussed.

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.

Appendix 2: Prevent Referral Process

