Prevent Policy

Item	Details
Policy owner	Matt Malkin
Position	Managing Director
Version	Version 2
Applies to	Learners and Staff
Effective from	August 2026
Review date	August 2027

Policy Statement

This policy outlines the principles and values underpinning the expectations of Skills-UK for preventing and responding to extremism.

Purpose and Scope

The threat to the UK from extremism, such as international terrorism, is substantial. The safeguarding threats that we now face are more diverse than ever before, dispersed across a wider geographical, social, technological and cultural platforms.

Radicalisation and extremism can affect individuals of any age or background. Individuals may be exposed to extremist influences or ideologies that seek to encourage, justify or support terrorism. Skills-UK recognises the importance of identifying concerns at an early stage and taking appropriate safeguarding action where there are concerns that an individual may be susceptible to radicalisation or being drawn into terrorism.

In line with guidance from the Department for Education (DfE), Skills-UK aims to safeguard all its learners from the threat of extremism. We have a zero tolerance of extremist ideologies and behaviour. Skills-UK ensures that our care, guidance and curriculum empowers learners to reject violent or extremist behaviour and to be safeguarded through education.

Individuals can be exposed to a wide range of extremist influences, narratives and behaviours, including through online platforms and social media. Skills-UK recognises that early identification, appropriate safeguarding intervention and education are important in protecting learners who may be susceptible to radicalisation or being drawn into terrorism.

Legislation and Guidance

Skills-UK's approach to Prevent is informed by current legislation, statutory guidance and national safeguarding arrangements, including:

- **Counter-Terrorism and Security Act 2015**, including the Prevent Duty under Section 26 and the statutory Channel arrangements.
- **Prevent Duty Guidance: England and Wales (2023)**, in force from 31 December 2023.

- **Channel Duty Guidance: Protecting People Susceptible to Radicalisation**, as updated in 2025.
- **Key Principles of Prevent (2026)**.
- **CONTEST: The United Kingdom's Strategy for Countering Terrorism (2023)**.
- Current Home Office guidance concerning the **National Referral Form (NRF)** and the **Notice, Check, Share** process.

Under Section 26 of the Counter-Terrorism and Security Act 2015, specified authorities are required, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. Skills-UK incorporates the principles of the Prevent Duty into its safeguarding arrangements, staff training, curriculum and procedures for identifying, recording and escalating concerns.

Roles and Responsibilities

It is everyone's responsibility to identify, report on and prevent extremism. Each group has individual responsibilities that must be adhered to if extremism is to be dealt with effectively.

Skills-UK Directors:

- Must ensure that staff are aware of and have read the policy and understand the procedures outlined.
- Must ensure that learners and, where appropriate, parents/carers, are given regular feedback on the action being taken.
- Must report concerns in south Yorkshire to preventsouth@ctpne.police.uk or ringing 101. You can also call the Anti-Terrorist Hotline (can be anonymous) on 0800 789321.
- Must ensure that the effectiveness of the Prevent Policy is regularly monitored and that this is reported to the relative stakeholders.

Staff:

- Must read and adhere to the policy.
- Should provide a safe place in which learners can debate ideas and discuss controversial ideas.
- Must always strive to be aware of potential or actual extremism and take action when there are concerns.
- Must report and record all concerns following the Skills-UK procedures.
- Must not promote partisan political views in teaching and where political issues are brought to the attention of learners they are offered a balanced presentation of opposing views.

Learners, Parents and Carers

Learners are encouraged to raise any concerns relating to extremism, radicalisation or terrorism with a member of Skills-UK staff, the Designated Safeguarding Lead (DSL) or Deputy DSL as soon as possible.

Where Skills-UK works with learners under the age of 18, parents or carers are encouraged to contact Skills-UK if they have concerns that a learner may be susceptible to radicalisation or at risk of being drawn into terrorism.

Parents, carers and learners should share relevant concerns with Skills-UK even where these do not directly relate to their own circumstances, where they believe another learner or individual may be at risk.

Any concerns raised will be treated seriously and managed in accordance with Skills-UK's safeguarding and Prevent procedures.

Equality and Diversity

Skills-UK is committed to:

- Eliminating discrimination and promoting equality and diversity in its policies, procedures and guidelines.
- Delivering high quality teaching and services that meet the diverse needs of its learner population and its workforce, ensuring that no individual or group is disadvantaged.

Teaching and Learning

Our aim is to deliver teaching and learning which meets the needs of every single learner, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent learner-centred teaching with teachers highly conversant in the complexities and specialisms of their practice.
- Cross Curricular Big Questions, encouraging deep-thinking investigations, which prepare our students for 21st Century living in modern Britain.
- Inspirational and challenging learning activities, which have the principles of enquiry and investigation at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks.
- Cross-phase and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each learner has the opportunity to build successfully on their previous experience and prior learning
- Learner resilience, independence, confidence and readiness to meet the rigours of education, through to the work place and beyond, and the demands of living and working in a rapidly-changing technological world.
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give learners every opportunity to aspire to their full academic potential.

Definitions

Radicalisation can be both violent and non-violent. 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 contemporary ideas and expressions of freedom of choice.

Extremism can be defined as “holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views”. Preventing and responding to concerns relating to extremism and radicalisation at Skills-UK forms part of

our wider safeguarding responsibilities.

Systems and Procedures

Under the statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015, Skills-UK will ensure that learner are safeguarded from extremism in the following ways,

- All staff are trained to have an awareness and understanding of the risk of radicalisation in our area, institution or body.
- Leaders ensure that all staff understand what radicalisation means and why individuals may become susceptible to radicalisation.
- Understand what is meant by the term 'extremism' and what that means.
- Understand the relationship between extremism and terrorism.
- Work in partnership to ensure positive co-operation, for example with other organisations, including the police and members of the community.
- All staff are trained to know what measures are available to prevent learners being drawn into extremism and how the ideology can be challenged.
- All staff are given clear directions as to how to identify and record and causes for concern, as well as how to escalate those to the safeguarding officer.

We teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of learners and prepares them for the opportunities, responsibilities and experiences of life.

Prevent in Skills-UK

We recognise that we serve a large community of families, from an increasingly wide range of back grounds, some of whom are impressionable or even vulnerable members of society, which accordingly places clear duties upon us to keep learners safe and promote their welfare.

All staff are trained to be alert to any safeguarding and child protection issues in the child's life at home or elsewhere.

The staff are trained to take action to protect learners from harm and are alert to harmful behaviour by other adults (or peers) in their life. Focus on learner's personal, social and emotional development is achieved through the delivery of a broad and balanced curriculum.

Referral and Intervention

Any identified concerns resulting from observed behaviour or reported conversations which suggest that a learner supports terrorism and/or extremism must follow the normal safeguarding procedures and be reported to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

Where a learner is thought to be in need or there is a risk of significant harm which requires investigation then a referral to Children's Social Care should be made in line with Skills-UK Child Protection Policy (even though parental consent may be withheld). It should be recognised that concerns of this nature relating to violent extremism require police investigation. Therefore as part of the referral process the designated professional will also raise an electronic referral via preventsouth@ctpne.police.uk .

Notice, Check, Share

Skills-UK will apply the **Notice, Check, Share** approach when responding to concerns that an individual may be susceptible to radicalisation.

Notice – Staff should be alert to changes in behaviour, circumstances or other indicators that may suggest that an individual is susceptible to radicalisation or may be on a pathway towards terrorism. There is no single profile or indicator of radicalisation, and concerns must be considered in context.

Check – Where a concern is identified, staff must report it to the Designated Safeguarding Lead (DSL) or Deputy DSL. The DSL will consider the available information, speak with relevant staff where appropriate and use professional judgement to determine whether there is a Prevent concern and whether further advice or information is required.

Share – Where, following consideration, there is a concern that an individual may be at risk of being drawn into terrorism, the DSL or Deputy DSL will make a Prevent referral using the current **National Referral Form (NRF)** and appropriate national or local referral arrangements.

Prevent concerns will be managed as safeguarding concerns. Information will be shared appropriately, proportionately and on a need-to-know basis in accordance with safeguarding and data protection requirements. Where there is an immediate risk of harm or an indication that a terrorism-related offence may be taking place, the emergency services or police will be contacted without delay.

Prevent Referral Process

Where the Designated Safeguarding Lead or Deputy DSL determines that a Prevent referral is appropriate, the referral will be made using the current **National Referral Form (NRF)** and submitted through the appropriate Prevent referral route for the area in which the individual lives.

The National Referral Form supports professionals to clearly record the nature and context of the concern and assists specialist Prevent officers in assessing referrals consistently.

Prevent referrals are initially assessed by specialist police officers and staff. Where appropriate, information may be gathered from relevant partners to determine whether the individual requires support through Prevent.

Where the referral meets the appropriate threshold, the individual may be considered for **Channel**, the local authority-led, multi-agency programme which provides support to people who are susceptible to being drawn into terrorism.

Skills-UK will cooperate with the police, local authority Prevent teams, Channel panels and other relevant safeguarding partners where required and will continue to provide appropriate safeguarding support to the learner throughout the process.

Where a referral does not meet the threshold for Prevent or Channel, Skills-UK will consider whether other safeguarding, welfare or support services are appropriate.

Review

This policy will be reviewed on an annual basis, or where there are updates in line with the government guidelines.

Related Policies and Procedures

This policy should be read alongside, where applicable:

- Safeguarding Policy
- Equality, Diversity and Inclusion Policy
- Data Protection Policy
- Whistleblowing Policy
- Visitor and Guest Speaker Procedure
- Staff Code of Conduct